

**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, Oscar M. Howard, Jr., 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 adult (parent/guardian) who is registering the student completes the Home Language Survey at the time of registration as part of the registration process at each school site. The Home Language Survey is part of the registration form that is required of all students enrolling in the district.*

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. *See description above.*

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. *Registration personnel at each school site give a copy of each Home Language Survey with a "yes" response to the district ESOL coordinator for the Idea Language Proficiency Test session to be scheduled. The trained test administrator gives the IPT and identifies the student as NES, LES or FES.*

Students identified as FES on the IPT are then scheduled for a reading test if no current standardized reading test scores are available. This district administers the Stanford Achievement Test during the year the student is initially registered. If the student scores at or below the 32nd percentile in reading or writing, the student is then identified as an ELL. Our district administers the Stanford Reading test to all students, grades K-10. The ELL Committee is convened by its chairman and a Student ELL Plan is developed for any student who scores NES or LES.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
X Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. *We are a very small school district and our schools, with one small exception, are all centrally located, within a few walking blocks of each other. If registration assistance is required, we have two trained staff persons readily available to assist as needed.*

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. *Demographic data is collected by the registrar at each school site. The registrar then provides that information to the appropriate school and district level personnel, including MIS as required.*

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

X Registrar X 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) – *Bilingual employee trained to administer the IPT*

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	K-12	5		

(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. *Any Home Language Survey with a "yes" response is reported to the district's ESOL coordinator who contacts the district's bilingual employee trained to administer the IPT. The student is tested within 20 days of entering school for identification as NES, LES, or FES. Since our district has so few ELLs, the district's bilingual employee who is trained to administer the IPT and who works out of the district office, is responsible for testing students, grading the assessments and recording the ELL data. This information and data is housed at the appropriate school sites and shared with appropriate school level staff so that appropriate placement is made for any student identified as an ELL. ELL data is shared with the appropriate data entry employee at each site for recording into the student system.*

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 Taylor County School District is a small rural district. Last year*

we served less than five LEP students. This year we have one student identified as LY. All but one of our schools are situated within easy walking distance of each other and the district office where the ESOL coordinator and bilingual employee work. The bilingual employee responsible for testing has easy and quick access to the schools.

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. *Should an emergency arise such that the initial testing is not complete within twenty school days, parents/guardians will be notified via certified mail in their home language (unless clearly not feasible) about the delay and when to expect the completion of the testing. Should there be a delay in testing, which is unlikely, notification by certified mail will be made no later than eight weeks after initial enrollment. A copy of the notice will be retained in the student’s cumulative folder.*

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. *K-2 students who score FES are placed in a regular classroom environment with the stipulation that should the student struggle because of the home language, then the teacher will convene the ELL Committee and appropriate placement and instructional strategies will be implemented and a Student ELL Plan developed and placed in the student’s cumulative folder. The Stanford Achievement Test is given to all K-2 students and is used to help determine if FES students placed in a regular classroom are appropriately placed.*

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. *Taylor County has a waiver and currently has no ELLs. Because this is a year of transition, if the district gets ELLs in grades 3-12 who have scored limited English proficient, the district will purchase an assessment for reading and writing proficiency. Accommodations are made for test administration as soon as needed based upon the recommendation of the ELL Committees at each school site.*

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
<i>The district has a waiver and currently no ELLs. See 6e above.</i>

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening

and Speaking test? *It is required that all students in grades 3-12, inclusive of ELLs, take the Stanford Achievement Test in the spring of each school year. This policy assures that reading/writing is assessed within one year of the Listening/Speaking test. Make-up sessions are held to insure that all students take the Stanford Achievement Test as required.*

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. *See 7a) above and due to the spring administration of the Reading and Writing test and the way the school calendar is set, the required assessment within one year of the Listening/Speaking test is always met.*

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. *Within the first 20 days of the beginning of each school year, the ELL Committee at each school site meets to review the progress of each ELL and/or to consider the placement of newly enrolled ELLs. Placement, instructional strategies and necessary accommodations are discussed and decisions made as to how to best meet the individual needs of the student to promote learning and achievement. Parents are invited to the meetings and can, at any time, request a meeting of the ELL Committee. A Student ELL Plan is completed to document the meeting and to provide the structure for the delivery of instructional services. The Plan is placed in the student's cumulative folder. (forms attached) There is an ELL Committee for every placement that includes the same school committee members for all placements plus the parents and teacher of that particular ELL.*

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 X 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. *As soon as a student is identified as an English language learner through the ELP assessments, the ELL Committee at the school site is convened. All available academic information is reviewed and discussed. Available academic information could include standardized testing results, report cards and or copies of the student's cumulative folder if available. The committee then decides if the temporary placement of the student (LP) is appropriate or if another placement is in the best interest of the student.*

Parents/guardians of the ELL are always invited to the committee meetings and are involved in the decision-making.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). *The procedure is the same as described in 10) above. The one difference is, of course, the availability of prior school experience information.*

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records. *It is the policy of the Taylor County School District that all students, regardless of background, should receive comprehensible instructional delivery. As in 10) and 10a) above, the ELL Committee will carefully review the data that is available. The chairperson of the ELL Committee at each school site works with the individual at each school site responsible for requesting student records from former schools. Previous schools attended by the ELL are always contacted. If all attempts to locate complete records fail, the ELL Committee will conscientiously review the available records and work closely with the parents/guardians to insure comprehensible instruction with appropriate 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. *Student services personnel at each elementary and middle school determine initial placement. The ELL Committee at each school site is convened within 20 days of the ELLs' enrollment. The committee, which includes the assigned classroom teacher and the parents/guardians, determine placement based on age appropriateness, documented prior educational services, diagnostic and placement assessment information and interviews with the parents/guardians and the student.*

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. *The procedure is the same for Grades 9-12 as described above for K-8. Our district has only one high school. The guidance counselor assigned for student placement, who currently serves as the ELL Committee chairperson for the school, carefully reviews completed credits, inclusive of credits awarded for countries outside the United States and for language arts classes taken in the student's native language and for foreign languages the student may have taken. Once the decision has been made by the guidance counselor and approved by the principal that the student has successfully completed the credits in question, then credit is awarded.*

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. *ELLs that re-enroll within the same school year/term after having been either in another district, state or out of the country are temporarily placed in the same classes/classrooms they were previously enrolled in our district. The ELL Committee is convened within 20 days of the re-enrollment of the ELL to determine if that placement is still the most appropriate placement. A new English language proficiency assessment is administered if the previous assessment is over one year old or if the ELL Committee determines that a new assessment should be administered.*

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 is developed by the ELL Committee. The committee is convened by the committee chairperson within 20 days of the beginning of each school year for ELLs already enrolled or within 20 days of the initial enrollment of an ELL. The plan is updated at the beginning of each new school year or as needed or requested by the parent/guardian or by the teacher. The total plan includes demographic data, entry criteria information (scores and dates), recommended placement information, achievement test data, student schedule by nine weeks, promotion information, a section for reclassification, committee signatures and a section for student progress monitoring by nine weeks. The ELL committee chairperson is responsible for making certain the plan is written and placed in the student's cumulative folder.*

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. *As stated previously, Student ELL Plans are updated at the beginning of each year. The ELL Committee chairperson convenes the ELL Committee at the beginning of each school to review the plans and update them as needed to meet the needs of the ELL. (form attached and is on district website for employees)*

13) Parent Notification

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

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

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

English

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

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. *Even though Taylor District Schools have an exemption (see attached) from delivery of Language Arts through English for Speakers of Other Languages using an ESOL certified teacher, each ELL is scheduled/placed into an English/Language Arts classroom taught by an ESOL endorsed teacher (or a teacher in the process of becoming endorsed) and to basic subject area and other subject area classes taught by teachers who use ESOL strategies to deliver comprehensible instruction. ESOL trained teachers are employed and available in each school. A bilingual employee is available as needed to assist in the delivery of comprehensible instruction. Basic subject area teachers and aides work together to develop appropriate tutorial opportunities based on the needs of the ELL. ELLs receive instruction for a period of time that equals or exceeds the amount of time that non-ELLs receive instruction in regular English/Language Arts. The Director of Personnel serves as the ESOL coordinator for the district and directs implementation at each site through the site administrator and the ELL Committee chairperson at that site.*

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. *ELLs will receive instruction for a period of time that equals the amount of time that non-ELLs receive instruction. Instruction is delivered using appropriate ESOL strategies. The same Sunshine State Standards are taught to both ELLs and non-ELLs. Lesson plans and grade books will document equal instructional delivery. We currently have only one LY in our district. Therefore, our district operates under an exemption. However, the district ESOL coordinator communicates regularly with the each school's ELL Committee chairperson to insure that instruction is equal in amount, sequence, quality and scope. Documentation of the communication is on file in the district's ESOL coordinator's office.*

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. *Instructional strategies for ELLs are documented in the teachers' planning and grade books. Each teacher monitors the performance of each ELL in his/her classroom. The teacher communicates with guidance/student services to review the placement of any student whose performance indicates a need for review. Should the ELL Committee be convened, documentation will be kept on the **Student ELL Plan/Referral Form**. School ELL Committee chairpersons contact the district coordinator as needed. Additionally, within the first 20 days of each new school year, the ELL committee meets to review the progress of each ELL enrolled at that particular school site. Each ELL's grades are reviewed by the school coordinator at the end of each nine weeks. That review is documented and recorded in the student's cumulative folder.*

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)

X District Administrator(s)

X School Level Administrator(s)

X Other (Specify) - school site coordinator/LEP committee chairperson

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) _____

X FCAT

Other (Specify) _____

15) Student Progression

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

Yes X 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. *ELLs may be exempt from mandatory retentions. In each case, the ELL Committee will convene. Should good cause exist to exempt the ELL from retention, then those reasons will be documented on the **Student ELL Plan/Referral Form**. The recommendation will then be made to the school principal should an exemption from mandatory retention be in the best interest of the ELL. However, only ELLs who have had less than two years of instruction in an ESOL program may be exempted for good cause.*

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

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. *Procedures for notification are the same as for non-ELLs. Academic alerts are sent home to all students in January. These alerts are based on the performance of the student during first semester. Final notification to all students is made after FCAT testing results are received in late spring/early summer. Additionally, the parent/guardian(s) of ELLs are noticed each nine weeks of the progress of their student. The bilingual employee retained by the district notices parents with language barriers.*

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. *The testing coordinator at each school site is responsible for ensuring that all ELLs participate in statewide assessment. All testing coordinators at each site have been instructed by the district's ESOL coordinator that all ELLs are to participate in statewide assessment and that necessary accommodations are to be made for each ELL according to her/her required accommodations. To insure the consistency of administration and given our small numbers, one district guidance counselor has been trained to administer the CELLA to all ELLs as required.*

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The process has been described in **16)** above. The testing coordinator at each site is responsible for providing the necessary accommodations. A description of the accommodations provided is kept in each individual student's Student ELL Plan and placed in that student's cumulative folder.

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

Yes No

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

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

Reading: N/A

Math: N/A

Writing: N/A

Science: N/A

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. *An ELL will be eligible for exit only when he/she is determined to be fully English proficient. To be eligible for exit, a student, who was classified as an ELL based on the Aural/Oral test, must score fully proficient on that Aural/Oral test. (The cut score is 5.) That student will then be assessed in reading and writing on a standardized test (Stanford). If the student scores fully English proficient on the Aural/Oral but scores at/below the 32nd percentile in either reading or writing, he/she will not be eligible for exit. The student will continue in the program as an ELL in reading/writing. The student may also be referred to the ELL Committee for further review. An ELL so classified based on reading/writing scores will be eligible to exit the program if he/she scores above the 32nd percentile in reading/writing on CELLA and FCAT. Upon exiting the program, that student may be referred back to the ELL Committee should the classroom teacher or parent/guardian request such.*

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 and FCAT				

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

17b) Reading and Writing Proficiency Assessment

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

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

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

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

- Registrar ESOL Teacher/Coordinator Other (Specify) - *bilingual employee retained by the district and guidance/student services at each school site*

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

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 chairperson of the ELL Committee at each site works with the school’s guidance counselor/student services coordinator to ensure that the ELL’s exit data is recorded in the Student ELL Plan and is completed/updated and filed in the student’s cumulative folder.*

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. *CELLA and FCAT are administered to all students in the district in the spring of each year. Test results are not available until late spring or early*

summer (which is the end of the school year). Therefore, an ELL cannot meet exit criteria until the end of a school term and, therefore, cannot exit until school begins the following year.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. *The ELL committee chairperson (which in several schools is guidance/student services) is responsible for the required two year monitoring follow-up.*

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. *The district student services system provides each school site's ELL Committee chairperson with a printout of all ELLs and their standardized test scores. These students are coded in the student system as ELLs and as such are easily identified. These students' grades are pulled each nine weeks and documented in the Student ELL Plan.*

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 school site ELL Committee chairperson convenes the committee at the beginning of each school year, and as needed, to review grades and standardized test scores. Former ELLs whose performance is not on grade level will be reclassified, a new Student ELL Plan will be written that includes comprehensible instructional strategies to meet that particular ELL's academic needs and appropriate classroom placement will be made. Criteria for satisfactory academic performance include standardized test scores in reading and writing above the 32nd percentile and passing grades in core academic subjects.*

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. See **19)** above.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. *Taylor District Schools operate under an exemption. However, it is our goal to provide comprehensible instruction to all students. ELLs re-entering the program will be placed into an English/Language Arts classroom taught by an ESOL endorsed teacher (or a teacher in the process of becoming endorsed) and into basic subject area classrooms taught by ESOL trained teachers. Each school in our small rural district has more ESOL endorsed teachers at each site than ELLs enrolled in any particular school. The school's ELL Committee will convene and a new Student ELL Plan will be written for the ELL re-entering the program. The program design will be inclusion with ESOL strategies. Parent/guardian involvement is important and will be a key to assisting the ELL in reading and writing on grade level.*

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. *Our district contracts with a bilingual employee to provide assistance to parents/guardians of ELLs in their home language. That employee is available as needed to provide assistance.*

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 *The district bilingual employee personally contacts the parents of all our ELLs and discusses with the parents/guardians all the areas marked above plus any other needed*

information. Since our district has so few ELLs, any parent or guardian of an ELL can be a member of the PLC. The district bilingual employee serves as the chairperson of the PLC.

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? *The district bilingual employee personally informs parents/guardians about the Code of Student Conduct and students' rights and responsibilities as needed. Currently, our district has one active ELL so personal contact is easily made and helps to keep the parents/guardians of our ELL involved in their student's progress.*

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. See **23)** above.

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. *Our district's bilingual employee is very active in our community. She contacts and meets with the parents/guardians of our ELLs regularly and reports to them about activities and programs that will help them meet the specific academic needs of their ELL. She also serves as the chairperson of our PLC.*

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. *AYP information, etc., is provided for all parents in the district via information posted on our district website, in the local newspaper, in the SPAR report that is posted online and in correspondence sent home with the student. Language assistance is provided as needed and requested by parents/guardians of our ELLs.*

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. *Student/parent handbooks at each site contain information on the monitoring of program compliance. Assistance in reviewing these handbooks is provided to parents/guardians of ELLs by the bilingual employee as needed and requested.*

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? *Our district has an equal access policy to all programs and facilities. ELLs have the same access as non-ELLs. This is standard practice throughout the district.*

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. *There is an ELL Committee at each school site. The committee consists of an administrator from each site, the employee at each site responsible for student placement, teachers with ESOL endorsement, and the regular classroom teacher of the ELL. The parents/guardians of the ELL become a part of the committee when the committee is convened to discuss issues*

concerning their child. The Leadership Council chairperson is a standing member of all the site ELL Committees.

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 district PLC is composed of the district ESOL coordinator, the PLC chairperson (who also administers the IPT) and the parents/guardians of our ELLs. We currently have only one student who is receiving services as an active ELL and this varies only slightly from year to year. The council members meet informally with the chairperson and serves in an advisory role. The main goal of the council is to keep the parents informed and involved.*

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 Council Chairperson is involved in helping to develop/clarify procedures and forms in the ELL 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. *The Council chairperson approves the plan based on the needs shared with her by the parents/guardians of our ELLs.*

Section 10: PERSONNEL TRAINING

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

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. *The ESOL coordinator for the Taylor County School District also serves as the Professional Development Director. The “Timelines for Completion of the ESOL Training Requirements” document issued by the Department of Education on April 2004 has been shared with each site administrator who then shares with instructional staff. We channel all our training opportunities through the Panhandle Area Educational Consortium professional development system, the ePDC. Teachers/staff are notified via district wide email of training/professional development opportunities and by communication sent through the site administrator from the district office. ESOL training information is disseminated at the beginning of each school year. Documents on file in the district ESOL coordinator’s office will substantiate this.*

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. *Tracking of completed ESOL training is documented just as all other professional development activity is documented. Our school district is a member of the Panhandle Educational Consortium and, as such, tracking of all inservice activity is maintained through the electronic Professional Development Center (ePDC).*

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 inservice for school-based administrators has been and will be provided through the Panhandle Educational Consortium. Tracking will be through the electronic Professional Development Center (ePDC) as described above in 34).*

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. *This is the same as described in 34) and 35) above.*

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. *At this time, instruction is not provided in a language other than English.*

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district’s bilingual

paraprofessional job description. *Our district has an exemption. We currently have one student who is enrolled as an LY. We have employed, however, a bilingual paraprofessional to assist our ELLs as needed. This paraprofessional has been trained to meet the academic needs of active ELLs.*

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. *Our district has an exemption but the bilingual employee who assists both students and parents has over ten years' experience and training while serving in this capacity.*

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. *Our district has an exemption but the bilingual employee who assists both students and parents has over ten years' experience serving in this capacity.*

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. *It is the goal of our school district that every student in our system attains grade level performance in reading, writing and math. We have the same expectation for current and former ELLs. Therefore, each current ELL has a Student ELL plan on file in his/her cumulative folder. The plan is written to assist the student in increasing English proficiency such that language is not a barrier to academic success.*

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. *Former ELLs whose academic achievement does not meet grade level expectations receive remediation specific to their individual academic needs. If their academic achievement falls below acceptable performance, the ELL Committee will be reconvened to review their status. Current ELLs receive services as prescribed in their Student ELL plan.*

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. *The Taylor School District only has one active ELL classified as an LY. Therefore, we do not have a sufficient number of students to be classified as AMAO #1 or AMAO #2. above.*