

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:	
FLAGLER COUNTY SCHOOLS		DIANE DYER		386-437-7562	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
1769 E MOODY BLVD, BLDG 2 BUNNELL, FL 32110			DIANE DYER STACEY GIARAMITA		
(6) CERTIFICATION BY SCHOOL DISTRICT					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, _____, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):					
Contact Information for District PLC Chairperson: Mailing address:					
E-mail Address:		Phone Number:			
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		



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

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

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

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. All students entering the Flagler County Schools will register in the same manner. English Language Learners (ELL) complete registration papers at their assigned school site, according to school zones. Registration requirements are common to all students. All parents or official guardians will complete the Home Language Survey. The responsibility for administering the Home Language Survey rests with the guidance counselor's staff and registration staff at each of the Flagler County School sites.

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. Once the Home Language Survey and the standard registration process have been completed, the parent will not be required to take additional steps other than completion of the standard registration process.

In the School District of Flagler County, each student shall be surveyed at the time of enrollment through the use of the official survey provided by the Department of Education. When a new student enters, the survey is filled out within the Student Entry Form.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. When a new student registers for school, the school's registrar will determine if the student is a potential ESOL student. This is accomplished by determining if there are any "yes" answers on the HLS. A "yes" indicates that the registrar should make a copy of the HLS and notify the ESOL teacher that a potential ESOL student has registered. The student must be assessed within 20 days of entry to school.

A student who answers "yes" to question number one only is not classified as ELL until ELP testing determines whether that is the case.

However, a student is automatically classified ELL pending testing if a "yes" is answered in response to questions two or three. In this case, the Management Information Systems (MIS) person needs to enter LP (the code for status pending) after LEP Status in the student demographic screen in addition to notifying the school ESOL teacher.

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

Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. If a parent or official guardian is unable to complete any registration materials, including the Home Language Survey when English is not the parent's home language, accommodations will be made to have registration material interpreted to the parent. Registration packets are available in Spanish, Portuguese and Russian.

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. **Once the Home Language Survey and the standard registration process have been completed, the parent will not be required to take additional steps other than completion of the standard registration process. Any information gathered will be for Management Information System purposes only.**

In the School District of Flagler County, each student shall be surveyed at the time of enrollment through the use of the official survey provided by the Department of Education. When a new student enters, the survey is filled out within the Student Entry/Registration packet. If a student transfers from another school within the county or from public school within the State of Florida, the student’s ELL file is requested by the registrar so that there is a continuation of services.

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

Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

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

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT I	K-6	LES, NES		
IPT III	7-12	LES, NES		

(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. In grades K-12, students enter the ESOL program if the results of the Aural/Oral test determine the student is Limited English Speaking, or Non-English Speaking. Students in grades K-3, who score Fluent English Speaker, are recommended for placement in the regular school program. A student who scores NER (Non-English Reader), LER (Limited English Reader), NEW (Non-English Writer), or LEW (Limited English Writer) will enter the ESOL program. Students who score LEW writing alone are referred to an ELL Committee to determine appropriate placement.

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? It is the responsibility of the ESOL teacher and Principal's designee to ensure that the Aural/Oral test is administered within 20 school days of registration. The District level ESOL contact will ensure that this timeframe is met.

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. Assessment of each student's Reading/Writing test proficiency shall be completed unless the delay is documented in the following manner:

- For each child so delayed, the reason for the delay, evidence the student is receiving proper programming required for ELLs pending the delay, and a specific timetable for completing the assessment is kept on Management Information System sheets and entered in the Florida Information Resource Network (FIRN).
- This documentation shall be mailed to the parents in their primary language if feasible. The notification will address Section 3302, No Child Left Behind (NCLB) federal legislation, regarding content and timelines. A copy shall be maintained in the student's cumulative folder.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. Students are placed in regular classrooms and monitored for the first quarter.

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 are placed in the ESOL program and assessed in Reading and Writing within one year of placement. Additionally, 9-12 students are simultaneously placed in regular academic classes.

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):
IPT I: Grade 3
IPT II: Grades 4-6
IPT III: Grades 7-12

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? *It is the responsibility of the ESOL teacher and Principal's designee to ensure that the Reading/Writing test is administered within one year of the Aural/Oral test for students in grades 3-12. To further ensure that this is implemented, the District's ESOL contact maintains a database of all ELL students in K-12 which is updated quarterly and verified with each school and with the MIS Director as to entrance and compliance information.*

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. *Assessment of each student's Reading/Writing test proficiency shall be completed unless the delay is documented in the following manner:*

- *For each child so delayed, the reason for the delay, evidence the student is receiving proper programming required for ELLs pending the delay, and a specific timetable for completing the assessment. This information is kept on Management Information System sheets and entered in the Florida Information Resource Network (FIRN).*
- *This documentation shall be mailed to the parents in their primary language if feasible. The notification will address Section 3302, No Child Left Behind (NCLB) federal legislation, regarding content and timelines. A copy shall be maintained in the student's cum folder.*

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. (Form is attached) A standing ELL Committee must be designated at each school site. The school will convene an ELL Committee when a decision must be reached which involves an ELL. The ELL Committee must consist of the ESOL teacher, classroom teacher, the guidance counselor, and the ELL's parent(s) or duly authorized designee and any other school administrator or staff specialist who may bring light to the particular ELL Committee meeting. Meeting notices in the parent's home language will go to parents asking if an interpreter is needed for the upcoming meeting.

Upon request of a parent or teacher, a student not determined to be ELL may be referred to an ELL Committee. The ELL Committee may determine a student to be an ELL according to the consideration of at least two of the following criteria, in addition to the test results from aural/oral, reading , and writing test results from the IPT or FCAT:

1. *Extent and nature of prior educational and social experiences and student interview*

2. Written recommendation and observation by the current and previous instructional and supportive services staff
3. Level of non-mastery of basic competencies of skills in English and/or home language according to appropriate local, state and national criterion-referenced standards
4. Grades from the current or previous year(s)
5. Test results other than those used to determine ELL eligibility, which can include: FCAT, IPT, ACT, Kaplan, CELLA, and DIBELS
6. Teacher observation

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. **(Programmatic Assessment Form is attached).**

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). **Each student with educational documentation will receive a recommended grade placement after an evaluation of the student’s educational records has been made. A certified translation to English of the educational documentation will be requested of the family. Adjustments to these recommended placements may be made by the school principal in accordance with relevant State Board of Education rules. A combination of age appropriateness, previous school experience, and academic proficiency (if available) will be taken into consideration when placing students. Students who do not meet regular age requirements for entering kindergarten in Florida but who attended kindergarten in their native country must have an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student before being admitted to kindergarten. Grades 9-12 follow the State Uniform Transfer of High School Credits Rule (SBER 6A 1.0985).**

A foreign student without educational documentation shall be initially assigned to an elementary, middle, or senior high school based on the following criteria:

- The age of the student as of September 1 of the school year shall be the official age used to determine the appropriate school level for placement.
- Students will be assigned to schools according to chronological age as follows:
 - 5-10 years elementary school
 - 11 years elementary or middle school depending on the grade configuration of the school the student is attending
 - 12-13 years middle school

- 14 years middle or senior high depending on the grade configuration of the school the student is attending
- 15 or older senior high school
- A notarized statement indicating completion of a particular grade level from the student's parents(s), guardian(s), a school official from the student's native country or from the student, if an adult, may be submitted to the principal of the receiving school.

Special care will be exercised to ensure that a student's limited English proficiency is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school.

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. Each student with educational documentation will receive a recommended grade placement after an evaluation of the student's educational records has been made. A certified translation to English of the educational documentation will be requested of the family. Adjustments to these recommended placements may be made by the school principal in accordance with relevant State Board of Education rules. A combination of age appropriateness, previous school experience, and academic proficiency (if available) will be taken into consideration when placing students. Students who do not meet regular age requirements for entering kindergarten in Florida but who attended kindergarten in their native country must have an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student before being admitted to kindergarten. Grades 9-12 follow the State Uniform Transfer of High School Credits Rule (SBER 6A 1.0985).

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 - 12-13 years middle school
 - 14 years middle or senior high depending on the grade configuration of the school the student is attending
 - 15 r older senior high school
- A notarized statement indicating completion of a particular grade level from the student's parents(s), guardian(s), a school official from the student's native country or from the student, if an adult, may be submitted to the principal of the receiving school.

Special care will be exercised to ensure that a student's limited English proficiency is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school.

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. Personnel involved will be the Guidance, ESOL Teacher, and Principal Designee. Each student with educational documentation will receive a recommended grade placement after an evaluation of the student's educational records has been made. A certified translation to English of the educational documentation will be requested of the family. Adjustments to these recommended placements may be made by the school principal in accordance with relevant State Board of Education rules. A combination of age appropriateness, previous school experience, and academic proficiency (if available) will be taken into consideration when placing students. Students who do not meet regular age requirements for entering kindergarten in Florida but who attended kindergarten in their native country must have an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student before being admitted to kindergarten. Grades 9-12 follow the State Uniform Transfer of High School Credits Rule (SBER 6A 1.0985).

A foreign student without educational documentation shall be initially assigned to an elementary, middle, or senior high school based on the following criteria:

- The age of the student as of September 1 of the school year shall be the official age used to determine the appropriate school level for placement.
- Students will be assigned to schools according to chronological age as follows:
 - 5-10 years elementary school
 - 11 years elementary or middle school depending on the grade configuration of the school the student is attending
 - 12-13 years middle school
 - 14 years middle or senior high depending on the grade configuration of the school the student is attending
 - 15 or older senior high school
- A notarized statement indicating completion of a particular grade level from the student's parents(s), guardian(s), a school official from the student's native country or from the student, if an adult, may be submitted to the principal of the receiving school.

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. A student without educational documentation shall be initially assigned to the high school based on the following criteria:

- The age of the student as of September 1 of the school year shall be the official age used to determine the appropriate school level for placement.
- Students will be assigned to schools according to chronological age as follows:
 - 14 years middle or senior high depending on the grade configuration of the school the student is attending
 - 15 or older senior high school

- A notarized statement indicating completion of a particular grade level from the student's parents(s), guardian(s), a school official from the student's native country or from the student, if an adult, may be submitted to the principal of the receiving school.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. When a student re-enrolls, an attempt will be made to get the records from the last school attended. If no current acceptable language proficiency tests results are available, the child will be re-enrolled as the same status they had when they left until an ELL Committee meeting is held to determine appropriate placement or the student is retested by the ESOL teacher.

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 school ESOL teacher develops the Student ELL Plan and shares it with any other teachers in whose classes the ELL is enrolled, along with suggested accommodations. The ESOL teacher determines the ELL's level of proficiency and updates the plan at the end of the year.

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. (Example of form is attached). It is the responsibility of the ESOL teacher or principal's designee to ensure that ELL Student Plans are reviewed and updated annually.

13) Parent Notification

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

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)

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

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese

Other (Specify) **Russian, Cambodian, Tagalog, Chinese, Korean**

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 (**Matanzas High School, Flagler Palm Coast High School**)

Sheltered Core/Basic Subject Areas

Mainstream-Inclusion English Language Arts (**All Elementary Schools, Matanzas High School**)

Mainstream-Inclusion Core/Basic Subject Areas (**All Schools**)

One-Way Development Bilingual Education

Dual Language (Two-Way Developmental Bilingual Education)

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

All elementary ELLs will be assigned to the appropriate classroom, with ESOL services delivered by a classroom teacher who has ESOL certification or endorsement. If the classroom teacher does not have the ESOL certification or endorsement, the ESOL resource teacher will provide reading/language arts instruction as a pull-out/push-in model.

Middle School ELLs will receive services within the regular classroom setting. These Middle School ELLs will be assigned a Language Arts teacher who has ESOL certification or endorsement, and a team of math, science, social studies, and computer literacy teachers with 60 hours, and special area teachers with 18 hours of ESOL training.

High school ELLs will be placed in Language Arts class with a classroom teacher who has ESOL certification or endorsement, and receive instruction in all other academic areas from qualified 60 or 18 hour ESOL trained teachers. ELL students will receive Language Arts instruction which equals the amount of Language Arts instruction received by non-ELLs at grades 9-12.

For all ELLs, Flagler County uses the same Language Arts curriculum as it does for non-ELLs, with appropriate accommodations. Supplemental materials are added to the ESOL instruction as needed.

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.

- Sheltered English Language Arts (Matanzas High School, Flagler Palm Coast High School)
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts (All Elementary Schools, Matanzas High School)
- Mainstream-Inclusion Core/Basic Subject Areas (All Schools)

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. The amount of time ELLs receive instruction in the core curriculum shall be comparable to that assigned non-ELL students under similar conditions. School principals ensure this.

Language Arts instruction and the subject areas of math, science, social studies and computer literacy in grade 6-12 follow the Florida Course Code Directory and Frameworks. Students will be expected to meet performance standards and district requirements. Students in grades 6-8 receive Language Arts instruction for a minimum of 45 minutes/1 period per day, five days per week. Students in grades 9-12 receive 85 minutes of Language Arts instruction. Students in grades K-5 receive 90 minutes of reading intervention a day.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. Teachers in Flagler County are provided with an ESOL Strategies Checklist which is an integral part of their lesson plans. They are required to document the use of accommodations implemented in instruction to ELL students in their lesson plans, which are reviewed by the Principal or designee.

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

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

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

- Student Portfolios
- FCAT Practice Tests

- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) **Kaplan**

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. **Pages: 5, 6-7, 22-24**

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. **Student Progression Plan, pages 22-24**

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. **The ELL Committee is convened to determine placement when the ELL has not met the standard exit criteria, but additional indicators are evident.**

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. **The ELL Committee invites parents to the meeting in writing and ensures that parents understand the procedure. A translator is provided if needed and if 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. **ELLs are expected to participate in the state testing program, which includes all components of the FCAT and the CELLA.**

Test coordinators for the administration of the FCAT at the elementary, middle school, and high school are the Guidance Counselors or Principal’s designee and are responsible for ensuring all ELLs participate in the statewide assessment program. The District Assessment Coordinator monitors this process.

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. **Test coordinators for the administration of the FCAT at the elementary, middle school, and high school are the Guidance Counselors or Principal’s designee. All students and parents, including ELL students, are given advance notice of the testing dates. ELLs and their parents**

receive this information, as well as information about possible accommodations in their home language, when feasible.

Flagler County will provide accommodations for the administration of the FCAT to ELL students according to state guidelines (DPS: 97-054).

Documentation of accommodations requested or declined by the parent is maintained by the school test coordinator and the ESOL teacher.

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: **Not applicable**

Math: **Not applicable**

Writing: **Not applicable**

Science: **Not applicable**

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. **A combination of IPT and CELLA scores are used to determine English Language proficiencies and exit decisions as specified in sections a. and b. below.**

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, II, III	K-12	FES		

(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):
CELLA English Proficient Composite Score: Grades K-2: 2050+
CELLA English Proficient Composite Score: Grades 3-5: 2150+
CELLA English Proficient Composite Score: Grades 6-8: 2200+
CELLA English Proficient Composite Score: Grades 9-12: 2250+
CELLA Reading: Grades K-2: 690-800
CELLA Reading: Grades 3-5: 734-810
CELLA Reading: Grades 6-8: 759-815
CELLA Reading: Grades 9-12: 778-820

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

Registrar ESOL Teacher/Coordinator Other (Specify) **Trained Paraprofessional**

17d) Describe the process by which the ELL Committee makes exit decisions. **A combination of IPT and CELLA scores are used to determine English Language Proficiency. Scores used for exit decisions are specified in sections a. and b. above.**

If a student has been referred to the ELL Committee for determining ELL status, any determinations made by the ELL Committee shall be contained in a written evaluation and placed in the student's cumulative folder. In grades 4 and above, the recommendations of the ELL Committee that a student should be exited from the program after the committee has reviewed the following:

1. Teacher input on class performance
2. Current standardized testing information in reading and writing areas
3. Grades (if applicable)
4. Evidence of mastery of basic skill objectives of the school district
5. Recommendations of the guidance counselor and support personnel
6. Personnel interview
7. Parental interview
8. IPT test scores for Oral and Reading and Writing Tests

A listing of the above multi-criteria and sufficient documentation will be required prior to the student's exit from the program in which he/she no longer requires ELL services.

The committee may recommend that the student be exited from the ESOL program and placed in another instructional program or combination of instructional programs if it determines it would best fit the needs of the student.

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

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. **If deemed necessary, the ELL Committee will meet and review the factors listed in 17d.**

Section 7: MONITORING PROCEDURES

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

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. **After exiting, the student's progress is monitored by the ESOL teacher at regularly determined intervals. If the student does not continue to make progress at the first report, end of the first semester, and the end of the first and the end of the second year, then the ELL Committee will be convened to address this issue. A record of these dates for each student is kept.**

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

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) **Kaplan**

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. **After exiting, the student's progress is monitored by the ESOL teacher at regularly determined intervals. If the student does not continue to make progress at the first report, end of the first semester, end of the first and the end of the second year, then the ELL Committee will be convened to make recommendations for changes in the student's placement or further evaluation. The committee will then review teacher input on class performance, current standardized test information, grades, and evidence of mastery of basic skill objective. A student who has not obtained the desired level of mastery of the English language may receive and be eligible for additional ESOL services in years 4, 5, 6, and beyond, providing his/her ELL status is assessed and properly documented prior to his/her enrollment in each additional year beyond the three-year base period. The ESOL teacher will refer students who are not making sufficient gains to be exited from the program to the ELL Committee.**

If an ELL does not demonstrate progress and the ELL Committee deems it appropriate, the student may be referred for further examination based on the district's evaluation procedures regarding underlying factors which may hinder academic progress.

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. Upon reclassification, the ELL Committee shall write an appropriate ELL plan which shall be communicated to the parents, classroom teachers, guidance counselor, and other appropriate individuals. The plan will be maintained in the student's file. The student's progress is monitored by the ESOL teacher.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. ELLs with continuing needs for remedial/intensive intervention shall be provided equal access to such programs operating in the school district in the same fashion as non-ELLs. The ELL Committee at each of the school sites will review ELLs requiring these services in addition to the current ESOL program. These services shall be part of the ELL's student plan. A variety of techniques are used to create the language program. The curriculum employs the following elements:

1. Activities to include cooperative learning, pair-work, and cross-cultural sharing among students and teacher.
2. Activities designed to meet a variety of learning styles.
3. Activities which cultivate authentic learning opportunities.

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 District maintains a file of translators and provides funding for schools to use them as needed.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes

- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? **The Code of Student Conduct (in English and Spanish) is posted on the District and school websites. All students receive a student handbook, which includes sections from the Code of Student Conduct.**

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

- Yes No

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

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. **There currently exists a SAC (School Advisory Council), which includes teachers and parents, at each school. At the first Open House of the school year, parents are encouraged to volunteer at their child's school and also to join their child's School Advisory Council. Several schools also have a PTO and all parents are encouraged to attend and become active members. Schools hold various learning opportunities for parents throughout the year. These "showcase nights" present reading, writing, and mathematics strategies to help parents take an active role in their child's education. Technology nights are also provided. Parents of ELLs are encouraged to become involved in the ESOL Parent Leadership Council and its many activities.**

Parents are invited to evening opportunities through flyers and the district website.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. **Information is posted on the District and school websites, placed in District and school newsletters, and sent home in parent letters. The**

District maintains a file of translators and provides funding for schools to use them as needed.

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 District Equity Coordinator, with the assistance of the district administrators and school Principals, monitor programs and the delivery of services for compliance. Procedures that monitor compliance are included in the Student Progression Plan. Staff members responsible for compliance issues are also listed on the District website.**

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? **The District Equity Coordinator, with the assistance of the district administrators and school Principals, monitor programs and the delivery of services for compliance.**

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 is comprised of the ESOL teacher, Guidance Counselor, parent, and Principal's designee.**

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. PLCs are comprised of parents, teachers, community members, School Board members, and district personnel. The function of the PLCs is to make recommendations regarding programs and services.

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. If the PLCs in your district comply with this rule, skip to question # 32. _____

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

32) Indicate how your district PLC was involved in the development of the District ELL Plan. Members of the district PLC gave input at district and school PLC meetings and during small group planning sessions.

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. The Director of Instructional Programs and Professional Development notifies teachers of ESOL training requirements and training opportunities by email. Documentation of this notification is kept in the files of the Curriculum and Instruction Department. The Director works with Principals to ensure that teachers comply with the law regarding training.

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 uses eSchool Solutions' Electronic Registrar Online as a professional development management system. This allows teachers to register for ESOL courses online and also maintains a record of their completion. In addition, teachers are required to submit hard copies of ESOL training/certification documentation such as certificates of completion or college transcripts. A district database is kept up-to-date.

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 are required to submit hard copies of ESOL training/certification documentation such as certificates of completion or college transcripts. Completion of this training requirement is entered into their eSchool Solutions' Electronic Registrar Online profile. In addition, a district database is kept up-to-date. Online training is offered through the Northeast Florida Education Consortium, to which Flagler County belongs.

36) Describe how the district provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. **Guidance counselors are required to submit hard copies of ESOL training/certification documentation such as certificates of completion or college transcripts. Completion of this training requirement is entered into their eSchool Solutions Electronic Registrar Online profile. In addition, a district database is kept up-to-date. Online training is offered through the Northeast Florida Education Consortium, to which Flagler County belongs.**

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. **. All instruction is in English. Principals assess teachers' proficiency in English during the hiring process.**

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. **All information about this position can be found in the job description found at <http://www.flaglerschools.com/media/jobs/Job%20152a%20Interpreter%20Aide.pdf>**

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. **Bilingual paraprofessionals are required to attend the regular Professional Development opportunities offered to teachers in reading, writing, and math strategies. The district uses eSchool Solutions Electronic Registrar Online as a professional development management system. This allows bilingual paraprofessionals to register for ESOL courses online and also maintains a record of their completion.**

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. **During the hiring process, the Principal and ESOL teacher make this determination.**

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. **Principals are required to make annual reports to the Superintendent of Schools and Board of Education about student achievement and are held accountable for ensuring that the student subgroups as defined by AYP are making progress.**

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. **Principals are required to make annual reports to the Superintendent of Schools and Board of Education about student achievement and are held accountable for ensuring that the student subgroups as defined by AYP are making progress. All schools use Kaplan Progress Monitoring, and data teams at each school, led by the Principal, regularly monitor the achievement of ELLs.**

43) Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for “Making Progress” and “Attaining Proficiency” (AMAO #1 and AMAO#2). The district Assessment Coordinator works with each school’s data team to identify students who did not meet Adequate Yearly Progress. The District Director of Federal Programs works with SINI schools.

44) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. The District Director of Instructional Programs and the Director Federal Programs ensure that additional Professional Development is provided to teachers of low-performing students who did not meet Adequate Yearly Progress. The District Director of Federal Programs works with SINI schools.