

Submit one original and one copy of this form with original signature of the superintendent and plan narrative to:

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
 Phone: (850) 245-0893
 Email: mark.drennan@fldoe.org

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Washington County		Gail Riley/Director of Instruction/Curriculum		850-638-6222	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
652 Third Street ChIPLEY, Florida 32428					
(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: Mary Douglas Mailing address: P. O. Box 865 ChIPLEY, Florida 32428					
E-mail Address: douglas_mary@firn.edu Phone Number: 850-638-0871					
Date final plan was discussed with PLC: _____ PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved					
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, ___Calvin Stevenson, 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.

At the time of registration, the Home Language Survey form is to be completed by all students new to Washington County. Any "yes" answers on the HLS indicate a potential ESOL student, and will require special handling by the guidance counselor or reading coach.

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 accompanies the registration papers at each school. All registration papers are handled by the guidance counselor or reading coach at each site base. _____

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

At the time of registration, the guidance counselor or reading coach is responsible for reviewing student transcripts and referring the affirmative response form to the Guidance Counselor which in turn begin the scheduling of assessments.

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

Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

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

If an interpreter is needed one will be provided to ensure that the parent understands the registration process.

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.

All student data is a part of each school data base (Genesis for Washington County) which becomes a part of the District's data base. Data clerks at each school are responsible at that level and the MIS Coordinator is responsible at the District level.

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) Guidance Counselor

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⁾
Idea Proficiency Test	K	33		41
IPT Redesignated K	K	55		61
IPT	3-6	65		70

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

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

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

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

When the students are identified by the Home Language Survey the Guidance Counselor will schedule the oral assessment (IPT) test. The Guidance Counselors and Reading Coaches are trained and certified to administer the assessments. The Guidance Counselor will be responsible for grading the assessments and recording the data on the Student ELL Plan document.

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 Home Language Survey is returned to the Guidance Counselor and that date is recorded on the ELL Student Plan. The Guidance counselor is responsible for administering the assessment within the 20 school day limit.

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.

Parents will be notified to explain the delay of the assessment. This letter or phone call may be conducted in the native language of the parent to ensure understanding. The delay will be documented on the Student ELL Plan.

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

If the student passes the Oral/Aural, that student is placed into a regular program/

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher’s cut scores) on the Listening and Speaking test.

These students who scored limited English proficient will be tested using the IPT Reading and Writing.

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):
Idea Proficiency Test Listening/Speaking
IPT 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 Guidance Counselor will ensure that the IPT Reading and Writing tests are given within a one year period of the initial assessment. The Student LEP Plan will be reviewed annually to make sure that this has been monitored.

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

If it is discovered that the assessments were not given within the required timelines, notification will be communicated to the parents as to the reason for the delay and immediate scheduling of the assessment will be made.

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 Student Plan (color coded green) is implemented by the Guidance Counselor. All information/scores/meeting dates are recorded. After the initial assessment is given and administered and graded, the ELL Committee will convene and analyze the data for placement decisions.

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.

At the time of registration, the guidance counselor is responsible for reviewing student transcripts and other relevant academic data to determine appropriate grade placement. Parents and students should also be interviewed, if possible.

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

A student enrolling for the first time who has no verifiable scholastic records is recommended to have a grade placement that is age appropriate. Any exceptions to age appropriate placement must be approved by the principal. The grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination and overall classroom performance. All of this must be documented on the Student ELL Plan.

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.

All attempts will be made to locate student records by the Guidance Counselor and the MIS Director through the system. If the records can not be located, then interviews with parents or students are necessary to obtain as much academic history as possible. A bilingual interpreter may be necessary to clarify information. Diagnostic tests can also be helpful. Documentation must be entered on the Student ELL Plan. The student would then be placed in an age appropriate class. The principal will be responsible for this decision.

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

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

The LEP Committee which will consists of the Guidance Counselor, Reading Coach, teachers, and administrator will review all available data for the ELL student. Parents and student should be interviewed if possible to retrieve any additional information. The decision will be made by this committee for appropriate grade placement.

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

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

According to the Florida Department of Education when a student enrolls from a foreign country and provides academic records indicating that the student has completed a core subject with a passing grade, the student should receive that credit. (www.firm.edu/doe/brfuture/flrequire.htm)

If the student studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as M/J Language Arts I,II,III and/or English I,II,III and or IV. For example, if the student took two years of Italian (native language) enter English I and II.

If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for Foreign Language. The waiver course number is 0791920.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or

out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

If a student reenters the district, the ELL classification will still be maintained and the student will be placed into our program continuing his LEP Student Plan. Within 20 of entrance into the system, the ELL Committee will convene and decide the placement of the student. The student will maintain his portfolio and the annual review and assessments will be conducted.

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.

After the ELL student has been identified by the affirmatives on the HLS and the assessments have been administered, the data is recorded on a Student ELL Plan. The ELL Committee will be convened and will review all information concerning the student and develop a plan to ensure that progress will be monitored. The Guidance Counselor will record all information on this green form in the cumulative folder. All dates of assessments and meetings of the ELL Committee will be recorded. The plan should be reviewed annually or as needed.

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 student ELL Plans are updated and annually reviewed by the LEP Committee. The Guidance Counselor is responsible for scheduling the review. There will be periodic reviews (once a 9 weeks) to review grades and monitor progress.

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

XX Mainstream-Inclusion English Language Arts

XX Mainstream-Inclusion Core/Basic Subject Areas

One-Way Development Bilingual Education

Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

The inclusion in English/Language Arts and the Basic Subject Areas are monitored with fidelity by the administrator of each school. Classroom observations are completed by the administrator and the ESOL Coordinator. Professional Development is offered by the District to enhance the teaching strategies of the teachers.

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 attachment

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.

English Language Learner students are entitled to equal access to other appropriate programs such as Title I, exceptional education, gifted, early childhood, vocational and adult education, as well as to drop out prevention and other supportive services. These services may be provided or funded under federal, state law or through local initiatives. The District Director of Curriculum/Instruction will monitor the programs offered to the ELL student.

The Florida Department of Education shall monitor districts to ensure equal access for ELL students who are also exceptional students and to ensure appropriate exceptional student programming and services according to federal and state law and regulations for these students.

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

The LEP Student Plan will document all ESOL strategies that are being implemented by instructional personnel. The principal will monitor these through lesson plans and classroom observations.

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)

XX District Administrator(s)

XX 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)*

XX Student Portfolios

XX FCAT Practice Tests

Other Criterion Reference Test (Specify) _____

Native Language Assessment (Specify) _____

XX FCAT

Other (Specify) _____

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 XX No—but will be approved in November

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.

The District responds to the promotion/retention needs of the LEP students under "Good Cause" which permits them from mandatory retention as stated in the Student Progression Plan.

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

The ELL Committee of which the parent is a part reviews all available data to determine promotion or retention. The portfolio and ELL Student Plan must be fully documented to support any decision made in the best interest of the student.

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

Parents are invited to the ELL Committee review meeting. All available data shall be given to the parents and an interpreter will be provided if necessary.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

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

The Director of Assessment will communicate with the Guidance Counselors at each school to ensure that every ELL student participates in the statewide assessments which will include Florida Writes, FCAT, and CELLA. In the primary grade, DIBELS will also be given as well as the SAT 10. All Guidance Counselors have participated in FCAT training provided by the district.

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.

FCAT trained guidance counselors will train school staff. Allowable accommodations is a part of the training. FCAT accommodations are documented on the student plan and are provided as detailed in the plan.

Schools are **required to offer accommodations** during standardized testing to ELL students who are currently receiving services. (FSBEAR 6A-609091). These students are listed as “active” (LY) under the ELL category of the Demographics screen in Genesis. Permissible modification for these ELL students are listed below. All testing , with or without accommodations, must be completed during the prescribed testing dates.

The following modification apply:

1. Flexible timing
2. Dictionary—English-to-heritage language/heritage language to English dictionary
3. Flexible Setting
4. Assistance in the Heritage Language (may answer student questions about the general test directions in their heritage language)

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 ELL Committee will review all progress monitoring of the student. Students in K-12 must demonstrate mastery of listening and speaking. In addition, students in grades 3-12 must demonstrate mastery of reading and writing. CELLA scores will also be used as evidence to exit the 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⁾
Idea Proficiency Test	K	31		34
IPT—Kindergarten Redesignated	K-2	48		56
IPT	3-6	66		71
IPT II	7-12	76		70

(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 (Ballard Tighe IPT) 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):
FCAT Reading/Writing and CELLA Writing
District Oral/Aural or Listening/Speaking

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

Registrar ESOL Teacher/Coordinator Guidance Counselor/Reading Coach

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

The ELL Committee will review the ELL Student Plan which will include all assessment data, portfolio, report cards and teacher input. The parents will also be invited to this meeting. Decisions for exit or follow-up will be derived from this data.

17e) Identify who is responsible for updating ELLs’ exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

The Guidance Counselor will complete all data necessary in the Student ELL Plan at the end of each school year.

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

The district chooses not to exit a student from the ELL program in the middle of a grading period.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

District Assessment Coordinator and the ESOL Coordinator

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

All scores, grades, portfolio and dates of meetings will be documented by the Guidance Counselor

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

XX Report Cards

XX Test Scores

XX Classroom Performance

Other (Specify) _____

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

The ELL Committee will review all data included and documentation in the ELL Plan and made intervention decisions to help the student progress and possibly move to grade level.

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.

Guidance Counselor and the ELL Committee. They would include statewide assessment scores as well as progress monitoring in reading and math(FAIR and Thinklink). The ELL committee could request the IPT test to be administered in reading and writing . The final decision to re-enter the program would be the committee.

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

Mainstream-English/Language Arts

Mainstream-Core Basic Subject Areas

Intervention strategies in reading and math will be provided as well as small group instruction. Computer software used as intervention will also be used.

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.

School personnel will assist the parent/guardian by providing an interpreter in their home language to be present at conferences as well as providing written communication in their home 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
- XX Delay in language proficiency testing
- XX Results of language proficiency assessment
- XX Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- XX 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
- XX 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
- XX Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- XX 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 will provide an interpreter if necessary in a parent teacher conference.

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.

An interpreter is provided at a teacher-parent conference

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.

Parents of ELL students are afforded the same opportunity as are all other parents.

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

It is available on the district website as well as a printed version given to every student in Washington County as an accountability report. This is also put in the local paper. The district will provide in the home language any report that a parent would need. An interpreter can also be provided.

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 Florida Educational Equity Act prohibits discrimination on the basis of race, national origin, sex, handicapping condition, or marital status against any student or employee, in the state system of public education. The State Board of Education Rules mandated by the Act further prohibit unnecessary restriction on admissions to programs based solely on the lack of English language proficiency. This is conveyed to the parents/guardians in the Student Handbook as well as the Student Progression Plan.

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

All ELL students enrolled in Florida public schools are entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement and any special needs they may have. ELL students shall have equal access to appropriate English language instruction as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English proficient (or non-ELL) students.

ELL students should have access to and be offered all student services, programs and assistance that are offered to non-ELL students. Equal access to all programs will be monitored by the guidance counselor of each school and the district director of curriculum and instruction.

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 for each school will include the Guidance Counselor, Reading Coach, two teachers and an administrator. The District ESOL Coordinator is available any time for assistance.

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

- XX 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
- XX Reclassification of former ELLs
- XX 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
- XX 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.

- XX School Level District Level

Describe the functions and composition of PLCs in your district.

The PLC will receive updated information on the ELL program and assurance that there is equal access to programs for all ELL students. The feedback to the principal and the district from this committee will be important in the decision making process.

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.

The PLC works very closely with the Student Advisory Council from each school in considering the needs and concerns of parents in our school system. They are the deciding factor in how certain funds are spent and the importance of parental involvement in our system.

32) Indicate how your district PLC was involved in the development of the District ELL Plan.

Input was very important from the members of the Parent Leadership Council. Washington County has always had a very low number of ELL students but in the past year we have gained many and new policies/procedures need to be implemented. The PLC will be an integral part of writing this plan and the implementation and understanding of it.

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.

The principal is responsible for notifying the teacher of her responsibility of obtaining the ESOL training. The district will provide information regarding the opportunities that are available for training and will provide the books needed. This will be documented at the district office by the ESOL coordinator.

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.

Teachers will submit documentation of ESOL training to the district office.

The certification requirements are tracked by the PAEC EPDC (on-line) system. Transcripts for each teacher are maintained and are accessible by the district at any time. Each teacher has access to his/her transcript at any time.

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

We are fortunate to be a member of the Panhandle Area Education Consortium. PAEC provides the training for the 60-hour component for all school based administrators and guidance counselors through on-line classes. Our district participates in the monitoring of the follow up of these courses to track their progress and completion. The District provides the books that are necessary for the course and the course is free to all Washington County administrators.

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

The Guidance Counselors are given the same opportunity as the administrators as described in question #35.

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.

At the present time, instruction is not in a language other than English.

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

At the time we have a very low number of ESOL students district wide and we do not have any qualification for a bilingual paraprofessional.

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

The bilingual paraprofessional would take the 60 hour course offered by PAEC. This would be documented by the district office. Follow up would be provided by PAEC and they would sign off on the training. PAEC will monitor the points on the EPDC system (on-line). The district and the paraprofessional will have access to the transcripts.

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

A procedure to determine the bilingual paraprofessional proficiency in the target language. At the present time we do not have

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

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

The District will monitor the ELL Plans for each school as well as monitor progress of each ELL student. All statewide assessments and intervention/remediation will be monitored . If progress/learning gains do not occur, then interventions for reading will be introduced. Formal progress monitoring will be administered 3 times a year and weaknesses will be identified. Response to Intervention will occur and will progress will be monitored closely.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

The District ESOL Coordinator will communicate with ELL Committees to ensure that academic achievement is being increased at each school. Goals are set in the school improvement plan and the district reading plan. Each school is expected to be held accountable for these goals by the district. Classroom observations are conducted by the principals, reading coaches and the director of curriculum and instruction.

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 prepare a plan to establish goals for the school who has failed to meet the AMAOs for two years. Professional development will be provided by the district and close monitoring of progress will take place by the district office.