

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:	
School District of Volusia County		Carmen Menéndez/ ESOL Compliance Specialist		386-734-7190	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
200 N. Clara Ave. DeLand FL 32721					
(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, _____, 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):					
Contact Information for District PLC Chairperson: Mailing address: 1240 Bachman Ave.					
E-mail Address: Hedeldi@hotmail.com Phone Number: (386) 860-2913					
Date final plan was discussed with PLC: 09/24/08		PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved			
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs.

All students entering Volusia County Schools register at their zoned school. Parents complete the Home Language Survey with assistance in their home language when 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 Home Language Survey is included in the registration form, which is available in English and Spanish. Therefore, the Home Language Survey is completed at the time of registration. Parents receive assistance in their native language when feasible.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS.

When there is a “yes” response to any of the first three questions of the HLS, the student is screened with the Aural/Oral IPT assessment. The student is placed in ESOL when he/she scores NES or LES. Students in grades 3-12 who score FES are further assessed with the CTBS reading and writing norm referenced test. A student who scores at or below the 32 percentile is placed in ESOL.

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

Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

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

Assistance in the home language is provided at the time of registration whenever feasible. The district’s ESOL office may be contacted by schools without bilingual personnel for assistance.

4) Student Data Collection

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

The registration form provides for the collection of all student demographic data. At the time of registration, programmatic assessment is conducted to obtain data pertaining to social history, previous academic experiences, chronological age and size, native language, and other important information. Such assessment is conducted in the home language when feasible.

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

Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) ESOL Teacher/ ESOL Coordinator

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 I	K-6	See appendix I		
IPT II	7-12	See appendix II		

(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.

Once there is an affirmative response to any of the HLS questions, the student is referred for oral/aural assessment to determine the language category. The ESOL teacher or coordinator screens the student with the IPT. When a student scores NES or LES, the data is entered by the data entry clerk and an ELL plan is created. If the student scores FES, the data is entered in the Test Record File.

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 ESOL teacher or coordinator will administer the aural/oral assessment within 20 school days from the time of registration. When a student is not tested within 20 days a notification of assessment delay is sent home with reason for the delay and in the native language when feasible.

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.

The ESOL teacher or coordinator will administer the aural/oral assessment within 20 school days from the time of registration. When a student is not tested within 20 days, a notification of assessment delay is sent home with reasons for delay in the native language when 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.

A student who scores fluent on the Listening and Speaking test (IPT) does not meet the criteria to be placed in the ESOL program. He or she will be classified as a regular education student, unless otherwise requested by the teacher or the parents through an ELL Committee Meeting.

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.

A student in grades 3-12 who scores below the publisher's cut score on the listening and speaking test (IPT I-II) is placed in the ESOL program and an ELL plan is created.

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):
CTBS Reading and 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?

Volusia County administers the Reading and writing test to students in grades 3-12 within 20 school days of having administered the listening/speaking test. MIS generates a report that identifies students that need to be administered the reading and writing test within a year. A notification of assessment delay is sent home to notify parents when the student has not been tested within the required timelines.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines.

A notification of assessment delay is sent home to notify parents when the student has not been tested 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.

An ELL Committee Meeting may be requested by the teacher or parent to recommend placement in the ESOL program. Input from teachers, parents and data are reviewed in order to determine if the student is exhibiting language difficulties. ELL Committee Meetings are documented on the ELL Committee Minutes form and translation is provided when feasible to parents who need assistance in their native language. **See appendix III**

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

In Volusia County a Programmatic Assessment is conducted by the registrar, guidance counselor, ESOL Coordinator and/or ESOL teacher. Previous academic experiences in academic record are honored. In the absence of academic records, the decision for grade level placement is based on parent/guardian and student interviews, social and academic history and chronological age. The final placement is determined by the principal with the student’s best interest being of foremost importance.

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

In Volusia County a Programmatic Assessment is conducted by the registrar, guidance counselor, ESOL Coordinator and/or ESOL teacher. Previous academic records are honored. In the absence of academic records, the decision for grade level placement is based on parent/guardian and student interviews, social and academic history, chronological age. The final placement is determined by the principal with the student’s best interest being of foremost importance.

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.

When a student enters a Volusia County School with incomplete or no records, prior schooling records are requested through mail, fax or phone. A FASTER report may also be utilized.

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.

In Volusia County a Programmatic Assessment is conducted by the registrar, guidance counselor, ESOL Coordinator and/or ESOL teacher. Previous academic records are honored. In the absence of such, the decision for grade level placement is based on parent/guardian and student interviews, social history and chronological age. The final placement is determined by the principal with the student's best interest being of foremost importance. When a student enters a Volusia County School with incomplete or no records, prior schooling records are requested through mail, fax or phone. A FASTER report may also be utilized.

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.

In Volusia County a Programmatic Assessment is conducted. Previous academic experiences in academic record are honored. In the absence of academic records, the decision for grade level placement is based on parent/guardian and student interviews, social history and chronological age. The final placement is determined by the principal with the student's best interest being of foremost importance. Language arts courses completed in languages other than English which include literature, composition and technical text should be used to document completion of required courses in English and credit awarded. For example, credit should be given for each course in English (based on the home language course, as the course content would be similar to that of a language arts course taught in English) and credit for electives for the English, as this would be the same as a foreign language credit.

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

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

When a student withdraws from the district and re-enrolls after 6 months of having been out, he or she is re-assessed for ESOL services. The previous record is continued for documentation purposes.

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 ESOL teacher with the ELL Committee is responsible for developing the student plan. The data entry clerk enters the ELL information in the student's database. The ELL student plan is updated at the end of the school year and/or on the anniversary date to ensure ESOL services, and/or whenever classes or course changes, and/or whenever the student services change.

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.

An MIS report is generated at the schools for updating and monitoring the ELL plan. The ESOL teacher and or the principal/designee is responsible for updating the ELL student plan at the end of the school year and/or on the anniversary date to ensure ESOL services, and/or whenever classes or course changes, and/or whenever the student services change..

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) when feasible, other language translations are made available through hired interpreters.

13a) List the languages used in the Parent Notification Letters (check all that apply):

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) when feasible, other language translations are made available through hired interpreters.

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.

ESOL instructional models are as follows:

Elementary-Mainstream-Inclusion English Language Arts and Core/Basic Subject Areas
Secondary- Mainstream-Inclusion English Language Arts and Core/Basic Subject Areas and Sheltered English Language Arts. The ESOL Department conducts scheduled school visits on a regular basis where program model implementation is monitored. Student schedules are reviewed at the district office and the ESOL teachers must submit their class schedules.

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 appendix IV

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.

The time the ELL student spends in a basic ESOL course with a qualified ESOL teacher is the same amount of time that English proficient student spends in Language Arts class. Teachers who teach English or ESOL to ELL students must have the appropriate ESOL training and be on their training timeline or be finished with ESOL training. Language Arts teachers are responsible for the English instruction of their students and mandated to cover the full curriculum content specified in the *Florida Sunshine State Standards*.

Elementary Schools: The time and content in basic ESOL with a qualified ESOL teacher is the same amount of time and content that English proficient students receive in Reading/Language Arts. This teacher may be the regular classroom teacher or the resource ESOL teacher.

Secondary Schools: The time and content the ELL student spends in a basic ESOL course with a qualified ESOL teacher is the same amount of time and content that English proficient students receive in Language Arts or English. This teacher is a Language Arts, ESOL endorsed or eligible teacher qualified to teach ESOL.

Weekly edit reports are pulled through our MIS mainframe to view student schedules with the amount of time and corresponding ESOL and core classes are identified with the appropriate course numbers. The ESOL Department conducts scheduled school visits on a regular basis where program model implementation is monitored.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

Teachers are provided with many opportunities to receive training in the use of ESOL strategies. ESOL strategies are posted on the ESOL Program District Website.

The progress of the ELL student is monitored by the teacher, the ESOL coordinator, and the parents. The teacher who instructs the ELL student, uses and documents ESOL strategies in the lesson plans. The school building level administrators monitor all teachers on their yearly teacher evaluations and ensure that strategies and methods are being used to make the curriculum comprehensible. With the help of the World Languages Curriculum Specialist, District ESOL Teachers on Assignment, and ESOL Resource Teachers at the school sites with large ELL populations, the classroom teacher can identify and request ESOL resources that would help individual ELL students. The ESOL Department conducts scheduled school visits on a regular basis where program model implementation is monitored.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) _____

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) District mini-benchmark assessments

15) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

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. ELL students (classified LY) with two calendar years or less in a Florida ESOL program should not be retained.

ELL students who have been in the ESOL program for two years or less and have deficiencies in reading, writing, or mathematics are exempt from mandatory retention due to "Good Cause".

<http://www.volusia.k12.fl.us/elementaryservices/reportingstudentprogress1.htm>

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

The ELL Committee, including the principal, functioning in accordance with rules 6A-6.0900-6A-6.90, F.A.C. and 1990 League of United Latin American Citizens et al. V. the State Board of Education et al Consent Decree handbook will make the decisions regarding the proper placement of ELL students. The decision to remediate or retain must not be based solely on English language proficiency. The Committee will review assessment data, state tests such as FCAT, CELLA, classroom performance, amount of progress, class work and teacher input when making retention and promotion decisions. The parent is always invited to the ELL Committee Meetings.

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

Throughout the year parents are notified of students who are in danger of promotion status through meetings, progress reports and report cards in a language the parents understand unless clearly not feasible. An ELL Committee Meeting takes place to make retention or promotion decisions.

(<http://www.volusia.k12.fl.us/elementaryservices/reportingstudentprogress1.htm>)

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 Program Accountability and Evaluation Coordinator is responsible at the district level for ensuring that ELLs participate in statewide assessments. The principal and testing coordinator is responsible at the school level for ensuring that ELLs participate in statewide assessments.

The ELL student participates in the Florida Comprehensive Assessment Testing Program (FCAT) and the Comprehensive English Language Learner Assessment (CELLA).

The Reading and Math assessments are administered in grades 3 through 10. The FCAT Writing is administered in grades 4, 8, and 10. The FCAT Science is administered in grades 5, 8, and 11. All ELLs participate in Statewide assessments (FCAT,CELLA,etc.)

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 Program Accountability and Evaluation Department provides training to school testing coordinators regarding standardized testing and accommodations for the English Language Learners.

The school Testing Coordinator trains the school personnel who assist in the administration of the FCAT. When the FCAT is administered at the school site, the school testing coordinator, with the help of the ESOL Teacher or ESOL coordinator, arranges for an ESOL or heritage language teacher to be present to assist ELL students following the accommodation guidelines. The test administrators adjust the schedule to provide extended time for ELL students to complete each of the sections, although students must complete a given section in one school day and are not permitted to continue working on a test section from one day to another.

ELL students are given access to an English- to- heritage language dictionary, which provides the equivalent word or words from one language to another. ELL students are offered the opportunity to be tested in a separate room with an ESOL teacher or heritage language teacher acting as test administrator. When the student is not of legal age, the parents are informed of this option by the ESOL coordinator and asked for their preference in test administration setting. When reading the general directions for the reading section, the ELL student is provided assistance by the ESOL or heritage language teacher or by referring to the English heritage language dictionary. When reading test items in the communications section students may seek assistance from the English heritage language dictionary but not from the teacher. When reading the general directions and when reading word problems on the mathematics section, the ELL student may be provided assistance by the ESOL or heritage language teacher or by referring to an English- to- heritage language dictionary.

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.

Students in grades K-2 will exit the ESOL program when they receive a score at or above the passing score recommended by the publishers of the IPT Oral/Aural Language Proficiency Test for the students' particular grade level.

Students in grades 3-12 may exit the ESOL program when they receive a score at or above the passing score. Basis of exit for students in grades 3-12 are composed of two or more measures.

- 3rd-12th CELLA composite and CELLA reading
- 3rd -12th CELLA L/S or IPT O/A and reading and writing
- 3rd -12th CTBS 33%+ and CELLA L/S or IPT O/A
- 3rd-12th FCAT reading 3+ and CELLA L/S or IPT O/A and writing
- 3rd-12th FCAT writing 3+ and CELLA L/S or IPT O/A and reading

An ELL Committee may recommend that the students be exited from the program with consideration of at least two of the following criteria after scores have been obtained from both of the above tests:

- Extent and nature of prior educational experiences and student interview
- Written recommendation and observation by current and previous instructional and supportive services staff
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards
- Grades from the current year or previous years
- Test results other than the aural/oral and reading/writing tests

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	K-6	See appendix I		
IDEA Oral Language Proficiency	7-12	See appendix II		
CELLA Listening Speaking	K-12	See appendix V		

(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):
Comprehensive Test of Basic Skills (CTBS)
CELLA Reading and Writing
FCAT Reading and Writing

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

- a. Registrar ESOL Teacher/Coordinator Other (Specify)

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

An ELL Committee may recommend that the students be exited from the program with consideration of at least two of the following criteria after scores have been obtained from both of the above tests:

- Extent and nature of prior educational experiences and student interview
- Written recommendation and observation by current and previous instructional and supportive services staff
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards
- Grades from the current year or previous years

- Test results other than the aural/oral and reading/writing tests

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 ESOL teacher or ESOL coordinator notifies parents of test results and records exiting tests information on the student ELL plan. It is given to the data entry clerk to input in the student database system.

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

A student who meets exit criteria in the middle of a grading period is exited from the ESOL program and classified as a former ELL.

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 ESOL teacher or ESOL coordinator is responsible for conducting the two year monitoring follow up.

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

The ESOL teacher or ESOL coordinator reviews the student's report card, completes the monitoring information on the ELL plan by initialing and dating when the monitoring occurred. The information is then recorded on the ELL Student database.

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

Check all that apply.

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

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

After exiting the program the former ELL progress is reviewed periodically, beginning with the first report card received after exit. Further reviews take place at the time of the second report card after exit, the fourth report card after exit and at the end of the second year after exit. The monitoring of student progress is facilitated by the ESOL coordinator at each school site. Teachers are asked to review the progress of each former ELL during the post-reclassification period. The date of review is recorded on the ELL plan and data entry follows. The parents may request an ELL Committee meeting to review the students' progress at any time of the monitoring period.

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.

When reclassifying a student, the ESOL teacher will reevaluate the student in the area that he or she is having difficulty (listening, speaking, reading and/or writing). The ESOL teacher with the ELL Committee documents the meeting on an ELL Committee minutes form and a new ELL plan is written indicating that the student is being reclassified and the LF designation will change to LY.

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

Classroom teachers evaluate student performance by monitoring classroom grades, progress reports and report cards throughout the year. Additional monitoring of student progress is accomplished using alternative/authentic assessment based on portfolio development. All meetings concerning an ELL student are considered to be an ELL Committee Meeting and are translated in the parents' home language, whenever feasible for the purpose of programmatic assessment and determining individual student needs. The ELL Committee will recommend an appropriate academic program and the particular interventions needed for remediation. This ongoing monitoring process assists in the evaluation of appropriate instructional programming.

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.

Bilingual paraprofessionals and other bilingual school personnel assist parents/guardians of ELLs in their home language. When a school lacks such resources they contact the ESOL office to request assistance. The District's Translator also arranges for translators in languages other than Spanish.

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?

Copies of the Student Code of Conduct are sent home at the beginning of the school year. These are available in Spanish. Parents/Guardians are required to sign an agreement form stating that they have reviewed and understood the regulations and consequences according to the Volusia County School Board.

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.

Parental Involvement is an area of major emphasis in Volusia County Schools. Personnel at each school work to involve the parents of ELL students in various activities.

In an effort to involve parents in the school's education program/activities and opportunities to participate in training are specially designed for them. Topics include: educational programming, monitoring, academic achievement and parent advocacy. In recent years the ESOL program in Volusia County has offered bilingual literacy programs for parents in areas with large migrant populations. The ESOL program office and the local community college collaborate in planning and delivering adult ESOL classes.

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

The parents receive the DOE Public accountability report from the Superintendent, which is translated to Spanish.

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.

Any individual has the right to file a complaint. The complaint may be filed at the school site (Principal's Office) or in the administration building (Superintendents Office). The Superintendent will assign district personnel to investigate the complaint and make a recommendation. If the complaint is not resolved to the individual's satisfaction, he/she may appeal to the School Board. ESOL District staff and Parent Advocates disseminate this information during training sessions and district PLC meetings.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs?

Volusia County Schools Student Progression Plan ensures that all students will have equal access to the appropriate instructional programs. Students will not be restricted due to limited English proficiency. The District ESOL Program Specialist is responsible for monitoring ELL program compliance at each school. During school visits, the ESOL Program Specialist meets with the school's ESOL coordinator to review program implementation and documentation. The ESOL Specialist also reviews Management Information Systems printouts and works with MIS personnel to ensure compliance and accuracy of ELL data. The ESOL District's Certification and ESOL Staff Development Specialist also monitor the ESOL training status of teachers with ELL students in their classrooms. In addition, departmental communications inform the superintendent, principals, directors and other district program specialists as to the requirements of LULAC et al. v State Board of Education (Consent Decree). In carrying out their responsibilities, these individuals also monitor for compliance with the District's ELL plan. Any area of concern is brought up to the attention of the school's principal and district ESOL personnel who then work together to ensure compliance with the LULAC et al. v State board of Education (Consent Decree).

As described above, program specialists and principals are responsible for implementing and monitoring programs that are in compliance with state and/or federal guidelines. The office of Civil Rights is located in Atlanta, Georgia at the following address:

U.S. Department of Education
Office of Civil Rights
Southern Division, Atlanta Region
61 Forsyth ST. SW
Atlanta, GA 30303

Any individual has the right to file a complaint. The complaint may be filed at the school site (Principal's Office) or in the administration building (Superintendent's Office). The Superintendent will assign district personnel to investigate the complaint and make a recommendation. If the complaint is not resolved to the individual's satisfaction, he/she may appeal to the School Board.

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 consists of the following participants: ESOL teacher, ESOL coordinator, classroom teacher, content area teachers at the middle and high schools, guidance counselor, administrator/designee (as needed). **Parents must always be invited.**

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 PLC at the district and school level is composed of active and former ELL parents/guardians. The committee's function is to represent the students' interests and assure compliance with the Consent Decree. The PLC members collaborate in the development of District's ELL plan and the monitoring process. There is active participation of PLC members in making recommendations to further enhance the effectiveness of the ELL plan. The Council meets 3 times a year and all ELL parents are invited to attend. Parents/guardians are informed and trained on several topics regarding their children's education and reviews the ongoing implementation of the program; addressing concerns and makes suggestions for changes and improvements in the ESOL 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. _____

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

PLC members are invited to be part of school committees such as SAC and PTA. At the district level selected PLC members are involved in other committees such as ESOL Advisory and Latino Advisory.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The ELL plan is presented and revised at an ESOL Advisory Committee meeting, where there is an opportunity for those involved to contribute ideas and goals for ELL students. The Committee is composed of active and former ELL parents, administrators, and community members.

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 with ELL students will be identified and notified using MIS programs. In addition to notification from the school administrator, appropriate class listings will indicate identified ELL students. The Certification Office will provide written notice, and contents will include training requirements.

<http://www.volusia.k12.fl.us/certification/ESOL%20Requirements.htm>

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.

Information on course completion is kept by the Certification Office. Teachers in all out of field ESOL assignments are notified in writing of as requirements of the LULAC et al v. State Board of Education Decree.

<http://www.volusia.k12.fl.us/certification/ESOL%20Requirements.htm>

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

For those administrators who have not met the ESOL requirement before becoming an administrator, an online 60-hour self-paced module is offered. The information regarding administrators is maintained on a database to track who has met his/her requirement and who needs to meet the requirement within the 3 year window.

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

For those Guidance Counselors who have not met the ESOL requirement before becoming a Guidance Counselor, an online 60-hour self-paced module is offered. The information regarding Guidance Counselors is maintained on a database to track who has met his/her requirement and who needs to meet the requirement within the 3 year window.

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. N/A

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.

Schools with at least 15 students who speak the same heritage language will have at least one paraprofessional proficient in the same language and trained to assist in basic content area instruction. The responsibilities are as follows:

- Assist ELL students utilizing ESOL strategies in the basic subject content areas
- Reinforce the regular classroom lessons under the teacher's direction
- Assist teachers with instructional tasks
- Translate home/school communication to parents on as needed basis

Perform other duties as assigned by the principal or designee such as:

- Attend ELL Committee Meetings
- Attend PLC Meetings at the school level

REQUIRED QUALIFICATIONS :

- Meet the Highly Qualified Personnel standards/ Obtain an Associate's (or higher) degree; or Completed at least two years of study at an institution of higher education (48 hours); or received a passing grade on the Para Pro Assessment and holds a High School Diploma, G.E.D. or equivalent

Successful completion of the Volusia County Schools' (VCS) substitute teacher training course (STAR) within one (1) year of the date of hire

Hold a Child Development Associate (CDA) credential or an amount of training determined by the commissioner to be equivalent to or exceed the CDA, or successfully complete the requirements for the CDA within one (1) year of date of hire

Additional For ESOL [41313]:

Proficient in spoken and written English and a language other than English and used widely by parents of students in the school, as determined by the majority of ESOL students' language at the school site

When a vacancy opens the job requirements are advertised on line.

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

Bilingual paraprofessionals are given 9 hours of face-to-face training. Training is facilitated by district's ESOL Specialists. The Staff Development Director maintains documentation of paraprofessional training.

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

Paraprofessionals must meet job description requirements and go through an oral interview process to determine their proficiency in the target language.

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

Schools that do not meet the goals and objectives for increasing the English Language proficiency of ELLs are identified by the ESOL office. The schools are required to notify the parents that the school failed to meet AMAO's. Teachers are provided with additional support to implement ESOL strategies and accommodations that will assist the students increase their English Language Proficiency. Teachers will be required to attend additional Staff Development. The District ESOL Office will monitor these schools on a regular basis.

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.

Schools that do not meet the goals and objectives for increasing the English Language proficiency of ELLs are identified by the ESOL office. The schools are required to notify the parents that the school failed to meet AMAO's. Teachers are provided with additional support to implement ESOL strategies and accommodations that will assist the students increase their Academic Achievement. Teachers will be required to attend additional Staff Development. The District ESOL Office will monitor these schools on a regular basis.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

The District will hold schools accountable by first providing them with different forms assistance and programs including the (1) A plus program, which is one of the district's responses to Corrective Action sanction under the No Child Left Behind Act 2001 (Section 1116 Appendix A) which adds an hour to the school day to meet the rigors of the Sunshine State Standards. (2) Summer school programs. (3) Staff Development.

Schools who have failed to meet AMAO's for two or more years are identified as Schools in Need of Improvement (SINI). Different Requirements are expected to be fulfilled by the schools according to their Sanction Status. The district Office of Program Accountability & Evaluation will periodically monitor and evaluate data. They will make recommendations to specific schools by LEA support team members regarding specific areas for improvements and research-based best practices designed to increase student achievement related to AMAOs.

The District has developed a system improvement plan which includes the following:

- Schools are required to inform parents of the school's SINI status.
- School choices, including transportation will be offered.
- Parents receive a letter explaining characteristics of schools that are performing better.
- Parents must be informed as to what is on the best interest of their child before choosing the choice option.
- Schools are required to make available supplemental educational services (SES).
- Schools are required to ensure that all teachers, paraprofessionals and student support services personnel assigned to subgroups not meeting AMAO's are highly qualified.

Please also reference Volusia county's district improvement plan, submitted January 2009.