

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)

FDOE INTERNAL USE ONLY

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
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 Tallahassee, Florida 32399-0400
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(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Suwannee		Nancy J. Roberts Director of Elementary Education		(386)364-2622	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
702 2nd Street, NW Live Oak, FL 32064					
(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, Walter Boatright, Jr. , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Norma Garza					
Contact Information for District PLC Chairperson: Mailing address: 9150 48 th Street Live Oak, FL 32060					
E-mail Address: Phone Number:(386) 364-4620, (386) 364-4733					
Date final plan was discussed with PLC: October 7, 2008					
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, _____, 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.

All students (ELL and non-ELL) register at the school they will attend in the district. Upon initial enrollment at each school site, all parents (ELL and non-ELL) complete the Home Language Survey (HLS) for students in grades PK-12. In addition, all parents (ELL and non-ELL) complete a student enrollment form, a certificate of county residency, an emergency authorization form, a record of student suspension/expulsion.

Home language assistance is provided to families unless clearly not feasible.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

The HLS is administered for all students (ELLs and non-ELLs) at the time of initial student enrollment at the schools in the district. The HLS is a separate form that is a part of the student registration packet at all schools in the district.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. At all schools in the district, if any "yes" response is indicated on the HLS, the registrar immediately sends a copy of the HLS to the ESOL support teacher for district entry ESOL testing. The registrar also sends a copy of the HLS to the designated school guidance counselor. The guidance counselor requests school records for transfer students. All ESOL records and tests are requested. If ESOL testing is needed, the ESOL support teacher administers the ESOL testing within 20 days of student enrollment.

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

Registrar Guidance Counselor Other (Specify) ESOL support teacher for district entry/exit testing

3) Provision of Understandable Communication

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

At the time of registration, parents who do not speak English are provided with language assistance by the district migrant staff, the ESOL support teacher (when available), and various bilingual school staff. Home language assistance is provided to families at the time of registration unless clearly not feasible.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc.

At each school site, the registrar (data entry clerk) is responsible for collecting and entering student demographic data into the district student data base. The information is entered into the student data base upon completion of the student enrollment and registration process at each school. The registration forms include information pertaining to the student's native language, country of birth, race, gender, date of entry into the U.S., and date of birth. All required student demographic data is entered into the State Student Management Information System by the data entry clerk at each school. All student data entry is coordinated with the district's Director of Information Technology.

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

Registrar Data Entry Clerk Other (Specify) Director and Asst. Director of Information Technology

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) Designated school guidance counselors, ESOL support 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⁾
Language Assessment Scales (1C)	1-6	74		
Pre-LAS	Kdg	81		
Language Assessment Scales (2C)	7-12	81		

(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.

Students in grades K -12 who are potential ELLs are given the LAS-O to determine their oral skills levels. The ESOL support teacher administers and grades the LAS-O entry/exit assessments. The ELL testing data is recorded on a district student data form by the ESOL support teacher. The district data form is given to the designated school guidance counselor after testing is completed. The ELL testing data is entered into the student data base by the data entry clerk at each school.

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?

District ESOL procedures and guidelines have been updated and revised to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses. A district ESOL memo has been shared with school Principals, designated guidance counselors and registrars to clarify guidelines for ESOL entry testing. The ESOL process begins at the time of student registration with the completion of the HLS. A copy of the HLS is sent immediately to the ESOL support teacher and the designated school counselor. A reminder is included in the district guidelines about the requirement to administer the testing within 20 school days of student enrollment. The responsibilities of each school staff member who is involved in the ESOL process is included in the district ESOL Procedures and Guidelines document.

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 the Listening and Speaking test is not administered within 20 school days of the HLS with affirmative responses, a letter is sent to the parent explaining why testing has not been completed and when testing will be completed for the student. Parents are notified in their home language unless clearly not feasible.

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

Students in grades K-2 who score as fluent English-speakers on the Listening and Speaking Test are scheduled for an ELL Committee meeting to review the testing results. Parents are invited to attend. The student is placed in a regular class unless the ELL committee recommends an ESOL placement based on additional student data.

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 ELLs who have scored limited English proficient on the Listening and Speaking Test are given the LAS Reading/Writing test following the listening/speaking test. The ESOL support teacher administers the LAS R/W. The test results from the LAS-O and the LAS R/W are reviewed with the ELL Committee to assist in determining placement for ELLs in grades 3-12.

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):
Language Assessment Scales (Reading/Writing)

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 test is administered upon initial entry following the Listening and Speaking Test to students in grades 3 - 12. The ESOL support teacher administers the Reading and Writing Test using the initial entry timeline to meet the required guideline for test administration within one year of the Listening and Speaking Test.

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.

The Reading/Writing test is administered upon initial student entry immediately after the Listening/Speaking test. The school district does have a letter that can be sent to notify parents if ESOL testing has not been administered within the required timelines.

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 convenes to make entry (placement) decisions following entry testing by the ESOL support teacher. Test results are given to the designated ESOL school contact. The ESOL contact signs for receipt of the ESOL student folder and then invites the parent to an ELL Committee meeting. Student placement decisions are documented on the district ELL Committee Report form.

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.

The academic records of students who have had prior school experiences are reviewed by the guidance counselor at each school to assist in making the most appropriate student placement for ELLs. If additional information is needed, a call may be made to the previous school for clarification. Records may include report cards, progress reports, state and district test results, teacher recommendations, student transcripts, and progress monitoring results for the Sunshine State Standards. The ELL Committee is convened to determine placement and to develop an individual student ELL plan.

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

The ELL Committee is convened to address placement of ELLs with limited or no prior school experiences. The parent and ELL student are invited to provide additional information for the ELL Committee. Every effort is made to provide age-appropriate placements for all students. Programs are provided for additional support toward English language proficiency including tutoring for ELLs if needed.

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.

School staff make every effort to obtain appropriate student records. Staff from the Migrant Education Program (MEP) assist school staff in obtaining student records as appropriate. Phone calls and letters for request of records are included in district procedures to obtain student records. ELLs are placed with input from the parent and student information provided at the time of enrollment. Placement is age-appropriate with the most appropriate student schedule of courses.

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.

Students who initially enter the district in Kindergarten provide proof of age (must be five years old by September 1st of the school year) and they are placed in a Kindergarten class. Students who enter the district for placement in Grade 1 provide proof of age (must be six years old by September 1st of the school year) and must have successfully completed Kindergarten. Students who enter the district in Grades 2-8 are placed using report cards.

previous school records, state and district test results, teacher recommendations, and information provided by the parent at the time of student enrollment.

At each school, information is received by the school registrar and reviewed by the guidance counselor to determine grade level and course placement. If student records are not available at the time of enrollment, students are temporarily placed based upon information provided by parents.

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.

Student records, transcripts, report cards, and state and district test results are reviewed upon student enrollment. ELLs entering high school in 9th - 12th grades who have completed credits in countries outside of the United States are awarded credits upon review by the Principal and approval by the Director of Secondary Education. Credits will be awarded after all attempts have been made to obtain documentation of earned credits and the student successfully passes the FCAT graduation requirement and/or any other requirements for graduation in the State of Florida and the school district of Suwannee County. Students will receive credit toward graduation for language arts classes and for foreign language classes (including English) for which students have received credit from other countries.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

Records of ELLs who withdraw from the district and re-enroll are re-evaluated to include new student progress data from another district, state, or country. If a student is not making satisfactory progress or is failing courses, an ELL Committee will be convened to determine if a new English language proficiency assessment should be administered. The district does not have a specified time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. "A new English language proficiency assessment will be administered when the time between the ELL student withdrawal and re-enrollment exceeds one year."

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated.

The Student ELL Plan is initially developed following the entry testing. The designated school guidance counselor schedules the ELL Committee meeting. Upon review of the ESOL entry test results, a Student ELL Plan is written. The student schedule is attached as part of the Student ELL Plan.

Current ELLs have their ELL Plans updated annually. The designated school guidance counselor is responsible for annually updating Student ELL Plans. "The ELL Student Plan is updated for middle school and high school students as schedule changes are made during the school year or at the end of the semester."

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 school ESOL Administrator and the designated school guidance counselor are responsible for annually reviewing the current ELL student lists to ensure that Student ELL Plans are updated to reflect appropriate courses with qualified staff who have met ESOL training requirements. "The ELL Student Plan is updated for middle school and high school students as schedule changes are made during the school year or at the end of the semester."

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.

All ELLs are served in Mainstream/Inclusion instructional models. This model is used by teachers who have had ESOL training. Teachers differentiate instruction for ELL students. In addition, teachers include ESOL strategies in their lesson plans to meet the needs of ELLs. School administrators monitor instructional lesson plans and observe instructional models through Classroom Walkthroughs (CWTs). The reading coaches at each school provide additional instructional resources and support for teachers of ELLs.

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

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

ELLs are served in classes with non-ELLs at the elementary, middle, and secondary levels. At the elementary level (K-5) ELLs and non-ELLs have the same number of instructional minutes in their daily schedules. ELLs and non-ELLs participate in the same courses, following the school schedule and the curriculum focus calendars/maps to ensure instruction in the Sunshine State Standards. In addition, ELLs who are identified as needing additional support may receive tutoring in reading and/or math.

At the middle grade level (6-8) ELLs and non-ELLs have the same number of instructional minutes in their daily schedules. ELLs and non-ELLs participate in appropriate language arts courses and basic subject area courses taught by teachers who have met the ESOL training requirements.

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.

Instructional personnel throughout the district document the use of ESOL instructional strategies in their lesson plans. There is a district form that is placed in the teacher's planbook to list the ESOL strategies used with ELLs. The district form is the documentation for the utilization of ESOL strategies to verify the delivery of comprehensible instruction. In addition, school administrators have copies of ESOL classroom walkthrough checklists to use as they observe classes with ELLs.

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) classroom teachers, ESOL support 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)*

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) School and teacher made tests to monitor mastery of Sunshine State Standards

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. Procedures for promotion, placement, and retention of ELLs is in the SPP in section II. Promotion and Placement in the Elementary Grades (K-5); section IV. Promotion and Placement in Middle Grades (6-8); and section III. Placement, Classification and Graduation in High School (9-12).

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. Using the student database (MIS), the district and school staff generate a list of ELLs who have been enrolled in an approved ESOL program for less than two years at the end of the school year. Upon receiving FCAT scores, the school ESOL Coordinator and designated guidance counselor review the results for the ELLs with the Principal. The good cause exemption in the Student Progression Plan includes: English Language Learner (ELL) students who have had less than 2 years instruction in an English for Speakers of Other Languages program may be exempt from mandatory retention at 3rd grade. An ELL Committee is convened to document placements and retentions for ELL students. The district form for good cause exemption is completed for those ELLs who met the criteria for promotion. The committee makes a recommendation to the Principal. The good cause recommendation is forwarded to the district for approval by the Superintendent.

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

The ELL Committee convenes to review FCAT scores, student grades, report cards, teacher recommendations, and student portfolio results (if appropriate). The ELL Committee serves as the placement committee for all ELL students. If consideration is being given to retain an ELL student, the ELL Committee reviews all the student data. This may include, but not be limited to: test scores, student portfolio, classwork, report cards, teacher recommendations and observations. The parent is invited to the ELL Committee to consider retention/promotion. The progress toward mastery of the Sunshine State Standards is considered when recommending retention.

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

Parents of ELLs are invited to parent conferences to discuss the progress of students during the school year. At the end of the school year, parents are invited to the ELL Committee meeting for information regarding retention or promotion.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed.

Each school in the district has a School Assessment Coordinator. The school coordinator is responsible for ensuring that all students including ELLs participate in the Florida statewide assessment program at the appropriate grade levels. The school coordinator (and a guidance counselor if designated) check each class list and roster of students to ensure accountability that all ELLs participate in FCAT, CELLA, and all other state assessments.

During training for school assessment coordinators, the District Assessment Coordinator provides the school assessment coordinators notification regarding ELLs' participation in all statewide assessments. This training is provided prior to the administration of state 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. All approved test accommodations for statewide assessments are provided for ELLs. The ELL Committee documents the accommodations for each ELL student on the ELL Committee Report form. The school assessment coordinator maintains a record of all accommodations that have been provided for all students during statewide assessments. ELL students may be tested in small groups to allow additional testing time, if needed. In addition, heritage language dictionaries are provided for ELLs, if needed. The school assessment coordinator is responsible for ensuring that all accommodations for testing have been provided for ELLs. The school assessment coordinator plans in advance of the testing dates to prepare settings, schedules, test administrators, and dictionaries (as appropriate and if feasible) for ELLs during 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.

The district ESOL support teacher administers the exit testing for ELLs unless results from the State Assessment Program (FCAT) will be used for part of the exit criteria for a student. The ELLs are tested for exiting the ESOL program at the end of the third year in ESOL.

If students in grades K-2 score English proficient on the Listening/Speaking test (LAS-O), an ELL Committee is convened to review the child's scores and other student data to determine if the ELL should exit the ESOL program. The CELLA English Proficient Composite Score for grades K-2 (a composite score of 2050 or greater) may be referenced to support the exit criteria for the ELL student. The committee decision and recommendations are documented on the ELL Committee Report form.

For students in grades 3-12, the district criteria to indicate exit out of the ESOL program includes:

1. CELLA Composite Score and CELLA Reading Score - CELLA aural/oral skills, reading and writing scale scores for each grade cluster shall be added together to determine the composite score at grade level. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level.

<u>Grade Cluster:</u>	<u>CELLA English Proficient Composite Scores</u>
<u>3-5</u>	<u>2150 and greater</u>
<u>6-8</u>	<u>2200 and greater</u>
<u>9-12</u>	<u>2250 and greater</u>

AND

The second measure must be a score at the proficient level on CELLA Reading tested on grade level; OR

2. A score at or above the proficient level or above the publisher's cut score on the LAS-O (listening and speaking test) AND a score at or above proficiency on the LAS- R/W; OR

3. A score at or above the 33rd %ile on the reading comprehension and writing or language usage subtests of a nationally norm-referenced test AND a score at or above the proficient level or above the publisher's cut score on the LAS-O (listening/ speaking test); OR

4. A score on FCAT Level 3 or greater or the equivalent developmental scale score on the Reading test of the Sunshine State Standards AND a score at or above the proficient level or above the publisher's cut score on the LAS-O (listening/speaking test) AND proficiency in writing on the LAS-R/W or Level 3 or greater on the Writing test of the Sunshine State Standards (grades 4, 8, & 10) or at or above the 33rd%ile on the language usage subtest of a nationally norm-referenced test; OR

5. A score on FCAT Level 3 or greater on the Writing test of the Sunshine State Standards (grades 4, 8, & 10) AND a score at or above the proficient level or above the publisher's cut score on the LAS-O (listening/speaking test) AND FCAT Level 3 or greater on the Reading test of the Sunshine State Standards or proficiency on the LAS-R/W reading test; OR

6. If the ELL Committee has significant data to support all of the above to show that an ELL student is fully English proficient (listening, speaking, reading, & writing), the ELL Committee may recommend that a student may exit the ESOL program.

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⁾
Language Assessment Scales (1)	1-6	75 and above		
Language Assessment Scales (2)	7-12	82 and above		

(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.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
Language Assessment Scales (Reading/Writing)
FCAT SSS Reading (grades 3-10)
FCAT Writing (grades 4, 8, & 10)

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

Registrar ESOL Teacher/Coordinator Other (Specify) Designated school counselor for ESOL program when ESOL support teacher cannot conduct exit assessments

17d) Describe the process by which the ELL Committee makes exit decisions.

The ELL Committee will be convened to review the student's test results and the exit criteria approved in the district ELL Plan. In addition the ELL Committee will review the student's grades, teacher's comments, and teacher's recommendations to make a decision whether to exit the ELL student from the ESOL program or to provide another year for an extension of ESOL services in the program. Parents of ELL students will be notified (in their native language unless clearly not feasible) about ELL Committee meetings.

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 designated school guidance counselor and the school ESOL Coordinator are responsible for updating the ELL student's exit data in the Student ELL Plan. The district ESOL support teacher provides the designated ESOL counselor with exit testing results from district ESOL assessments. The designated guidance counselor provides the test results from state assessments (as appropriate for exit criteria). The designated guidance counselor provides the school MIS staff with the required information to enter the exit data into the Student database for reporting.

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

ELL students who meet exit qualifications in the middle of a student grading period remain in the same classes since the district instructional model is mainstream/inclusion. Any additional services (tutoring) that the ELL student was receiving would be discontinued upon exiting the ESOL program. "The LAS-O will be administered for the Listening and Speaking exit criteria (K-12) and the LAS-R/W will be administered for the Reading and Writing criteria (3-12)."

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 school ESOL coordinator (with assistance from the designated school guidance counselor) is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

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

The ELL's progress is documented using student report cards as a measure of progress. Copies of the student's report cards are placed in the ESOL folder which includes the Student ELL plan and student test scores as part of the cumulative student record.

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) promotion/retention status, progress toward mastery of Sunshine State Standards

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

If the performance of former ELLs is not on grade level, the ELL Committee is convened by the school ESOL Coordinator or designated guidance counselor. The ELL Committee reviews the student data with the parent, teacher(s), reading coach (if applicable), curriculum coordinator, and other appropriate instructional staff to make recommendations to assist the ELL student for academic achievement. If the data indicates that the former ELL continues to need the services of the ESOL program, the ELL Committee may recommend that the student be placed back in the ESOL program. The student will be placed in classes to receive instruction with ESOL strategies. A new Student ELL Plan will be written and the student will be reclassified.

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 school ESOL Coordinator and the designated school guidance counselor are responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement. The school ESOL Coordinator updates student data for the student database with the school MIS staff. With assistance from the designated guidance counselor, the school ESOL Coordinator ensures that an appropriate placement is made for the ELL student.

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

When former ELLs re-enter the ESOL program, the program delivery model will continue to be mainstream/inclusion. The ELL student 's schedule will be carefully reviewed to ensure that the student is enrolled in classes with teachers who have participated in the required ESOL training and will implement differentiated instruction with ESOL strategies. If funds are available for tutoring of ELLs, the eligible students will receive tutoring for ELLs. Students will have access to remediation programs for assistance in mastering the Sunshine State Standards and any other additional services at the school. The ELL student will continue to be included in the school's progress monitoring plan.

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. There is a staff person at each school who is bilingual (English & Spanish) who provides assistance to most parents/guardians of ELLs in their home language. Parent notices of events and important documents are sent home to ELL families in English and Spanish, unless clearly not feasible. Notices of ELL Committee meetings are sent home in English and Spanish (the most predominant second language in the district). An interpreter is present for parent conferences and ELL Committee meetings unless it is not possible to schedule due to availability or unless it is not feasible to find an interpreter for the particular language.

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 district Code of Student Conduct books (Elementary & Secondary) are sent home with ELLs in English and Spanish. District staff present the information in the Student Code of Conduct with students' rights and responsibilities at a parent activity meeting scheduled by the joint Parent Leadership Council (PLC) and the Migrant Parent Advisory Council (MPAC). Interpreters are available and district staff answer parents' questions regarding the Code of Conduct at the scheduled meeting.

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

Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. _____

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain.

The district has combined the Parent Leadership Council (PLC) with the Migrant Parent Advisory Council (MPAC) in order to promote parental and community participation in programs for ELLs. Parents plan the parent activity nights with topics selected by parents for presentations. District and school staff provide information with parents during the planning meetings. Flyers are sent home to parents in English and Spanish to invite parents to attend parent activity nights. Interpreters assist at parent meetings. In addition, parents complete surveys after each activity night to provide feedback and input for the advisory group. Information about school programs, registration requirements for school, Sunshine State Standards, CELLA, FCAT, and SAT-10 testing programs, Student Code of Conduct, ESOL program, District Plan for Services to ELLs, community and school events, and the school calendar are shared through an interpreter. A parent resource room is available in collaboration with the Family Literacy Center through the migrant education program. Books and student materials are available for checkout to parents and students.

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

Notices about school grades and AYP are sent home to parents. the information is provided in English and Spanish. Communication with parents is provided in their heritage language unless clearly not feasible.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain.

The name and contact information for the district's Equity Coordinator is provided in the Student Code of Conduct (elementary and secondary). Information regarding the district's policy on non-discrimination is provided with the equity coordinator's contact information. At the beginning of the school year and upon enrollment for new students, each student receives a copy of the Student Code of Conduct.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? All ELLs and non-ELLs have equal access to all programs and facilities in the Suwannee County School District. Any student (including an ELL student) who meets district eligibility criteria for a program or access to a facility is assured equal rights for access. Rights and responsibilities of students are specified in the Student Code of Conduct and in the District's Student Progression Plan. District programs may include Pre-Kindergarten,

Exceptional Student Education, Title I (during and after school programs), Title III, 21st Century grant programs, tutoring programs, remedial programs, etc.

"The school ESOL administrator and the designated ESOL guidance counselor are responsible for assuring that ELL students have equal access to all programs and facilities available to non-ELLs. Parents are provided with program information during ELL Committee meetings to ensure understandable communication (unless clearly not feasible) about programs in the school and district for all students. ESOL staff, teachers and district staff collaborate with families and advisory councils to assure equal access to information that promotes equal access to programs for ELLs."

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

The personnel required for an ELL Committee include: the classroom teacher (s) for English/Language Arts, the school ESOL Coordinator, the designated ESOL guidance counselor, and the parent of the ELL (whenever possible). Additional teachers including teachers of Exceptional Student Education (ESE) and the ESOL support teacher (if feasible) may be invited to an ELL Committee meeting.

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) retention decisions

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 meets in combination with the MPAC (Migrant Parent Leadership Council). The functions of the Parent Leadership Council include approving the District Plan for Services to ELLs, making recommendations for the Title III Part A and Title I Part C federal applications annually, planning topics for parent activity nights, advising staff on the utilization of funds for students, participating in at least six advisory council meetings annually during the school year, reviewing the results of parent surveys for future program plans, and reviewing student performance results from prior year's program.

The district PLC composition includes: parents of ELLs, parents of migrant students, ESOL support teacher, elementary administrator, secondary administrator, migrant recruiter/advocate, reading coach, and Director of Elementary Education/ESOL/Migrant Education Program.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. The district PLC is continually seeking parents of ELLs to serve on this active advisory committee. The district PLC committee is composed of four parents, the ESOL support teacher, the Migrant Recruiter, the Director of Federal Programs and the Director of Elementary Education.

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

"The district PLC/MPAC committee meets monthly for parents and staff to plan and coordinate activities to meet the needs of families of ELLs. At these advisory meetings, parents are informed and encouraged to participate in school SAC and APT committees at appropriate grade levels. Parent activities, student events and calendars are shared with parents to encourage participation and to answer questions. Sharing information also promotes parent attendance at district and school committee meetings. Schools are encouraged to seek assistance through interpreters and use of the interpretive equipment to provide understandable communication for parents and students at school and district committee meetings and parent involvement events."

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The district Director of Elementary Education/ESOL/MEP reviewed the Consent Decree with parents and staff at a PLC/MPAC meeting. Each section of the decree was explained with an interpreter; all the parents' questions were answered and explained. The District ELL Plan was presented to the parents at the following meeting for approval. All parents' questions and concerns were addressed with assistance of an interpreter; changes were made to the District ELL Plan based upon PLC recommendations.

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

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

Section 10: PERSONNEL TRAINING

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

33) Describe how teachers who are required to obtain ESOL training or certification are

notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

All newly employed teachers in the district must sign an agreement upon employment to obtain the ESOL Endorsement or to meet the ESOL training requirement for their teaching position. All teachers who need the ESOL Endorsement and/or other ESOL training requirements must meet this requirement prior to being recommended for a Professional Services Contract in the district. Every new teacher must work toward obtaining the ESOL Endorsement within four years of employment. The employee ESOL agreement includes a copy of the timelines for completion of the ESOL training requirements.

Each school Principal is responsible for notifying teachers about ESOL training requirements. The district Director of Human Resources sends out notifications to all schools via the district e-mail system notifying teachers of the availability and scheduling of ESOL trainings offered in the district. The staff records for ESOL trainings are maintained in the office of the Director of 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.

Records of ESOL trainings are maintained on a database that is maintained in the office of the Director of Human Resources. Documentation of the completion of ESOL requirements and/or certification requirements is maintained collaboratively with the district certification contact and the Director of Human Resources. The combined databases include the roster of teachers who have participated in ESOL trainings and who have ESOL subject area certification or the ESOL Endorsement on their certificates. The ESOL roster is updated throughout the year after each ESOL training session is completed and as teachers document the completion of ESOL training requirements. Each school Principal receives a copy of the ESOL roster for his/her school staff.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented.

The district uses professional development funds for school-based and district-based administrators to take the NEFEC on-line ESOL for Administrators course. Upon course completion, administrators provide a copy of their certificate of completion to the Director of Human Resources. The district's ESOL roster of trainings for teachers and administrators is updated and maintained in the database.

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

The district uses professional development funds for Guidance Counselors to take the NEFEC on-line ESOL for Guidance Counselors course. Upon course completion, guidance counselors provide a copy of their certificate of completion to the Director of Human Resources. The district's ESOL roster of trainings for teachers and administrators is updated and maintained in the database.

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.
All instruction for ELLs 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 district employs a bilingual ESOL support teacher who assists teachers at elementary schools with more than 15 students who speak the same language. The teacher has the ESOL Endorsement and is certified in foreign language. The ESOL support teacher provides all the ESOL entry/exit testing for students in the district. In addition, the ESOL support teacher assists in recommending appropriate supplemental instructional materials for elementary and secondary ELLs in the district. The ESOL support teacher provides support to classroom teachers of ELLs and provides assistance to ELLs at the primary grades; attends PLC/MPAC meetings and parent activity nights; provides translations for teachers, parents, and students for written communications and at parent conferences, as needed.

The district ESOL support teacher provides assistance to teachers to promote the effective use of ESOL strategies. Each school has a bilingual staff person who assists ELLs, families, and teachers.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained.
The district does not use paraprofessionals for ESOL or home language strategies.

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

The district does not utilize paraprofessionals for ESOL strategies or home language strategies for instruction.

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 are responsible for increasing the English proficiency of current ELLs. Teachers must address progress for the AYP groups that they teach as they write their Individual Professional Development Plans. Schools must address progress for the AYP groups in their School Improvement Plans. Teachers and schools are held accountable for increasing the English proficiency of current ELLs through the evaluations of Individual Professional Development Plans and School Improvement Plans. The results from CELLA (Comprehensive English Language Learner Assessment) testing will be used to assist in measuring the progress toward English proficiency for current ELLs.

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 elementary and secondary schools are accountable for increasing academic achievement of all students, including current ELLs and former ELLs. Teachers address the academic achievement of all students, including current ELLs and former ELLs, in their Individual Professional Development Plans. Schools must address increasing achievement of all students, including current ELLs and former ELLs, in their School Improvement Plans. Teachers and schools are held accountable for increasing the academic achievement of all students through the evaluations of Individual Professional Development Plans and School Improvement Plans. The results from FCAT (Florida Comprehensive Achievement Test) Reading and Math assessments will assist in measuring the increased academic achievement of all current ELLs and former ELLs.

44) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.
The District staff is collaborating with the MPAC/PLC to develop an improvement plan that addresses the objectives not met and the contributing factors that prevented the district from achieving the objectives for two years. The District staff will collaborate with FDOE to promote professional development strategies and activities that the district will use to meet AMAOs.