

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:	
Florida Atlantic University Lab Schools		Patricia C. Hodge/ Principal/ Director		561-297-3970	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
777 Glades Road Boca Raton, FI 33431			Patricia Hodge		
(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, Glenn Thomas , 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): Patricia Hodge					
Contact Information for District PLC Chairperson: Mailing address: 777 Glades Road, Boca Raton, FI 33431					
E-mail Address: phodget@fau.edu Phone Number:561-297-3970					
Date final plan was discussed with PLC: _____ PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved					
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, _____, 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 in the registration packet for each student. The completed HLS form is a requirement for the completion of the registration packet.

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.

Students are invited to attend the school based on participation in a demographically representative school lottery. When the student receives his/her letter of invitation, the student reports to the school to receive a registration packet. A Home Language Survey form is included in the schools registration packet. Upon submission of the registration packet; it is checked for completion. The registrar officially registers the student into the school.

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

The registrar processes the registration packet, separating the Home Language Surveys. If the survey indicates that a student should be evaluated the surveys are given to the ELL Coordinator who schedules the students' assessment. The HLS are then filed in the students CUM folder.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
X 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. **Parents that do not speak English will be provided assistance from a clerical staff person who speaks their native language. Additionally, forms in the parent's native language will be provided.**

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.

When the ELL Coordinator has completed the student assessments the data is compiled and recorded by the Registrar.

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

X 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) _____

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT I	K	19	32	20
IPT II	1	47	53	56
	2-6	65	60	68
	7-12	71	55	59

(1) A raw score represents the number of points a student received for correctly answering questions on a test.
 (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
 (3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

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

Students identified by the HLS for evaluation are given an Aural/Oral language assessment. If the language designation is FES, the student will be placed in the standard curriculum classroom. The ELL Coordinator will frequently monitor the progress of those students by reviewing statewide and national test data. Classroom teachers are also encouraged to advise the ELL Coordinator of any concerns. Students with a NES or LES designation will be placed in the ELL program. An ELL Committee meeting is also convened.

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?

HLS forms that are flagged for evaluation are immediately given to the ELL Coordinator. The ELL Coordinator immediately schedules the student(s) for testing. The ELL Coordinator frequently monitors the testing schedule and revises as needed. When students are tested the ELL Coordinator gives the information to registrar to recorded and enter the data.

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.

When the Listening and Speaking test has not been administered within 20 days the ELL Coordinator notifies the classroom teacher and the ELL Committee of the delay. Students continue to be scheduled for testing in the most expeditious manner possible. When the Listening and Speaking assessments are not administered within the required timelines, a letter in a language that parents can understand (unless clearly not feasible) will be sent home indicating the reason for the delay and when testing will occur.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 students who score as fluent English-speakers on the Listening and Speaking test. If the language designation of a K-2 student is FES the student will be placed in a standard curriculum classroom. The ELL Coordinator will frequently monitor the progress of those students by reviewing statewide and national test data. Classroom teachers are also encouraged to advise the ELL Coordinator of any concerns.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test. Students in grades 3-12 with a NES or LES designation will be placed in the ELL program. An ELL Committee meeting is also convened. Students who score FES on the AURAL/ ORAL will be assessed for READING/ 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):
SRI

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? HLS forms that are flagged for evaluation are immediately given to the ELL Coordinator. The ELL Coordinator immediately schedules the student(s) for testing. All students in grades 3-12 will be provided the district's reading and writing assessments when enrolled, as well on a quarterly basis.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines. **The parents of students who are unable to participate in the progress monitoring assessments or who have not been provided a reading/ writing test by the required timeline will be notified, in a language that parents can understand, unless clearly not feasible, and the student will be will be provided an assessment at the earliest possible administration date.**

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 convene to discuss and make recommendations for placement of students in the ELL program, after the careful consideration of student data (to include prior educational experiences, student achievement information and parent/ student interviews) .

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 district's ESOL Coordinator will assess the records of all New ELL students. The records will be analyzed to determine the appropriate placement and support for ELL students in addition to determining testing needs for placement in the ELL program. The district will make every effort to obtain transcripts and prior educational records. However, if a student can not provide such records a reading and language assessment will be provided to determine present level of performance. Students will be placed temporarily in a grade level at their present level of performance until records are provide or until a more accurate placement has been determined by the ELL committee.**

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

Students are given reading and language assessments to determine academic knowledge and abilities when there is no prior school experience. When the data from the reading and language assessments are compiled the ELL committee meets to determine best placement for students.

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.

Students whose prior schooling records are incomplete or unattainable are given reading and language assessments to determine academic knowledge and abilities. Comprehensive parent/guardian, student interviews are also conducted to determine previous school experience. When the data and information are compiled the ELL committee meets to determine best placement for students.

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.

When students are identified for the ELL program, the ELL Coordinator, the Classroom Teacher and the ELL Committee determine placement based on prior educational experience, age, and ability as assessed by reading, writing and mathematics screening assessments. Students will be placed age appropriately.

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.

When students are identified for the ELL program the ELL Coordinator, the Classroom Teacher and the ELL Committee determine placement based on prior educational experience, age, and ability as assessed by reading, writing and mathematics screening assessments. Parental input regarding educational background is solicited. Students are placed in classes/courses based on previous academic coursework, regardless of the language in which the coursework was done. They are placed in grade appropriate courses regardless of 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. **The records of students who have been re-enrolled into the district after attending school in another district will be evaluated by the ELL Coordinator and the ELL committee to determine initial grade placement. Students who reenters our district after withdrawing and attending a school in another state or country for 1 year or more, will be reassessed and a new ELL Plan will be developed. If a student withdraws and attends another school in Florida, no assessment is necessary and ESOL services continue with no interruption.**

12) ELL Student Plan Development

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

The Student ELL Plan will be developed by the ELL Coordinator, the ELL Committee and the Classroom teacher, after careful review of the student's data.

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 ELL Coordinator monitors, reviews and updates the Student ELL Plan.

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

X 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):

X English

X Spanish

French

X 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

X Mainstream-Inclusion English Language Arts

X 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 District/School uses an inclusion model to deliver instruction to ELL students with ELL strategies incorporated within each lesson. Each classroom teacher is responsible for incorporating those strategies into their daily lessons and must provide evidence in their lesson plans. Each ELL student will also receive an ELL Academic Plan to ensure that their individual academic goals are being met. The ELL Plan is created by the ELL committee, the classroom teacher and the parents.

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.

Florida Atlantic University Schools-

- A. D. Henderson University School – Mainstream - Inclusion**
- FAU High School – Mainstream - Inclusion**

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.

Students in the ELL program are required to meet the same curriculum standards as any other student in English/Language Arts and content area instruction. All teachers are required to document the instruction provided to ELL students and to provide that information to the ELL Coordinator during the annual review.

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.

All instructional personnel are required to document in their lesson plans the ELL instructional strategies used in the delivery of instruction.

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)

X Other (Specify) **ELL Coordinator is responsible for updating and monitoring individual student's ELL Plan. Teachers are responsible for providing the ELL Coordinator with documentation of each student's instructional progress. The School administrator is responsible for frequently visiting the classroom to monitor the delivery of instruction to all students and for ensuring that the instructional strategies are present in the lesson plans. District administrators will monitor the delivery of the ELL program and ensure the existence of an ELL Committee and the ELL Coordinator.**

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) _____

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. **See: General Procedures for Promotion, Special Assignment and Administrative Placement, Grades K to 12.**

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

ELL students who have had less than 2 years of instruction in an ELL program, may be exempt from mandatory retention. Any retention of any ELL student must be must be at the recommendation of the ELL committee after careful review of all student data.

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

The retention of any ELL student is by ELL Committee recommendation. The Committee must meet and review classroom and assessment data, academic improvement plan, student portfolios and testing accommodations. If the committee determines that a student will not be successful with the present level of support at the next grade level, the student may be retained.

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

Parents will be involved in the decision making process from the beginning. Parents are invited to attend any meeting convened by the ELL Committee. The results of discussions from all meetings will always be communicated to parents in a language they can understand unless clearly not feasible.

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 students will participate in FCAT test administration. The ELL Coordinator and the School Administrator oversee the inclusion of all students in the Statewide Assessment program.

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.

Each ELL student has an ELL Plan which lists the accommodations provided to each student. The ELL Coordinator in addition to the School Assessment Coordinator will meet and review each student's plan to ensure that each student receives the appropriate accommodations. ELLs are provided the testing accommodations indicated in the FCAT administration manual.

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: N/A

Math: N/A

Writing: N/A

Science: N/A

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

Students are screened based on their reading and writing FCAT(3-12), and CELLA (K-12)scores. If a student scores at the proficient level on the reading, writing, listening and speaking portions on the FCAT and CELLA, they can exit the ESOL program.

If they achieve a score of FES they are scheduled for an ELL Committee exit meeting. Parents are notified of the meeting and invited to attend. The Committee reviews the student data and recommends exiting from the ELL 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⁾
IPT I	K	38	44	39
IPT II	1	76	60	68
	2-5	99	99	99
	6-12	99	99	99

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

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

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

17b) Reading and Writing Proficiency Assessment

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

http://www.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
FCAT
CELLA

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

Registrar **ESOL Teacher/Coordinator** Other (Specify) _____

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

The ELL Committee will gather assessment and classroom data to determine the student’s academic progress. The Committee will also communicate with the classroom teacher, the child’s parents and other school personnel to determine the current (and needed) levels of support. The Committee will then decide if the student can be successful without the support of the ELL Program. If it is determined that the student can be successful without the support of the ELL Program, the Committee will recommend that the student is exited.

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 ELL Coordinator will monitor and update all student ELL Plans as required. A School Administrator will monitor and randomly check ELL Plan folders for accuracy.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. **Because this district uses the inclusion model students who meet exit criteria in the middle of a grading period will be exited from the program immediately using the IPT, SRI and ELL committee decision. However, the ELL coordinator will continue to monitor that student's progress through regularly scheduled assessments and teacher updates through out the 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.

ELL COORDINATOR

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. **Each grading period the ELL Coordinator reviews the student's progress. The student's assessment scores and report card information are recorded in the student's ELL Plan folder. In addition The ELL Coordinator solicits information about the student's classroom progress from the Classroom teacher.**

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

Report Cards

Test Scores

Classroom Performance

Other (Specify) _____

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

When a former ELL student is not performing on grade level the ELL Committee will convene to reevaluate the current level of support. At that time, the Committee will recommend accommodations and possible modifications to the student's schedule and curriculum. Additional diagnostic and aural/oral assessments may be administered. Based on the additional information the ELL Committee may recommend that the student reenter the ELL program or request further evaluation for the need for other services such as Exceptional Student Education.

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 Coordinator in addition to the ELL Committee will create a new ELL Plan for any student reclassified as an ELL and reentering the ELL Program. The Committee will evaluate prior plans and current levels of service to determine placement and service.

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

A student who re-enters the ELL Program will receive intensive reading instruction in addition to grade-level instruction in Language Arts. Students in grades 7-12 may receive instruction in a developmental Language Arts in addition to intensive reading instruction.

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.

Upon notification of an ELL meeting or Parent/Teacher Conference, the parent must notify the school that translation services will be required within two (2) working days. The School will secure a translator or postpone the meeting until a translator can attend. The School will make every effort to secure a translator within 15 days of the original date of the meeting.

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? Each student and their parents are provided a Parent/ Student handbook and a separate student code of conduct. These materials can be provided in the native language when requested unless clearly not feasible.

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

Yes No

The documents are currently provided in English and/ or Spanish upon request.

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

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

In conjunction with the Parent Teacher Organization (PTO) and Title I, the school provides quarterly parent trainings, open house, family fun nights, Readers Theater events and FCAT Reading, Writing and Math camps for the parents and families of the school.

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

The school posts an Annual Report on its website for all parents to access at their convenience. The Annual Report includes the school's AYP information. The website is located at www.adhus.fau.edu. A paper copy of the Annual Report is made available at any parent's request.

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 monitoring of program compliance is the responsibility of the University's Equal Opportunity Programs Department. The Discrimination Complaint Procedures are included on the University's website. The homepage for the EOP Department is located at <http://www.fau.edu/eop/>.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? **The district provides an equal access policy and a dispute resolution process to all parents. These policies may be found on the district’s website under the School Body Policy Manual.**

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. **The ELL Coordinator, ESE Coordinator, and the Student Services Director, a school administrator and the student’s parent(s) comprise the district’s ELL Committee.**

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 makes recommendations to the ELL committee regarding placement criteria, parent notification procedures, and the district’s ELL Plan. The PLC is composed primarily by parents, teachers and district personnel.**

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. Because the district’s ELL population is very small we were unable to get enough ELL parent participation on the committee to comprise a majority.

31) Indicate how your district involves the PLC in district/school committees. The district uses its Advisory Body to represent the PLC. The Advisory Body is used in a similar capacity for various other programs such as the Title 1 program and the ESE program.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. **The ELL Plan was submitted to the parents and the community for review. The constituents then made recommendations for changes and/ or additions.**

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

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

Section 10: PERSONNEL TRAINING

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

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

All teachers' certification is reviewed annually. The Certification Specialist is responsible for the evaluation of certification information and the notification to teachers of updates and renewals. When a teacher is notified of missing requirements, the School principal is also notified. Notifications to teachers and administrators may be through email and/or written correspondence.

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 are provided information for the ESOL training. When teachers have completed the necessary training they are to return certificate of completion to Staff Development Team. The staff development team will determine if certification requirements have been met and will sign off on the teacher's training. All documentation will be held at the district's staff development office.**

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

Administrators have several methods available to them to achieve their ESOL training requirements. Guidance Counselors may take an on-line class offered through teachnet; they may take one of the courses offered here at Florida Atlantic University; or they may participate in a site based training offered by the Staff Development Department.

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

Guidance Counselors have several methods available to them to achieve their ESOL training requirements. Guidance Counselors may take an on-line class offered through teachnet; they may take one of the courses offered here at Florida Atlantic University; or they may participate in a site based training offered by the Staff Development

Department.

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 this time instruction is only provided in English.

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description. **Due to the small number of ELLs in our school, the district has no specific qualifications for bilingual paraprofessionals. The district makes every attempt to hire highly qualified paraprofessionals in keeping with the NCLB requirements. General job descriptions for the paraprofessional positions can be found at the University's website: www.fau.edu.**

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

Because the district does not have more than 15 ELLs that speak the same language, at this time there is no process in place to train bilingual paraprofessionals.

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

The district, when hiring the bilingual paraprofessional, will employ bilingual administrators to assess the candidate's proficiency in the native/ second language.

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

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

Each school in the district will be held accountable for all students' progress. School that fail to show progress of their ELL students will be placed on a monitoring plan where the school's administration will have to provide quarterly progress monitoring information to District Administration.

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. **In accordance with the requirements of NCLB all schools will have to show AYP gains among all students subgroups. Failure to show progress in the ELL subgroup will result in a loss of the school's AYP for that school year. Failure to make AYP will result in a school being placed on a monitoring plan. This plan will require school administration to provide progress data to the school district.**

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. **N/A, the district does not receive Title III funding.**