

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
CALHOUN		Vicki Davis		850-674-8734 ext 225	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
Special Programs Office 11161 SE River Street Blountstown, FL 32424					
(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, Mary Sue Neves , 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): Peggy Howland					
Contact Information for District PLC Chairperson: Mailing address:					
E-mail Address: Phone Number:850-643-2415 ext 227					
Date final plan was discussed with PLC: 8/25/2008 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. The Home Language Survey is included as part of the Calhoun County District Enrollment form. The HLS is completed upon the initial enrollment of a student. Registration procedures are common for all students. All schools have full-time guidance counselors who have been trained in the registration process. The principal is responsible for monitoring registration procedures at their school. (Enrollment form with Home Language Survey attached)

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. The HLS is completed upon the initial enrollment of a student in a Calhoun County school. Guidance Counselors assist parents in the enrollment process.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. Guidance Counselors forward a copy of each Home Language Survey form that has a "yes" response to the district ELL contact person. Notice is given to the ELL Evaluation Specialist of students who need to be tested. Testing is done within 20 school days of enrollment.

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

Registrar Guidance Counselor Other (Specify) ELL Evaluation Specialist

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Unless clearly not feasible, provisions to communicate in the home language of parents and students will be implemented through the use of school personnel in the district. Additional help with communication may be provided if needed by the Calhoun County Public Library or PAEC Migrant Education Program.

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 results of the HLS are maintained on the district's Management Information System. Information regarding the language and the national origin of each student is a part of the Home Language Survey form. Home language, date on which the student entered the United States mainland and national origin shall be reported and maintained in accordance with the Florida Department of Education's data collection procedures. Guidance Counselors assist parents in completing the HLS and other enrollment forms.

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

Registrar Data Entry Clerk Other (Specify) Guidance Counselor

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) ELL Evaluation Specialist

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Language Assessment Battery	K-1			<20
Woodcock-Munoz' Language Survey	2-12			<33

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

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

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

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. The designated ELL Evaluation Specialist is responsible for the aural/oral testing. The ELL Evaluation Specialist is responsible for grading the LAB and will turn in scores to the district office to enter Woodcock-Munoz' scores on the software program. ELL data is recorded at the district office in the student database system and on ELL forms at the ELL meetings. The LAB is a pass/fail test while the Woodcock-Munoz' Language Survey scale score of 1-2 indicates the student is NES, 2.5-3 indicates the student is LES, and a score of 3.5-5 indicates the student is FES. The district is ordering the Woodcock-Munoz Language Survey-Revised edition and will be using that on students K-12 when it is received.

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? As prescribed by the School Board adopted ELL plan, within 20 school days of the completion of the HLS, the student will be given an Listening/Speaking test. Guidance Counselors and/or data entry clerks forward a copy of each Home Language Survey form that has a "yes" response to the district ELL contact person. Notice is given to

the ELL Evaluation Specialist of students who need to be tested. The district liaison monitors schools to ensure testing is done within the prescribed 20 school days. If for some reason the student is not tested within 20 school days of the completion of the HLS, a letter will be sent home to parents telling them about the delay in testing and the reason for the delay. Provisions will be made to communicate in the home language of the parent unless it is clearly not 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. If the Listening/Speaking test is not administered to the student within 20 school days, an ELL Committee would be empaneled who would decide if the student should be placed in the ELL Program or in the regular education program based upon review of other information that may include, but not be limited to, parent and student input, written observations by current or previous staff, and/or other available test results until A/O testing can be done.

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, in grades K-2, were determined through the Listening and Speaking test to be English proficient, then that student would be placed in the regular education program, monitored through DIBELS and their code would be changed from LY to ZZ. Students shall be tested within 20 school days of registration.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test. If the student in grades 3-12 were determine through assessment procedures to have scored limited English proficient an ELL meeting would be held to determine the most appropriate educational placement for the student, a reading/writing assessment will be given and are progress monitored throughout the school year. ELL students are placed in mainstream inclusion classroom for all core subjects.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student's score as a percentile. A score at or below the 32nd percentile one the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
Woodcock-Munoz' Language Survey

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 designated ELL Evaluation Specialist is responsible for the Reading

and Writing testing. The ELL Evaluation Specialist is responsible for turning in raw scores to the district office. The district ELL contact then enters the Woodcock-Munoz' raw scores on the software program. ELL data is recorded at the district office in the student database system and on ELL forms at the ELL meetings.

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 the Reading and Writing test is not administered to the student within the required timelines, an ELL Committee would be empaneled who would decide if the student should be placed in the ELL Program or in the regular education program based upon review of other information that may include, but not be limited to, parent and student input, written observations by current or previous staff, and/or other available test results until testing can be done. If for some reason the Reading/Writing test is not administered to students in grades 3-12 within the required timelines, a letter will be sent home to parents telling them about the delay in testing and the reason for the delay. Provisions will be made to communicate in the home language of the parent unless it is clearly not feasible.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan. The ELL Committee will review the results of assessment, student performance, and student and parent observations of the student. Based on criteria of the Consent Decree the ELL Committee will determine eligibility and appropriate educational placement. Meeting minutes, including topics discussed and recommendations, will be documented on the Documentation of ELL Meeting form (attached).

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. The principal, guidance counselor, reading coach, and/or principal designee will review all appropriate documentation including student age, documented prior educational services, diagnostic/placement test, parent/guardian and student interview information and ELL Committee recommendations, if available. Placement will be based on this information.

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

coach, and/or principal designee will review all appropriate documentation including student age, documented prior educational services, diagnostic/placement test, parent/guardian and student interview information and ELL Committee recommendations, if available. Placement will be based on this information.

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. The principal, guidance counselor, reading coach, and/or principal designee will review all appropriate documentation including student age, documented prior educational services, diagnostic/placement test, parent/guardian and student interview information and ELL Committee recommendations, if available. FASTER records will be requested if the student last attended a school in the state of Florida. If the student attended a school outside the state of Florida, a request will be made to the sending school for records. Placement will be based on this information.

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 principal, guidance counselor, reading coach, and/or principal designee will review all appropriate documentation including student age, documented prior educational services, diagnostic/placement test, parent/guardian and student interview information and ELL Committee recommendations, if available. Age appropriate placement will be based on this information.

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. The principal, guidance counselor, reading coach, and/or principal designee will review all appropriate documentation including student age, documented prior educational services, diagnostic/placement test, parent/guardian and student interview information and ELL Committee recommendations, if available. The school shall seek to document the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. The school shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States. If the school uses a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency.

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. ELL students are re-evaluated annually at the beginning of each school year. If an ELL student leaves the district and returns before their annual re-evaluation the student will automatically re-enter the program. If the student returns from another state or country, the district will begin re-evaluation procedures. Records from the sending school will be requested and the student's ELL Plan will be updated if necessary.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. The student's ELL Plan is developed at the school by a committee that consists of parent(s), guidance counselor, ELL Evaluation Specialist, principal, teachers and other support staff members. A written letter of invitation (attached), in the language of the parent will be forwarded to the parent. Provisions will be made to communicate in the home language of the parent unless it is clearly not feasible.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. The guidance counselor will reconvene the ELL Committee to update the student's ELL Plan as necessary. ELL Plan attached.

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) Invite parents to a face to face meeting with the ELL Committee.

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

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. ELL students receive instruction in an inclusion setting and will receive the same amount of instructional time as the non-ELL student. Instruction is documented through class schedules, maintained on the MIS system and in teacher lesson plan books. The school's principal and guidance counselor will monitor appropriate course assignments, level of instruction, and the assignment of trained personnel. Instruction in the basic subject areas of computer literacy, mathematics, science, and social studies are provided in classes serving non-ELL and ELL students in all Calhoun County Schools. The principal monitors the fidelity of implementation for each instructional model in the school.

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

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. An ELL student will receive the same amount of instructional time as a non-ELL student in the regular classroom. This will be documented through class schedules, maintained on the Management Information System and on teacher schedules. The school's principal and guidance counselor will monitor appropriate course assignments, level of instruction, equal instructional time, and the assignment of trained personnel.

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. ELL students receive instruction in an inclusion setting and will receive the same amount of instructional time as the non-ELL student. Instruction is documented through class schedules, maintained on the MIS system and in teacher lesson plan books. The school's principal and guidance counselor will monitor appropriate course assignments, level of instruction, and the assignment of trained personnel. Instruction in the basic subject areas of computer literacy, mathematics, science, and social studies are provided in classes serving non-ELL and ELL students in all Calhoun County Schools. ELL students in these classrooms have access to

teachers who have completed or who are completing required number of ESOL inservice training components.

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) Guidance Counselor

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) CELLA if available

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. The Student Progression Plan states that English Language Learner (ELL) students who have spent less than 2 years in the ELL program will be exempt from mandatory retention of third grade students. Staffing Committees may give special consideration to grade placement of ELL students based on developmental levels of chronological age 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 and the school's Staffing Committee meet to determine the appropriate educational placement for the student.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents are invited to an Staffing/ELL Committee meeting to update the student's plan. If they are unable to attend they will be notified in person, by telephone, and/or written letter of decisions regarding retention and promotion decisions.

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. All ELL students participate in FCAT and/or CELLA. The guidance counselor at each school is the person responsible for ensuring all ELLs are assessed.

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 school guidance counselor and District Assessment Director are responsible for providing appropriate test accommodations for all eligible ELL students. Accommodations offered are individually determined at the annual ELL Plan meeting, considers the needs of the students, and will be documented on their ELL Plan.

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. To be eligible to exit the ESOL program, an ELL student in grades 2-12 must score 33 percentile or better on the Woodcock-Munoz for Broad English Ability and proficient on R/W FCAT and/or CELLA; students in grades K-1 must pass the Language Assessment Battery with national percentile score of 21 or better.

17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Language Assessment Battery	K-1			>20
Woodcock-Munoz	2-12			>33

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

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

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

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:

http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
Woodcock-Munoz Language Survey
Cella
FCAT

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

Registrar ESOL Teacher/Coordinator Other (Specify) ELL Evaluation Specialist

17d) Describe the process by which the ELL Committee makes exit decisions. Annual evaluations are completed during the beginning of the school year. The parent is invited to participate in the review to determine whether the student continues ELL status. The findings of the Committee and their recommendations are documented on the Documentation of an ELL Meeting form (attached). School personnel or parents who wish to have the committee review the ELL or non-ELL status of a student may contact the guidance counselor who will schedule a meeting of the ELL Committee.

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 ensure all appropriate documentation is on file at the school and appropriate data entry is made into the Management Information System.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. No district policy is in place. Students in the program are re-evaluated at the beginning of each school year and students who meet exit qualifications will be dismissed at that time. School personnel or parents who wish to have the committee review the ELL or non-ELL status of a student may contact the guidance counselor who will schedule a meeting of the ELL Committee at any time during the school year.

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. Guidance Counselor

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. Teachers send home Progress Update forms to parents every nine weeks with report cards which becomes an addendum to the ELL Plan. Student progress is also reviewed annually during their ELL Plan Meeting. (Progress Update form attached)

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

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) Progress Update form

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. The guidance counselor, teachers, and/or Rtl Coach will identify students with a poor performance and call a meeting of the ELL Committee. The Committee will meet for the purpose of reviewing data and determining appropriate educational placement. A recommendation can be made for the student to re-enter the ELL program.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. The ELL Committee will review the performance of the former ELL student to determine if there is a need for the student to re-enter the ESOL program. The ELL Committee will recommend an appropriate Student ELL Plan. The basis and nature of the recommendations shall be in writing and maintained in the student's file. This plan will be re-evaluated for continued appropriateness after one year, and each year thereafter as necessary. The guidance counselor will ensure all appropriate documentation is on file at the school and the appropriate data entry is made into the district's Management Information System.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. All ELL students receive instruction in an inclusive setting. Intervention strategies will be provided to address the language proficiencies that include, but are not limited to: individual and small group instruction, utilization of computers, integration of language and content, and a variety of audio-visuals, illustrations, tapes, and videotapes. The Rtl Coach will monitor effectiveness of the intervention strategies.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. The guidance counselor and/or other school personnel in the district will be responsible for assisting parents/guardians of ELL students in their heritage language unless clearly not feasible at the time of registration, ELL Committee meetings, and Parent/Teacher conferences. Additional help with communication may be provided if needed by the Calhoun County Public Library or PAEC Migrant Education Program.

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? On an individual basis at the request of the parents. Code of Student Conduct booklets are sent home with students at the beginning of the school year or when a student enrolls in school during the school year.

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. Guidance Counselor meet with parents and discusses the Code of Student Conduct. When feasible a person who can translate into their heritage language will be present.

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. The district partners with the Calhoun County Public Library through the Florida Literacy Grant to serve as parent educators for families having limited English proficiency. The parent educators will work with teachers of ELL students to identify specific areas of academic weakness and train their parents on ways to help their children at home. The parent educator will become mentors to the students and keep parents informed of their child's progress. The library also promotes family literacy by helping parents interested in earning a diploma to enroll in GED classes.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Each school provides all parents with notification of the school grade and AYP through newsletters and/or backpack notices. This information is also available on each school website. When feasible a person who can translate into their heritage language will be present.

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. Each school and district office is provided the Nondiscrimination Policy & Equity Coordinator Notification Procedures. This policy is also included in the Student Code of Conduct and Discipline for 2008-2009. This guide is sent to every parent at the beginning of each school year and is also given to all students as they are enrolled throughout the school year. The Student Code of Conduct and the School Board Policies contain a nondiscrimination statement of assurance and procedures for filing grievances, including complaints of discrimination. The School Board of Calhoun County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by law.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? See #26

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 at each school will consist of the parent(s), guidance counselor, ELL evaluation specialist, principal or designee, teacher, and other support staff members as needed.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- 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 Parent Leadership Council is made up of parents and agencies serving students in Calhoun County. Many committee members work directly with the school system and participates on different committees which serve in an advisory capacity. The Parent Leadership Council meets monthly, and all meetings are advertised and open to the public.

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. ELL parents are encouraged to become involved in the Parent Leadership Council. Currently there are few parents participating.

31) Indicate how your district involves the PLC in district/school committees. The Parent Leadership Council is invited to all School Advisory Council meeting. The School Advisory Council is the umbrella that all school committees function under. All School Advisory Council meetings are advertised and open to the public.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The ESOL Director/designee orients the district PLC member to the District ELL Plan, to the monitoring process, to the importance of their active participation in making recommendation to further enhance the effectiveness of the plan. The role of the district PLC is to review the ELL Program, make suggestions for changes or improvements, identify any other areas of concerns and continue to monitor the plan during the school year making suggestions for changes and improvements as needed.

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. Calhoun County has been granted an exemption from the delivery of basic ESOL services using an ESOL certified teacher due to having less than 10 students within an attendance zone. Inservice training sessions are ongoing during the school term. Training is provided for personnel needing 18 hours or 60 hours with the use of a telecourse and/or online course. The Director of ESOL and Director of Curriculum and Instruction notify and monitor the teachers who need the ESOL training and/or certification. The district maintains records of personnel who successfully complete inservice requirements. This information is entered in the district MIS.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The district professional development contact verifies completion of the training. Principals monitor the participation of their teachers. The district maintains records of personnel who successfully complete inservice requirements. This information is entered in the district ePDC and MIS.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. As personnel changes in administration occur at the district and school level, the inservice director will notify new administrators of the required 60-hour component. The 60-hour component is obtained using the 60 hour M.E.T.A. Inservice Education Telecourse, university courses or DOE approved online courses. New principals have within three years from the date of employment to obtain the hours of inservice. The district maintains records of school-based

administrators who successfully complete inservice requirements. This information is tracked and entered through the ePDC and TERMS.

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 inservice director will notify guidance counselors of the required 60-hour component. The 60-hour component is obtained using the 60 hour M.E.T.A. Inservice Education Telecourse, university courses or DOE approved online courses. New principals have within three years from the date of employment to obtain the hours of inservice. The district maintains records of school-based administrators who successfully complete inservice requirements. This information is tracked and entered through the ePDC and TERMS.

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. Not applicable to Calhoun County Schools

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. Calhoun County has been granted an exemption from the delivery of basic ESOL services using a bilingual paraprofessional or teachers due to having less than 10 students within an attendance zone.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Not applicable to Calhoun County Schools

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Not applicable to Calhoun County Schools

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. Not applicable

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

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. Not applicable to Calhoun County Schools