

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

Date Received by FDOE

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
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Florida Department of Education

FDOE INTERNAL USE ONLY

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Palm Beach		Margarita Pinkos, Executive Director		561-434-8010	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
3388 Forest Hill Blvd. A204 West Palm Beach, FL 33406			Kimberly Thomasson Susan Hobson		
(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, Arthur C Johnson, Ph.D., 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): Connie Berry					
Contact Information for District PLC Chairperson: Mailing address: 3388 Forest Hill Blvd. A204, West Palm Beach, FL 33406					
E-mail Address: berryc@palmbeach.k12.fl.us Phone Number:561-434-7348					
Date final plan was discussed with PLC: March 24,2008 PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved					
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		



**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, Arthur C. Johnson, Ph.D., 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.

Students are registered at their assigned home school. Schools are strictly prohibited from requesting or requiring documentation of the student's immigration status or from inquiring about the immigration status of the student. They are also prohibited from requiring the social security numbers of students and family members.

The district has provided each school with established registration procedures to ensure that refugee, immigrant, documented and undocumented alien and racial minority students are provided equal access to free and appropriate schooling. These procedures include the identification of all staff responsible for the registration of English Language Learners. Trained personnel ensure that parents understand and complete the questions asked on the registration form.

Parents/guardians are given a registration packet. Translated versions of registration forms, free and reduced lunch applications, and general school information are available in Spanish, Haitian Creole, and Portuguese which are the major languages represented in this county (<http://www.palmbeach.k12.fl.us/Records/PDF/0636.pdf>). A community language facilitator or bilingual staff member assists with translating or interpreting documents related to registration, transportation and other pertinent school information. School personnel responsible for registering students are required to receive training and materials regarding appropriate enrollment procedures in order to guide students and families through the registration process.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

The Home Language Survey (HLS) on the registration form must be completed for all students when they first enter a Palm Beach County public school. The first (original) registration form must always remain part of the cumulative folder. It should never be purged. If a student's initial entry into a Palm Beach County public school was in a Pre-Kindergarten program, the Home Language Survey is not completed again when they register for kindergarten. Parents are not required to complete the HLS for court adjudicated students. The student may complete it at the state-operated facility. If a student is returning to a Palm Beach County public school after one calendar year in another state, country or a private school, that student is treated as a NEW student and a new HLS is completed. If the HLS has any YES responses, further language assessment is required. School personnel check all Home Language Surveys to ensure that parents/guardians have understood the questions and answered them correctly and that the registration form has been signed and dated.

The Home Language Survey asks the following:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

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

Students with any “YES” responses are referred by the registration personnel to the ESOL test administrator for further English language proficiency assessment. Students with a “YES” response to ONLY Question #1 are temporarily placed in regular mainstream classes until the programmatic assessment and the English language proficiency assessment are given. Students with one or more “YES” responses to questions 2 or 3 are temporarily placed in sheltered ESOL classes until English language proficiency assessment is administered. The state-approved age-appropriate Language Assessment Scales (LAS) test is used to assess students’ aural/oral ability. It is administered to students K-12, as soon as possible, but within 20 school days of entry. If a registration form with affirmative answers indicates that a student is from another Florida county, the student does not need to be reassessed for entry into the ESOL program. Every attempt should be made to get the information from the sending county. In the event that the information has not been received within the twenty day limit, the student must be tested as a new entry using the Palm Beach County Home Language Survey information.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) School based ESOL Coordinator/Contact

3) Provision of Understandable Communication

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

Parents/guardians are given a registration packet. Translated versions of registration forms, free and reduced lunch applications, and general school information are available in Spanish, Haitian Creole, and Portuguese which are the major languages represented in this county (<http://www.palmbeach.k12.fl.us/Records/PDF/0636.pdf>). A community language facilitator or bilingual staff member assists with translating or interpreting documents related to registration, transportation and other pertinent school information. School personnel responsible for registering students are required to receive training and materials regarding appropriate enrollment procedures in order to guide students and families through the registration process.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc.

Personnel from the District’s Information Technology Department work with the District support staff to train each school’s data processor in the accurate collection and entry of data required for ELL students. This information is located on the student’s registration form. The ESOL contact person or coordinator and the school’s data processor work together to make sure all of the necessary ELL data elements, including but not limited to country of birth, native language, and date of entry into the United States, are collected and entered into the District’s TERMS data management system.

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

Registrar Data Entry Clerk Other (Specify) School Based ESOL Coordinator/Contact

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) School Based ESOL Coordinator/Contact

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⁾
Pre-LAS	Kindergarten		81	
LAS – Oral 1C	1 - 6		74	
LAS – Oral 2C	7 - 12		81	

(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.

Kindergarten through twelfth grade students answering yes to questions on the HLS are given an aural/oral language proficiency test to determine eligibility for the ESOL program. The results of the Pre LAS/LAS-O assessment will indicate the following levels and language categories:

- Level 1 - Category A.....Non-English Speaker
- Level 2 - Category B.....Limited Speaker
- Level 3 - Category C.....Limited Speaker
- Level 4 - Category D.....Fluent Speaker
- Level 5 - Category E.....Fluent Speaker

K-12 students scoring as NES or LES, Levels 1-3 (A, B, C) on the English language proficiency test qualify for ESOL program services. K-2 students scoring as FES, levels 4 or 5 (D or E) on the Pre LAS/LAS-O do not qualify for ESOL program services, unless recommended by the ELL committee. 3-12 students scoring FES require further reading and writing assessment to determine eligibility for the ESOL program.

The school based ESOL coordinator/contact is responsible for the testing, grading and recording of ELL data. District ESOL coordinators review the test to ensure proper scoring, and then data is entered onto the District's TERMS screen by the school based ESOL coordinator/contact or the data processor.

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?

When an HLS has a "YES" answer, the student registration form is copied and given to the school based ESOL coordinator/contact for testing. ESOL coordinators/contacts are trained in performing TERMS data checks to ensure students have been tested and information posted within the 20 day time limit. Fidelity checks are performed by the ESOL compliance specialist periodically as a safeguard.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

If the student has not been evaluated within twenty days of entry, the reason for the delay is documented, as is a plan for completing the assessment. This documentation is mailed to the parent/guardian in their primary language, when feasible. A copy of this documentation is retained in the student's file.

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.

K-2 students scoring as FES, Levels 4 or 5 (D or E) on the LAS-O do not qualify for ESOL program services, unless recommended by the ELL Committee. Those students are placed into regular mainstream classes and coded ZZ. The initial testing documents for students who do not qualify for ESOL services are stapled to their registration form and filed in their cumulative folders. The data processor or person responsible for ELL data entry enters the oral category on the student's demographic screen to indicate that appropriate language assessment has been completed.

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

Students in grades 3-12 scoring as NES or LES, Levels 1-3 (A, B, C) on the LAS-O qualify for ESOL program services. Students scoring as FES, Levels 4 or 5 (D or E), based on the LAS-O assessment results, are administered the LAS Reading/Writing assessment. The state-approved LAS Reading/Writing (LRW) norm-referenced test is used to measure English reading and writing proficiency. The results help to determine program eligibility for those students in grades 3-12 who scored as FES on the LAS-O. Any student scoring below 142 on the LRW is eligible for ESOL services. Those scoring above 142 are considered English proficient unless otherwise recommended by the ELL Committee.

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):
LAS Reading and Writing (LRW)

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?

District procedures require schools to administer the LAS Reading and Writing test immediately following the student scoring as FES on the LAS-O and prior to creating the students ELL data screen or putting the category on the student’s demographic data screen.

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

If district procedures as outlined above are not followed, the reason for the delay is documented, as well as a plan for completing the assessment. This documentation is mailed to the parent/guardian in their primary language, when feasible. A copy shall be retained in the student’s file. FES students not tested with the LRW within the required timeline are immediately tested and those who qualify are placed into the ESOL program by ELL committee. Parents are invited and notified of student placement.

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.

In the event that a student who scores FES is underperforming, an ELL committee may convene to determine whether ESOL program placement is appropriate for the student. The committee reviews the student’s programmatic assessment, oral/aural test results, reading and writing scores, classroom observations and assessments to make an informed decision about ESOL program placement. This information is documented on an ELL committee form (<http://www.palmbeach.k12.fl.us/Records/PDF/1512.pdf>). An ELL committee is not required to convene if the student qualifies for ESOL placement orally or through the LAS Reading and Writing test.

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.

For students in grades 2 – 12, a district developed Written Language Development Indicator (WLDI) is administered to provide information on the student's literacy level in his/her native language. Students are asked to respond in writing to a picture and a question. This assessment is available in twelve languages. The results are used to determine the student's level of literacy in his/her native language.

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.

Schools make every effort to obtain records for students transferring from other locations into Palm Beach County. In some cases, records are either unobtainable or the student has had little or no prior schooling. In order to effectively place ELLs, their academic abilities must be determined exclusive of their English language proficiency or lack thereof. The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. This information is documented on the ELL Student Programmatic Assessment and Academic Placement Review Form (<http://www.palmbeach.k12.fl.us/Records/PDF/1764.pdf>) and filed in the ELL folder. Community language facilitators assist students and their families when necessary to ensure proper program/course placement. School board policy and administrative directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

For students who enter a Palm Beach County school with a prior transcript, careful analysis is performed on the level and type of courses the student completed in his/her country of origin. Special care is taken to ensure that ELLs have full and equal access to the entire and wide-range of courses offered at the school and that the placement of ELLs in courses is not based on English language proficiency. If the student does not provide an official transcript, the principal shall validate transfer credit(s) or grades which shall be based on performance during the first grading period the student is enrolled. Validation of credits shall be based on performance in courses at the receiving school. A student transferring into a school shall be placed into the appropriate sequential course(s) and must have a minimum grade point average of 2.0 per course being validated at the end of the first grading period the student is enrolled. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure. The grade of P (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when P is specified on an official transcript. A grade of P is a transcript grade only, not a report card grade. It gives credit for coursework, but does not affect the grade point average (GPA). The student's custodial parent(s)/guardian(s) may appeal the placement decision to the Superintendent or designee within fourteen (14) calendar days of the principal's decision (PBSD Policy 8.022, 8.20)

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

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be considered especially when transcripts, records or report cards are not readily available. This information is documented on the ELL Student Programmatic Assessment and Academic Placement Review Form and filed in the ELL folder. Community Language Facilitators (CLF's) assist the students and their families when necessary to ensure proper program/course placement.

An ELL Committee must meet when a student's placement is based on age because prior schooling does not meet grade level requirements. An administrator must be part of the ELL committee making the placement decision.

ELL students are scheduled into classes that fulfill graduation requirements and the district's student progression plan.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records.

Schools make every effort to obtain records for students transferring from other locations into Palm Beach County. Records are requested from the sending school through phone calls, faxes, e-mails and/or the U.S. Postal Office. If records are unobtainable, the student's academic history is determined through parent/student interview on the ELL Programmatic Assessment and Academic Placement Review form. Students are then placed according to age. School board policy and administrative directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. If the student does not provide an official transcript, the principal shall validate transfer credit(s) or grades which shall be based on performance during the first grading period the student is enrolled. A student transferring into a school shall be placed into the appropriate sequential course(s) and must have a minimum grade point average of 2.0 per course being validated at the end of the first grading period the student is enrolled. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined below. The grade of P (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. A grade of P is a transcript grade only, not a report card grade. It gives credit for coursework, but does not affect the grade point average (GPA). If validation based on performance as described above is not satisfactory, or when it is not applicable because there is no sequential course, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent/guardian:

1. Portfolio evaluation by the Superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual enrollment or at other accredited public or private schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FCAT; or
6. Written review of the criteria utilized for a given subject provided by the former school.

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the Superintendent or designee within fourteen (14) calendar days of the principal's decision

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

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

Schools make every effort to obtain records for students transferring from other locations into Palm Beach County. In some cases, records are either unobtainable or the student has had little or no prior schooling. In order to effectively place ELLs, their academic abilities must be determined exclusive of their English language proficiency or lack thereof. The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. This information is documented on the ELL Student Programmatic Assessment and Academic Placement Review Form and filed in the ELL folder. Community language facilitators assist the students and their families when necessary to ensure proper program/course placement. School board policy and administrative directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

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.

Schools make every effort to obtain records for students transferring from other locations into Palm Beach County. In some cases, records are either unobtainable or the student has had little or no prior schooling. In order to effectively place ELLs, their academic abilities must be determined exclusive of their English language proficiency or lack thereof. The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. This information is documented on the ELL Student Programmatic Assessment and Academic Placement Review Form and filed in the ELL folder. Community language facilitators assist the students and their families when necessary to ensure proper program/course placement. School board policy and administrative directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

For students who enter a Palm Beach County school with a prior transcript, careful analysis should be done on the level and type of courses the student completed in his/her country of origin. Special care must be taken to ensure that ELLs have full and equal access to the entire and wide-range of courses offered at the high school and that the placement of ELLs in courses is not based on English language proficiency. If the student does not provide an official transcript, the principal shall validate transfer credit(s) or grades which shall be

based on performance during the first grading period the student is enrolled. Validation of credits shall be based on performance in courses at the receiving school. A student transferring into a school shall be placed into the appropriate sequential course(s) and must have a minimum grade point average of 2.0 per course being validated at the end of the first grading period the student is enrolled. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure. The grade of P (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when P is specified on an official transcript. A grade of P is a transcript grade only, not a report card grade. It gives credit for coursework, but does not affect the grade point average (GPA). The student's custodial parent(s)/guardian(s) may appeal the placement decision to the Superintendent or designee within fourteen (14) calendar days of the principal's decision (PBSB Policy 8.022, 8.20)

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

ELL students who leave the district for another state or country and return during the same school year are not reassessed. They are placed in the ESOL program according to the original English language assessment and their individual ELL plan. Students, who have left the state or country for one calendar year or more and indicate on the HLS that another language is spoken in the home, shall be reassessed for English proficiency.

If the student is NES or LES, a new ELL screen containing the new survey, entry and classification dates is created for them and they have 6 years of eligibility in the ESOL program.

If the student tests FES, the original ELL data screen is printed, and then deleted. The student is now ZZ. The new test, a copy of the deleted screen, and the original folder will be placed in the student's cumulative folder.

12) ELL Student Plan Development

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

The student ELL Plan, <http://www.palmbeach.k12.fl.us/Records/PDF/1649.pdf>, the English Language Development Continuum (ELDC), is a three dimensional matrix that prescribes instruction and determines adequate progress in English language development based upon grade level, oral proficiency in English, and written ability in either English or another language. The ELL Plan is designed for students from kindergarten through grade twelve.

Oral English language development is represented on the ELL Plan using three levels of proficiency. Beginning Level indicates little to limited oral proficiency in English. Intermediate Level indicates limited to near fluent English speaking ability. Advanced Level indicates fluent ability in oral English.

The level of Reading and Writing language development (literacy) is also represented on the ELL Plan. There are four levels of proficiency.

Literacy Level 1 represents little to limited ability to read and write in any language.

Literacy Level 2 represents limited to extensive ability to read and write in at least one language at the Beginning oral proficiency level.

Literacy Level 3 represents an extensive ability to read and write in English.

Literacy Level 4 represents a reading and writing level in English that meets the appropriate grade-level student progression requirements for all pupils.

Each student's ELL Plan addresses their program eligibility, instructional setting, instructional focus and adequate progress. Teachers must fill out the ELL Plan for each of their active ELL students upon entry to the ESOL program, with a mid-year review, and continue this every year after as long as the student is in the ESOL program. This plan is signed and dated by the student's English/Language Arts teacher twice yearly (prior to the October and February FTE surveys). The teacher checks off the ELL students' program strand (sheltered or support) and checks the box that appropriately identifies the oral/literacy level as defined in the ELDC. The appropriate strategies and instructional settings will be provided for students based on their oral/literacy level on the ELL Plan.

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.

To ensure the ELL plan dates are updated, data checks are performed by school-based ESOL coordinators/contacts, area ESOL resource teachers, district ESOL coordinators and the ESOL compliance specialist. Reports are generated for each school and reviewed for current ELL plan dates twice yearly (prior to FTE).

<http://www.palmbeach.k12.fl.us/Records/PDF/1649.pdf>

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.

(<http://www.palmbeach.k12.fl.us/Records/PDF/1511.pdf>)

Individual communication in a language the parents/guardians understand, unless clearly not feasible.

Other (Specify)

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

English

Spanish

French

Haitian Creole

Portuguese

Vietnamese

Other (Specify)

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- 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.

ESOL program services offered in the School District of Palm Beach County are designed to assist ELLs in developing English language proficiency while simultaneously developing their competencies in academic content areas. Instructional models provide for comprehensible instruction parallel to the mainstream curriculum. Presentation of concepts and materials is adjusted to accommodate the learner's level of English proficiency using the State's English Language Proficiency Standards. ESOL teachers work collaboratively with mainstream teachers to provide instructional consistency to meet the needs of each ELL. Schools have basic ESOL teachers and accompanying resources based on budget formula criteria. Schools that do not meet the district formula for basic ESOL teachers may offer their beginning and intermediate oral English proficiency students reassignment to a nearby school that has a sheltered instructional model for these students. The parent is included in the decision to reassign the student. The parent may opt out of reassigning the student. In that event, the student is serviced through the support model at their home school. The ESOL program instructional models are outlined in the Spectrum of Services for Language Learners. Each model is described in further detail on the pages following the Spectrum of Services for Language Learners.

<http://www.palmbeach.k12.fl.us/Multicultural/MulticulturalNew/ProceduresManual2008/3%20PROGRAM%20STRANDS.pdf> Schools choose an instructional model that best meets the individual student's academic needs at their school. Native language support (if possible), tutoring and individual instruction are provided in every delivery model, as needed. Schools are required to conduct annual reviews of their ESOL program to determine effectiveness in meeting student achievement goals.

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

See attached

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 District ensures ELLs receive instruction equal in amount, sequence, quality and scope through biannual ESOL program profiles submitted by each school. The profiles document the model used in the school center, the courses offered to ELLs, the number of students in each class and student contact time for ESOL personnel. Classroom walkthroughs are conducted periodically by district staff to ensure curriculum and instruction is parallel to that received by non-ELLs.

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.

Each teacher of ELLs documents ESOL instructional strategies/activities in their lesson plans to ensure that daily consideration is given to the special needs of ELLs, in accordance with the objectives of the lessons being taught, and to meet the grade level appropriate Sunshine State Standards and English Language Proficiency Standards. Lesson plans are reviewed by school administrators periodically throughout the school year to ensure that ESOL strategies are being implemented and the Sunshine State Standards and English Language Proficiency Standards are addressed. Administrators, area ESOL resource teachers, district ESOL coordinators and the school based ESOL coordinator/contact observe in classrooms to ensure that ELLs are receiving comprehensible instruction. Additional monitoring of the instructional program for ELLs includes:

- Documentation of ESOL strategies in teacher lesson plans.
- Review of ELLs progress on state-approved, criterion referenced achievement tests, District created diagnostic assessments as well as the Comprehensive English Language Learning Assessment.
- Implementation of ELL Committee recommendations.
- Periodic progress reviews using the English Language Development Continuum and report card information.
- Classroom walkthroughs conducted by administrators ensure comprehensible instruction and teacher implementation of ESOL instructional 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) Area resource Teachers, District ESOL Coordinators

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) District Developed diagnostic assessments
- Native Language Assessment (Specify) Aprenda 3
- FCAT
- Other (Specify) District developed common assessments

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.

<http://www.palmbeach.k12.fl.us/curriculumlearningsupport/Elementary%20SPP%2009-03-08rev.pdf>

<http://www.palmbeach.k12.fl.us/curriculumlearningsupport/2008-09%20Middle%20School%20Student%20Progression%20Plan.pdf>

<http://www.palmbeach.k12.fl.us/curriculumlearningsupport/2008-09%20High%20School%20Student%20Progression%20Plan.pdf>

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

The District's student progression plan addresses third grade mandatory retention for ELLs who have been in an approved ESOL program for 2 years or less. "The School Board may exempt a student from retention for good cause. [Florida Statute §1008.25(6)(b)]. The procedure for determining eligibility and obtaining approval for an exemption from third grade retention for ELL good cause is: Students who have had less than 2 years of instruction in the English for Speakers of Other Languages program. Additionally, ELLs in all other grades are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL) program for less than two complete school years are exempt from having to demonstrate the standards in English. The District's procedure is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language. All discussion of retentions for ELLs must be documented through an ELL committee meeting.

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

An ELL Committee must meet to determine whether the student should be retained. Adequate progress as defined in the ELL Plan should be used by the committee as grounds for promotion. An ELL may be retained if the ELL Committee determines that the student has not progressed satisfactorily according to their ELL plan. The ELL committee ensures that English language learners who are identified as being substantially below grade level in reading in English but are proficient in their home language are not retained for English reading deficiencies or FCAT scores. The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of ELLs are the result of language acquisition or an academic deficiency. Each sheet is designed to reflect individual progress on the grade-appropriate Student Progression chart. <http://www.palmbeach.k12.fl.us/Records/PDF/2182.pdf>
<http://www.palmbeach.k12.fl.us/Records/PDF/2183.pdf>
<http://www.palmbeach.k12.fl.us/Records/PDF/2184.pdf>
<http://www.palmbeach.k12.fl.us/Records/PDF/2185.pdf>
<http://www.palmbeach.k12.fl.us/Records/PDF/2186.pdf>
<http://www.palmbeach.k12.fl.us/Records/PDF/2187.pdf>

The completed forms must be brought to an ELL Committee meeting for each student who is being considered for retention. For students who are retained, copies of the forms are submitted for review to the Department of Multicultural Education's ESOL compliance specialist.

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

Parents are notified through their participation on the ELL committee. The ELL committee ensures that English language learners who are identified as being substantially below grade level in reading in English but are proficient in their home language are not retained for English reading deficiencies or FCAT scores. The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of ELLs are the result of language acquisition or an academic deficiency. Each sheet is designed to reflect individual progress on the grade-appropriate Student Progression chart.

<http://www.palmbeach.k12.fl.us/Records/PDF/2182.pdf>
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<http://www.palmbeach.k12.fl.us/Records/PDF/2186.pdf>
<http://www.palmbeach.k12.fl.us/Records/PDF/2187.pdf>

The completed forms must be brought to an ELL Committee meeting for each student who is being considered for retention.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

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

All ELLs take the FCAT SSS and CELLA. The District's assessment department collaborates with the District's Multicultural Education department to provide training and information to school testing coordinators about the requirements for ELL participation in statewide assessment programs. Each school's testing coordinator is responsible for ELL testing and for providing the appropriate accommodations.

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.

Schools are required to offer accommodations to all LY ELLs. Training is provided to school based ESOL coordinators/contacts and testing coordinators on the procedures for administering and documenting these accommodations. Statewide FCAT tests are administered with any one of the approved accommodations or a combination of accommodations that are determined to be appropriate for the particular need of the ELL. Parents/guardians are notified in writing of these accommodations. A copy of the accommodation letter is kept in the students ELL folder. When a student is both ESOL and ESE, all accommodations listed on their IEP as well as their ELL plan must be offered. The students' special program screens are coded to reflect that they are receiving accommodations.

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.

All ELLs need to be evaluated academically to determine continued eligibility for services or for exit. The district requires proficiency in Reading, Writing, Listening and Speaking. All tests are administered by trained staff at the school center.

ELLs are expected to attain the same standards as non-ELLs in the district, thus, exit criteria is based upon Palm Beach County's Student Progression <http://www.palmbeach.k12.fl.us/curriculumlearningsupport/Elementary%20SPP%2009-03-08rev.pdf>
<http://www.palmbeach.k12.fl.us/curriculumlearningsupport/2008-09MSStudentProgressionPlan.pdf>
<http://www.palmbeach.k12.fl.us/curriculumlearningsupport/2008-09HSSStudentProgressionPlan.pdf>

Students in Grades K – 2 must score proficient on the CELLA oral assessment. If no CELLA scores are available for the student, the student must score proficient on the LAS-Oral. According to District policy, all students must also demonstrate proficiency in Reading and Writing. Therefore, K-2 ELLs must demonstrate proficiency in all CELLA domains. If no CELLA scores are available, the ELL committee will be convened to determine student's proficiency in all domains and eligibility for exit.

Students in Grades 3 – 12 must score proficient on the following: CELLA Oral, CELLA Writing and FCAT SSS Reading. If no FCAT SSS Reading score is available for the student, the student must score proficient on all CELLA domains as well as proficient on the LAS Reading and Writing test. If no CELLA scores are available for the student then the student must score proficient on the following criteria: FCAT SSS Reading, LAS Reading and Writing and LAS-Oral. If no CELLA and no FCAT SSS Reading scores are available then the student must score proficient on the LAS-Oral and LAS Reading and Writing. Academic progress, other district-wide tests, and teacher recommendations are also considered to determine eligibility to exit the program.

ELLs with special considerations, such as students with disabilities, that do not meet the exit guidelines may be referred to the ELL Committee for further review and will exit the program only if the ELL Committee determines the student no longer needs ESOL services.

Parents of students recommended for exit from the ESOL program are notified using the Parent Notification of Exit form <http://www.palmbeach.k12.fl.us/Records/PDF/2017.pdf>. Every student recommended for exit from the ESOL program must have documentation in his or her ELL folder.

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⁾
CELLA Oral	K-2		673	
CELLA Oral	3-5		720	
CELLA Oral	6-8		733	
CELLA Oral	9-12		739	
Pre LAS	K		82	
LAS-O 1C	1-6		75	
LAS-O 2C	7-12		82	

(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):
FCAT SSS Reading
CELLA Reading
CELLA Writing
LAS Reading and Writing (LRW)
Writing Sample

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

- Registrar ESOL Teacher/Coordinator Other (Specify) Classroom Teachers

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

ELLs meeting the exit criteria, but requiring special consideration, will be referred to the ELL Committee for further review and will exit the program only if the ELL Committee determines the student no longer needs ESOL services.

ELLs not meeting the exit criteria, but requiring special consideration, will be referred to the ELL Committee for further review and will exit the program only if the ELL Committee determines the student no longer needs ESOL services.

The ELL Committee considers all data available on each student to include, but not limited to, FCAT scores, CELLA scores, diagnostic scores, report cards and teacher observations.

The decisions of the ELL Committee and their recommendations are maintained in the ELL folder and the exited student's data is entered into the district's data management system.

A copy of the ELL Committee Report along with Parent Notification of Exit is sent to any parent who did not attend the ELL Committee meeting to inform them of the decision to exit. These documents should be in the home language, whenever feasible.

Send the parent PBS Form #2017 (Parent Notification of Exit) in the home language, whenever possible (Spanish, Haitian Creole, Portuguese).

<http://www.palmbeach.k12.fl.us/Records/PDF/2017.pdf> (This form is in the process of being updated with new exit criteria)

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 Data Processor or ESOL Contact/Coordinator is responsible for completing the exit information on the student's Special Programs data screen. The ESOL Contact/Coordinator must complete proper exit information to be filed in the student's individual ELL folder. The school principal/designee is responsible for ensuring this process is completed.

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

Students who meet exit criteria at any point during the school year are exited from the ESOL program unless they are enrolled in a sheltered ESOL class. Those students are moved to full support for one semester to ensure academic success in the mainstream. The student's academic performance is reviewed at the end of the semester and if successful, the student is then exited from the ESOL program. If the student demonstrates academic difficulties, an ELL committee meeting is called to discuss possible extension of ESOL services. The assessments used consist of all data pertaining to the student's academic abilities in English. This includes, but is not limited to, FCAT scores, CELLA scores, diagnostic scores, report cards and teacher observations.

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.

ESOL contact/coordinator or school principal/designee with input from the classroom teachers.

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

At each school, an administrator/ESOL contact person must review each exited student's academic progress at routine intervals. These reviews can take place any time but they are required after the 1st, 2nd, 4th, and 8th report cards for secondary schools and the 1st, 2nd, 3rd, and 6th trimester report cards for elementary schools.

The following steps are taken to monitor exited students:

- 1) The report cards are reviewed and then signed by the ESOL administrator/designee.
- 2) Any student with below average performance in any academic subject area is referred to the ELL Committee to decide what strategies or program changes are needed.
- 3) The report cards are attached to the Post Exit Monitoring Form (<http://www.palmbeach.k12.fl.us/Records/PDF/1765.pdf>), and filed in the students' ELL folder.
- 4) The monitoring dates are recorded and signed by the administrator/designee on the ELL folder and then entered on the student's Special Programs screen.
- 5) Each exited student's performance is monitored using all available data. An ELL Committee is held for those students who are not performing well to determine whether reclassification into the ESOL program is necessary
- 6) After the four required report cards have been reviewed and the review dates have been entered on the student's Special Programs screen, the student's program code will change to LZ.

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.

The ELL Committee is convened when an LF student is not making adequate academic progress. Before considering reclassification, the committee must determine the student's academic deficiencies are due to limited English proficiency and premature exit. If not, other alternative programs need to be considered. The committee reviews the student's classroom performance, test scores and English language proficiency to determine if reclassification into the ESOL program is necessary. The ESOL coordinator/contact ensures that all appropriate reclassification data is on the student's ELL folder and the appropriate entry is made on the student's Special Programs screen. The written justification for

reclassification is documented on the signed and dated ELL Committee Report form and placed inside the student's ELL 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 ESOL coordinator/contact ensures that all reclassification data is on the student's ELL folder and the appropriate entry is made on the student's Special Programs screen. The ESOL Coordinator/ Contact meets with the student's teacher to initiate a new ELL plan. This information is documented and placed inside the student's ELL folder.

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

Reclassified ELLs receive language arts and content area instruction by ESOL endorsed teachers, ESOL certified teachers or teachers with ESOL coverage. Comprehensible instruction is used to ensure the students are not left behind in acquiring grade level content for academic performance while they are continuing to develop Cognitive Academic Language Proficiency (CALP).

Students who have acquired advanced levels of English proficiency and who need specific skill instruction may be grouped and assisted by additional ESOL personnel, such as an ESOL teacher, Community Language Facilitator, or ESOL paraprofessional. Curriculum must be adapted to ensure comprehensible input.

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.

To improve communication with all language groups represented in Palm Beach County, personnel are available to provide assistance at each school. All written and oral communications between school personnel and parents of ELLs are to be in the parents' primary language whenever feasible.

The district has provided school centers with community language facilitators (CLFs) to improve parent/school participation and communication. Community language facilitators are available to serve in each school with 15 or more active ELLs of the same home language background whenever feasible. Area and district personnel may be available to assist schools with less than 15 ELLs of the same home language.

Primary language communication to parents/guardians is accomplished with the help of community language facilitators, bilingual school staff, district translators, area translators and community volunteers. The Department of Multicultural Education has also translated many school forms and letters in Spanish, Haitian Creole, and Portuguese.

Spanish and Haitian-Creole translators are available at the district level to assist schools and departments in translating documents, policies, handbooks, student services correspondence, legal correspondence, transcripts, school calendars, registration forms, and other pertinent information that is used on a district-wide basis. District translators also provide assistance to language minority families who conduct school business at the district administrative center. Meetings with Spanish and Haitian-Creole media representatives and other ethnic community organizations, churches, agencies and businesses are held at least twice a year to discuss issues which can be addressed collaboratively and distributed to the community. In addition, information that needs to be disseminated to the community is forwarded to the ethnic media 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 and student's rights and responsibilities are included in the Districts Student/Parent Handbook that is distributed to all students at the beginning of each school year.

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

- Yes No

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

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.

Parent involvement in ELL programs is the key to improved ELL student performance. For the growing number of limited or non-English proficient parents, parent involvement of any kind in the school process is a new cultural concept. The overwhelming majority of ELL parents believe that the school has not only the qualifications, but the responsibility to educate their children and that any amount of parental interference is certain to be counter-productive. The most important task, then, in involving ELL parents in their children's education is to show them the meaning of parent involvement in their new social environment.

The Department of Multicultural Education employs a specialist who focuses on providing schools, parents/guardians and community organizations with special programs, based on the most current research and data, to promote parent and community participation

in programs for ELLs. These programs are presented at individual schools, community or church organizations and through school and district parent organizations.

Parents participating on the Parent Leadership Council(s) receive training and orientation regarding the district's ELL program and monitoring procedures. ELL parents/guardians are encouraged to participate in the school's School Advisory Committee (SAC), the District Parent Leadership Council, and other school/district committees. Parents/guardians are notified of upcoming events in their home/native language whenever feasible, and receive home/native language interpreter services at these events, whenever feasible.

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

All schools meet with parents through PTA meetings, Parent Leadership Council meetings, School Advisory Council meetings, etc., to discuss the school's adequate yearly progress. School Public Accountability Reports (SPAR) from the state are sent to schools and then shared with parents. Additionally, schools communicate school grade and adequate yearly progress status through a letter to parents each year. This information is also posted on each individual school's web site.

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.

Parents, community representatives, and local advocacy agencies who have concerns may file formal complaints with the Executive Director of the Department of Multicultural Education. Any complaint will be fully reviewed and a resolution developed in collaboration with the area office, school staff, and the complainant(s). Staff from the General Counsel's office will provide consultation in the review of legal issues that may arise. When a complaint is filed that may have district-wide implications; information is disseminated to all schools indicating appropriate procedures to be followed.

The Executive Director of the Department of Multicultural Education, along with staff review the district data printouts and work with the District Information Technology personnel to monitor compliance with, and accuracy of, ELL data collection and entry. The Executive Director also keeps the District Superintendent, Board Members, Area Superintendents, ESOL staff, principals, coordinators, and other program specialists fully informed of critical issues related to compliance with the Consent Decree. The District ESOL Audit/Compliance Specialist works with the District's Certification Manager to monitor compliance with personnel and certification requirements. The District ESOL Audit/Compliance Specialist also monitors the ESOL training status of teachers and coordinates the ESOL in-service training components. As previously stated, specified district, area, and school administrators, as well as ESOL staff, are responsible for implementing and monitoring the ESOL program to ensure the District is in compliance with local, state and federal guidelines.

Any individual has the right to file a complaint. The complaint may be filed at the school principal's office, in the Department of Multicultural Education at the central administration office, at an area office, and at the state level. Depending upon the nature of the complaint, appropriate personnel will be assigned to fully review the complaint and

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recommend resolutions. If the complaint is not resolved to the individual's satisfaction, he/she has the right to appeal the decision to the Superintendent.

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

There are no programs in Palm Beach County that base access on English language proficiency. All facilities are for all students regardless of their English proficiency. District personnel, including Community Language Facilitators, Area Resource Teachers, District Coordinators and Choice/Magnet Recruiters work to ensure ELLs are provided with information on all available programs and facilities and are ensured equal access to them.

SECTION 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district.

The ESOL Coordinator/Contact person, ESOL Administrator or designee, student's ESOL and/or regular classroom teacher, and the student's parents or guardians are the standing members of the committee. Other members may be included based on the specific needs of the student being discussed. These members may include, but are not limited to, community language facilitators, guidance counselors, ESE teachers, ESE coordinators, and social workers.

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) Retention/promotion decisions

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 District's PLC is comprised of parents of ELLs from around the district. District personnel orient council members to the District's ELL Plan, the Consent Decree, other laws related to the education of language minority students, grievance procedures, ESOL Program requirements, School Board policies, and general school system information. In addition, the council provides ways to involve parents in the education of their children through parent involvement activities that will improve parenting skills, increase parent literacy, and empower parents to be advocates and partners in the education of their children.

Council members receive information about various organizations, committees, and volunteer opportunities available at the school level in order to encourage more active participation and to empower them to recruit other language minority parents.

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

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

The District involves the PLC by informing and encouraging them to serve on committees both at the District and school level. District committees include but are not limited to the District ELL Plan committee, boundaries committee and the school calendar committee. In addition, they are educated on committees available at the school level, such as School Advisory Council, PTA and PTO, and numerous volunteer opportunities.

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

The District PLC met with District ESOL Administrators for discussion and review of the District ELL Plan. All feedback was reviewed and integrated into 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.fl DOE.org/aala/timeline.asp>

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

The Palm Beach County School District's Certification Department automatically notifies teachers of training requirements through the mainframe system. Student class rosters are confirmed for ELLs, course number and teacher certification. If a teacher has an ELL and does not have the proper ESOL coverage, an automatic out-of-compliance letter is generated. This letter is forwarded to the principal who notifies the teacher. The teacher is required to sign the notification. The signed out of compliance letters are returned to the Certification Department. Information is also available through the District's Multicultural website, <http://www.palmbeach.k12.fl.us/Multicultural/MulticulturalNew/StaffDev.htm> and through flyers distributed to all schools.

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's ESOL Audit/Compliance Specialist monitors the progress of district teachers toward completion of training requirements established in the Consent Decree. Teachers receive credit for ESOL training at universities or colleges when official college or university transcripts document the training. The transcripts are recorded in the Districts ESOL tracking system. Teachers receive credit for ESOL in-service training in other school districts when the training is verified by an OTE 206 form from the appropriate authorities from those districts.

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

The School District of Palm Beach County provides ESOL in-service training opportunities for school-based administrators and potential school-based administrators. District administrators have participated in 10-hour, 18-hour, and 60-hour components since the initiation of the ESOL Consent Decree.

A special ESOL component is used in assisting school-based administrators to fulfill training requirements. This component focuses on the Consent Decree, the District ELL Plan, instructional delivery models, criteria for evaluating comprehensible instruction in the classroom, and Multicultural Education. The ESOL Component will be offered through in-service and through a university partnership as needed.

The Departments of Staff Development and Multicultural Education maintain records of in-service components and college course completion in the district's in-service data system. School-based administrators are included in the notification of non-compliance in ESOL and will receive an out-of-compliance letter.

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

The School District of Palm Beach County provides ESOL in-service training opportunities for guidance counselors. District guidance counselors have participated in 10-hour, 18-hour, and 60-hour components since the initiation of the ESOL Consent Decree.

A special ESOL component is used in assisting guidance counselors to fulfill training requirements. This component focuses on the Consent Decree, the District ELL Plan, instructional delivery models, comprehensible instruction in the classroom, and Multicultural Education. The ESOL Component will be offered through in-service and through a university partnership as needed.

The Departments of Staff Development and Multicultural Education maintain records of in-service components and college course completion in the district's in-service data system. Guidance Counselors are included in the notification of non-compliance in ESOL and will receive an out-of-compliance letter.

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.

Teachers that provide instruction in a language other than English must have the appropriate certification(s) as required by the District and State for the population and subject area that they teach. In addition, as required by NCLB, teachers instructing in the target language must demonstrate oral and written proficiency in the language of instruction. To meet this requirement, teachers may have certification in the language or pass the District language assessment test administered by District bilingual staff members.

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.

Bilingual paraprofessionals (known as Community Language Facilitators in Palm Beach County) assist mainstream teachers and basic ESOL teachers with the delivery of comprehensible instruction to ELL students. They are not assigned to work with non-ELLs. Their qualifications and responsibilities include:

QUALIFICATIONS:

1. High School Diploma or equivalent and a passing score on the ParaPro Assessment test or 60 or more semester hours of college credits.
2. Demonstrated oral and written proficiency in the English language and the language of the target population
3. Experience working with community agencies and organizations within the target community
4. Demonstrated ability to interact positively with culturally diverse groups of students and parents
5. Ability to organize and plan effectively
6. Ability to maintain a flexible work schedule

PERFORMANCE RESPONSIBILITIES:

Essential Functions:

1. Assist English Language Learners in individualized and small group instruction under the direct supervision of the assigned teacher(s).
2. Assists teachers and administrators in fulfilling ESOL program goals and requirements.
3. Translates documents into the native language of the target population.
4. Serves as an interpreter in school communications with parents, students, and community members.
5. Serves as an advocate for students and parents of the target population.
6. Participates in developing strategies to increase academic achievement for students of the target population.
7. Conducts home-community visitations.
8. Maintains a directory of referral services for the target population.

Additional Job Functions:

1. Follows adopted policies and procedures in accordance with School Board priorities.
2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
3. Performs other duties as assigned.

Job Description pending Board Approval in July 2009

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

The School District of Palm Beach County Department of Multicultural Education provides training opportunities for community language facilitators (CLFs) and ESOL paraprofessionals. Training focuses on developing ESOL instructional support strategies for basic subject area instruction, ESOL compliance issues, legal issues pertinent to ELL students and their families, translation/interpreter skill development, and family advocacy. The training for these paraprofessionals includes the use of home language strategies to assist ELLs in their content area subjects (math, science, social studies, and computer science) and electives. Documentation of training is maintained through sign in sheets and agendas.

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

Bilingual paraprofessional's (CLF's) proficiency is assessed through a written and oral screening performed by district bilingual staff. Candidates are required to translate a written document from the target language to English and from English to the target language. Candidates are also required to demonstrate written proficiency by answering a set of questions in both the target language and in English. Additionally, they are assessed for their oral language proficiency in both languages.

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. The District ensures ELLs receive instruction equal in amount, sequence, quality and scope in order to achieve English Proficiency. Also, through biannual ESOL program profiles submitted by each school, the District is able to document the model used in the school center, the courses offered to ELLs, the number of students in each class and student contact time for ESOL personnel. Classroom walkthroughs are conducted periodically by district staff to ensure curriculum and instruction is parallel to that received by non-ELLs.

Each teacher of ELLs documents ESOL instructional strategies/activities in their lesson plans to ensure that daily consideration is given to the special needs of ELLs, in accordance with the objectives of the lessons being taught, and English Language Proficiency Standards. Lesson plans are reviewed by school administrators periodically throughout the school year to ensure that ESOL strategies are being implemented and English Language Proficiency Standards are addressed. Administrators, area ESOL resource teachers, district ESOL coordinators and the school based ESOL coordinator/contact observe in classrooms to ensure that ELLs are receiving comprehensible instruction. Additional monitoring of the instructional program for ELLs includes:

- Documentation of ESOL strategies in teacher lesson plans.
- Review of ELLs progress on the Comprehensive English Language Learning Assessment.
- Implementation of ELL Committee recommendations.
- Periodic progress reviews using the English Language Development Continuum and report card information.
- Classroom walkthroughs conducted by administrators ensure comprehensible instruction and teacher implementation of ESOL instructional strategies.

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

The District ensures ELLs receive instruction equal in amount, sequence, quality and scope in order to achieve academically. Also, through biannual ESOL program profiles submitted by each school, the District is able to document the model used in the school center, the courses offered to ELLs, the number of students in each class and student contact time for ESOL personnel. Classroom walkthroughs are conducted periodically by district staff to ensure curriculum and instruction is parallel to that received by non-ELLs.

Each teacher of ELLs documents ESOL instructional strategies/activities in their lesson plans to ensure that daily consideration is given to the special needs of ELLs, in accordance with the objectives of the lessons being taught, and to meet the grade level appropriate Sunshine State Standards and English Language Proficiency Standards. Lesson plans are reviewed by school administrators periodically throughout the school year to ensure that ESOL strategies are being implemented and the Sunshine State Standards and English Language Proficiency Standards are addressed. Administrators, area ESOL resource teachers, district ESOL coordinators and the school based ESOL coordinator/contact observe

in classrooms to ensure that ELLs are receiving comprehensible instruction. Additional monitoring of the instructional program for ELLs includes:

- Documentation of ESOL strategies in teacher lesson plans.
- Review of ELLs (LY and LF) progress on state-approved achievement tests as well as the Comprehensive English Language Learning Assessment.
- Implementation of ELL Committee recommendations.
- Periodic progress reviews using the English Language Development Continuum and report card information.
- Classroom walkthroughs conducted by administrators ensure comprehensible instruction and teacher implementation of ESOL instructional strategies.
- LF student monitoring of report cards to include instructional strategies for students who are failing an academic course

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.

See Title III District Improvement Plan submitted November 2008.