

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:	
Holmes		Jean B. West, General Support Administrator		850-547-0470	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
401 McLaughlin Avenue, Bonifay, FL 32425					
(6) CERTIFICATION BY SCHOOL DISTRICT					
<p>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.</p> <p>I, Steve Griffin , 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.</p>					
_____ 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): Miriam Erickson					
Contact Information for District PLC Chairperson: Mailing address: 411 West Blvd., Chipley, FL 32428					
E-mail Address: ericksonm@paec.org Phone Number:850-638-6131					
Date final plan was discussed with PLC: September 9, 2008			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. The Home Language Survey (HLS) is included on the Holmes County Registration Form. The form is completed upon the initial enrollment of a student. Registration procedures are common for all students. Guidance counselors are responsible for coordinating student registration. When necessary, provisions to communicate in the home language of parents and students will be implemented through the use of school personnel in the district and support personnel from P.A.E.C. The HLS is filed in the student's cumulative record and is monitored by the guidance counselor and school principal. The results of the HLS are maintained on the district's Management Information System. Information regarding the language and national origin of each student is part of the HLS form. The data collected shall be reported and maintained in accordance with the Florida Department of Education's data collection procedures.

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. When each child enrolls at school, his parents are required to complete a registration form that includes the Home Language Survey. Guidance counselors are responsible for coordinating student registration. Counselors meet with parents and students and provide provisions to communicate in the home language of the parents and students when needed.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. Each student with a "Yes" response to any of the three questions on the HLS shall be assessed by the guidance counselor to assist in determining if the student is an English Language Learner. Data entry personnel under the supervision of guidance counselors and/or principals at the school site enter the responses in the student data base. Hard copies of the data are filed in the student's cumulative folder and retained according to the statutory requirements.

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

Registrar Guidance Counselor Other (Specify) Data Clerk

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Home language assistance is provided when needed and feasible. The ESOL Coordinator facilitates the process by maintaining a list of appropriate resources to provide assistance at the school site.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. The guidance counselor is responsible for collecting demographic data. This information is presented to the school based data clerk who inputs the data in the Management Information System. All school data

entry personnel receive a regularly revised Data Entry Manual and Training through the MIS Coordinator's office.

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

Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) Guidance counselors

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Language Proficiency Test, IPT 1	K-2	53		
Idea Oral Language Proficiency Test, IPT 1	3-6	67		
Idea Oral Language Proficiency Test, IPT II	7-12	71		

(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. Idea Proficiency Test IPT Oral is administered to ELLs to determine their oral skills levels. The guidance counselor is responsible for testing the students, grading the assessments, and recording the ELL data in the Diagnostic Answer Sheet. The graded tests and Diagnostic Answer Sheets are given to the data clerk who records the results in the student data base.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses? The guidance counselor at the home school will administer the appropriate level of the aural/oral form of the IDEA Proficiency Test (IPT) within 20 days of enrollment and follow the appropriate procedure. Data clerks and guidance counselors provide backup feedback to ensure that the timelines are 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. An A/O test is not administered to the student within 20 school days, a letter in the home language will be sent to the parent explaining why the test was not administered and when the administration will take place.

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 in grades K-2 who score as fluent English-speakers on the Listening and Speaking test will be placed in the regular program; ELL code will be changed to ZZ.

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. The guidance counselor will administer the Idea Proficiency Test (IPT) Reading and IPT Writing to ELLs for grades 3-12 who have scored limited English proficient on the Listening and Speaking section. this administration will immediately follow the administration of the Listening and Speaking test or within twenty days of the administration of the Listening and Speaking test.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
Idea Proficiency Test Reading Idea Proficiency Test Writing

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? The guidance counselor will administer the Idea Proficiency Test (IPT) Reading and IPT Writing to ELLs for grades 3-12 who have scored limited English proficient on the Listening and Speaking. This administration will immediately follow the Listening and

Speaking test or within twenty days of the administration of the Listening and Speaking test. If testing is delayed for any reason, the guidance counselor notifies parents in writing why the test has been delayed and the expected time of administration. CELLA and FCAT administration should take place within the same year period.

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. Because the number of ELL students that Holmes serves is very small, the R/W test is always administered within the required time. Should testing be delayed for any reason, the guidance counselor will notify parents in writing.

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. Students who are referred to the ELL Committee may be placed in the ESOL program according to consideration of at least two of the following criteria in addition to test results: (1) extent and nature of prior educational and social experiences and student interview; (2) written recommendation and observation by current and previous instructional and support services staff; (3) level of mastery of basic competencies according to criterion-referenced tests; (4) grades or test results from current or previous years. If student is placed in the ESOL Program by the ELL Committee, ELL Code will remain LY and Basis of Entry Code will change to L. The ELL Committee may also place students in the regular program.

forms can be found at <http://hdsb.org/SiteDocumentation/ESOL/ESOLForms.doc>"<http://hdsb.org/SiteDocumentation/ESOL/ESOLForms.doc>

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. In the absence of transcripts or prior school experience; age of student, diagnostic/placement tests and interviews may be used as a guideline. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement based on each student's prior educational experiences and level of academic skills. Placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parental/guardian

preference, and any other pertinent data available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). In the absence of transcripts or prior school experience; age of student, diagnostic/placement tests and interviews may be used as a guideline. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement based on each student's prior educational experiences and level of academic skills. Placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parental/guardian preference, and any other pertinent data available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

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. After a thorough search is conducted for previous school information, placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parental/guardian preference, and any other pertinent data available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

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

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. In the absence of transcripts or prior school experience, age of student, diagnostic/placement tests and interviews may be used as a guideline. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement based on each student's prior educational experiences and level of academic skills. Placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parental/guardian preference, and any other pertinent data available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. Students who are unable to obtain records from previous schools will be placed according to chronological age and last grade completed. Previous academic credits will be validated by successful experience at the next level of study.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. If a year has passed since the student's withdrawal, a new English language proficiency assessment is administered when an ELL re-enrolls in the district. If the student has exited the ESOL program and is within the two-year monitoring window, the grades will be monitored at the appropriate intervals. An ELL Committee Meeting may be called to reclassify the student as an ELL and provide re-entry into the ESOL program. Students who transfer to another school district in Florida do not have to be retested.

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 ELL Committee completes the ELL Plan for each student who is found to be eligible for the ESOL program. Each ELL plan is created with input from guidance personnel, classroom teachers and other interested parties, to reflect the student's instructional program, amount of instructional time, documentation of the use of appropriate ESOL strategies, placement with appropriately trained teachers, and a description of all provided services. Primary focus of the instructional program is mainstream/inclusion, with individual and intense instruction from support staff to enhance rapid language acquisition and/or provide academic support. The ELL Plan includes an evaluation of the student's progress toward English language proficiency and specific accommodation procedures for state assessment programs in the individual student learning plan. The original plan is filed in the student's cumulative folder. The plan is updated annually at the beginning of the school 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. At the beginning of each year, the guidance counselor reviews the most current achievement data to determine services for each student. The ELL plan for each student is updated annually. The plan is filed in the cumulative folder at the school site.

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) Home visits are made with translator if needed

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

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

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

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

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. The instructional model implemented in the district is mainstream/inclusion for all classes with language acquisition support and/or academic support provided by support staff. The guidance counselor provides support, materials, and intervention for ELLs and teachers in the home schools.

The guidance counselor at the home school schedules the student as follows: (1) counselor schedules ELL into English/Language Arts and other classes taught by certified and/or trained personnel whenever possible; (2) uncertified and/or untrained teachers with whom the ESOL student is placed will begin the formal ESOL training required by the Consent Decree; (3) Guidance counselors will provide these uncertified and/or untrained teachers with an orientation in the use and documentation of ESOL strategies; All instructional personnel are required to document the use of ESOL strategies to deliver comprehensible instruction. (4) Support staff may serve ELLs to enhance rapid language acquisition and/or provide academic support.

School personnel who are not appropriately trained are notified by the Principal and are expected to complete required training in a timely manner. It is the duty of the principal of

each school to maintain a staff which is adequately prepared to provide ESOL services for eligible students.

Once an ELL has been scheduled into classes, the principal assures that appropriate ESOL strategies are being used and documented by classroom teachers. All schools must be prepared to meet the needs of ELL students and maintain compliance with the Consent Decree.

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

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. The classroom teacher in all subject areas will document that appropriate ESOL instructional strategies and accommodations are regularly used in lessons that address the appropriate benchmarks of applicable Sunshine State Standards. An ELL Plan describing services, goals and objectives, evaluation and accommodation procedures, and ESOL strategies used in the classroom is created for every ELL. The guidance counselor will monitor and facilitate accommodations and standards mastery for all ESOL students to ensure that instruction provided to ELL students in mainstream/inclusion classrooms is equal in amount, sequence, and scope to that provided to Non-ELLs.

Because ELLs are an integral part of the school and district accountability plans, disaggregated data from state and alternative assessments will be used to document the annual progress of ELLs. The principal and guidance counselor will monitor school procedures to assure appropriate assessment, placement, instruction, and compliance with the Consent Decree for all ELLs. The school principal or designee will also monitor classrooms to assure understandable instruction and meeting the Sunshine State Standards; and will check student records at least annually to determine progress.

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

The guidance counselor contacts mainstream/inclusion teachers of ELLs to provide assistance in planning comprehensible instruction and assessment modifications. As part of this process, mainstream/inclusion teachers receive information about ESOL instructional strategies or curricular modifications along with means to document use of ESOL instructional strategies. Documentation of teachers' use of ESOL instructional strategies is documented on the teacher's lesson plans.

School-based administrators monitor implementation of ESOL strategies as part of their administrative oversight of the overall school curriculum. Such oversight may be achieved through classroom walk

throughs, review of lesson plans and assessments, conferencing with teachers and/or review of documentation of teacher implementation of ESOL strategies.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) Guidance counselors

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) CELLA, FORF. DIBELS

15) Student Progression

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

- Yes No

If yes, indicate where in the Student Progression Plan these are described. _____

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. Holmes County's' Student Progression Plan ensures ELL students who have less than 2 years of instruction in the ESOL program may be exempt from mandatory retention. The district Student Information System provides current data to schools regarding length of time a student has been in the ESOL program. Good Cause determination is made through consultation of principal, teachers, guidance counselor, and parent(s)/guardian(ELL Committee). The district ESOL coordinator may also be involved in the process. However, the school principal has the final administrative responsibility for promotion or retention of all students.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The ELL Committee makes all appropriate decisions regarding the proper placement of ELL students as outlined in Florida Statutes, the consent decree and the ELL Plan.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. In the spring, schools send out letters to parents informing them of potential retention of students. Prior to a final retention decision, parents are invited to meet with the classroom teacher and guidance counselor to discuss the student's progress in meeting grade level academic standards and the possibility of retention or administrative placement.

Near the end of the school year, an ELL Committee Meeting is convened to discuss the retention or administrative placement. Parents are invited to attend and participate in the decision. Academic promotion notification is handled through report cards. Parents will be notified in a language that 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. Students who are classified as ELL are given individual accommodations on state-mandated and other standardized assessments in accordance with the provisions of the specific assessment instrument and program. Guidance counselors and other test administrators are informed of these provisions through test manuals and training; appropriate accommodations are made available to eligible students as a matter of course.

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. Students who are classified as ELL are given individual accommodations on state-mandated and other standardized assessments in accordance with the provisions of the specific assessment instrument and program. Guidance counselors and other test administrators are informed of these provisions through test manuals and training; appropriate accommodations are made available to eligible students as a matter of course. Guidance counselors are responsible for ensuring that modifications are documented on test materials.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

Yes No

If yes, describe the process for alternatively assessing ELL students. _____

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: _____

Math: _____

Writing: _____

Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. ELL students are not eligible to exit the ESOL program until they score satisfactorily on the aural assessment instrument utilized at initial placement and achieve a passing score on the reading/writing assessment. Once the ELL student's performance meets that level, the full ELL Committee is convened to review the student assessment data and classroom performance. The decision to exit the student is made by the ELL Committee.

17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Language Proficiency Test, IPT	K-2	53		
Idea Oral Language Proficiency Test, IPT	3-6	67		
Idea Oral Language Proficiency Test, IPT	7-12	71		

(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 K-2(2050 or greater) 3-5(2150 or greater)
6-8(2200 or greater) 9-12(2250 or greater)
FCAT (Level 3 or greater)
FCAT Writing (Level 3 or greater)
I

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

Registrar ESOL Teacher/Coordinator Other (Specify) Guidance Counselor

17d) Describe the process by which the ELL Committee makes exit decisions. Students in grades K-12 whose Basis of Entry Code is L will be reevaluated by the ELL Committee using the same criteria used for placement. FCAT and CELLA scores available from the annual District/State testing program may be used to determine proficiency.

Any case in which data are inconclusive will require convening of the ELL Committee to exit student. A student who has been exited from the ESOL Program will be referred to the ELL Committee under any of the following circumstances:

- Monitoring shows that the student is not progressing satisfactorily.
- A pattern of declining grades or test scores is demonstrated.
- A teacher, parent, counselor, or administrator requests a referral.

The ELL Committee will consider all available information, including parent preference, and determine the appropriate programmatic placement for the student and complete a new ELL Plan, which is filed in the cumulative folder.

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 progress of students who have been exited from the ESOL Program will be monitored by the guidance counselor at each school. Through the use of the database and cumulative records, the guidance counselor will monitor the progress of these students. These reviews shall take place automatically at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year after exiting.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. ELL students can be reevaluated at any time. If the student can be exited through testing (IPT) and is classified as proficient in English through

CELLA, he/she will exit the program and be monitored for the next two years at appropriate intervals. The student may be exited through a review of the ELL committee.

Section 7: MONITORING PROCEDURES

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

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The ESOL Update form is filed in the student's cumulative folder. Data Entry personnel update the ELL Status of the student in the database. Data Entry personnel report students who continue in the ESOL program past the three-year base period.

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.

A student who has been exited from the ESOL Program will be referred to the ELL Committee under any of the following circumstances:

- Monitoring shows that the student is not progressing satisfactorily.
- A pattern of declining grades or test scores is demonstrated.
- A teacher, parent, counselor, or administrator requests a referral.

The ELL Committee will consider all available information, including parent preference, and determine the appropriate programmatic placement for the student and complete a new ELL Plan, which is filed in the cumulative folder.

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 guidance counselor may initiate a new student ELL Plan at the request of the teacher, the parent, or the school administrator. The ELL Committee will consider all available information, including parent preference, and determine the appropriate programmatic placement for the student and complete a new ELL Plan, which is filed in the cumulative folder.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. ELL students have equal access to all remediation strategies offered by the Holmes County School District. Modified instruction, which incorporates ESOL strategies as part of the student's regular curriculum, will not be considered as additional remediation.

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 Holmes County School District has a very small ELL population. In most cases, there is at least one family member who is fluent in the English language; therefore, most home-to-school communication is achieved through personal and/or telephone contact.

The District is assisted by P.A.E.C. that maintains a list of community resources for translators, tutors, or volunteers to maintain understandable communication with ELL families. P.A.E.C. will also assist in translating relevant documents in a variety of languages to be used when feasible. School personnel who are bilingual assist in home-to-school communication whenever necessary.

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 DOE provides results of language proficiency testing (CELLA), free/reduced lunch, parent choice, AMAO, AYP, and FCAT information.

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? If we have parents who need assistance, an Interpreter with district personnel makes a home visit or sets up a meeting at school.

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.

If we have parents who need assistance, an Interpreter with district personnel makes a home visit or sets up a meeting at school. The guidance counselor is the person responsible for initiating this process.

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. All parent training initiatives offered by the District are available to parents of ELL students on an equal basis; Guidance personnel make every effort to keep ELL parents informed of opportunities and to ensure that all training is comprehensible to them. Information about such initiatives is provided in writing, in home language, if feasible. In addition, telephone contact may be employed as well as publication of information on school bulletin boards, newsletters and websites, etc. P.A.E.C. also provides training and support to our parents.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. All required school reports are published according to statute in local media, parent letters, and on district website. In addition to this material, guidance personnel make every effort to keep ELL parents informed of the schools' academic progress. AYP, school grades, and the school's current initiatives are discussed at meetings with parents to ensure that they understand our accountability plan. P.A.E.C. also provides home visits and support to our parents.

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. Administrators, guidance, and data entry personnel are trained annually on requirements, procedures, and policies. Holmes County School District Policies and the Code of Student Conduct guarantee educational equity and the right to grievance procedures regarding perceived violations.

**Answer for 27. Guidance personnel make every effort to keep ELL parents informed of Programs and facilities to ensure that all services are available to them. Information about such initiatives is provided in writing, in home language, if feasible. In addition, telephone contact may be employed as well as publication of information on school bulletin boards, newsletters and websites, etc. P.A.E.C. also provides support to our parents.

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

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The ELL Committee at a school must include the guidance counselor, the principal or designee, the parents/guardians of the potential ELL student, and the child's teacher. The District ESOL Coordinator may upon request also serve on the ELL Committee of each school. The ELL Committee may be convened at any stage of the evaluation and/or placement process upon request from any stakeholder or upon any indication of concern about appropriate placement, program delivery, accommodations, exemption from state assessment, or any other relevant issue.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) _____

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

- School Level District Level

Describe the functions and composition of PLCs in your district. The PLC is made up of the parents of every ELL student in our county. We also retain parents of former ELL students when possible to help with issues or problems that our parents are experiencing. The guidance counselors from the schools who have ELL students and the district coordinator are also members of the committee. The committee not only serves an oversight committee but operates as a training forum for our families. In addition to PLC meetings, parents of ELL

students are encouraged to become involved in other school activities throughout the school year and to become active in other school committees such as the school's School Advisory Council.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. _____

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

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The Parent Leadership Council provides input into the development of the Plan. The Council then meets as a group and discusses and approves the Plan.

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. When an ELL student is placed in a teacher's class for the first time, the principal emails or writes a letter to the teacher outlining the teacher's specific responsibilities regarding training and timelines. The guidance counselor works with the teacher to ensure that ESOL-appropriate strategies and understandable instruction is delivered. A database showing teacher training hours in ESOL is maintained and regularly updated by the EPDC staff. The Human Resources Department is notified by the principal when teachers are to be reported out-of-field or in need of training.

Vigorous efforts to make all principals and teachers aware of the requirements of the ESOL Program are made by the District ESOL Coordinator with assistance from Human Resources and Inservice Departments. E-mails provide regular notification of on line and face to face training opportunities to all personnel.

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. A database showing teacher training hours in ESOL is maintained and regularly updated by the EPDC staff. Appropriate staff in the inservice and the Human Resources Departments are notified by principals when teachers are to be reported out-of-field or in need of training.

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

receive regular updates on the ESOL Program at monthly Principal Meetings and the annual District Administrative Summit. Administrators and guidance counselors have been notified that they must complete a minimum of 60 hours of ESOL inservice. The district has designed also (in conjunction with PAEC) online courses for this specific purpose. All administrators were given the opportunity to complete the required training in face to face workshops designed and imlemented by PAEC.

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 been notified that they must complete a minimum of 60 hours of ESOL inservice. The district has designed (in conjunction with PAEC) online courses for this specific purpose. All counselors were given the opportunity to complete the required training in face to face workshops designed and implemented by PAEC.

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. Not applicable

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. N/A All of Holmes County currently has 4 ELL students.

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

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

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. Not applicable

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

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. Not applicable