

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
 Phone: (850) 245-0893
 Email: mark.drennan@fldoe.org

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Union		Rhonda L. Harrell, MIS/ESOL		(386) 496-2045 ext. 233	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
55 SW 6 th Street Lake Butler, FL 32054			Same as Above		
(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, Carlton Faulk, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):					
Contact Information for District PLC Chairperson: Delia Sandquist Mailing address: 11719 NW CR 229 Lake Butler, FL 32054					
E-mail Address: _____ Phone Number: (904) 966-6811 (work)					
Date final plan was discussed with PLC: _____ PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved					
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs.

All students follow the same procedures at each of our public schools. Upon arrival the parent or guardian is greeted by a member of the front office staff. While conversing with the parent/guardian a quick assessment is made, and it is determined whether a translator is needed to converse with the parent/guardian. If a language problem exists, then we immediately get in touch with someone who can communicate with the individual. The district has a full time ELL translator who serves all schools in our very small district. The translator comes immediately to the school in need of service and assists with all registration paperwork and communications.

If no language problems appear to exist, the parent/guardian is given a registration packet to complete. Within that packet is a copy of the home language survey. When the packet has been completed and returned to the school's office, it is immediately reviewed. The home language survey form and the questions regarding special programs placement are the first two forms reviewed for ALL students.

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 is administered as a paper survey within the registration packet. The registration packet is given to every parent/guardian upon arriving at the school. The HLS, along with other critical forms are required to be completed prior to entry into school. This process can take from 30 minutes to 24 hours to complete depending upon the schedule of the parents and the availability of our translator.

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

Each student who answers yes to any of the three questions on the HLS shall be assessed by the school's guidance counselor to determine if the student is LEP. Test results will be forwarded to the District Contact

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

Registrar Guidance Counselor Other (Specify) District Translator

3) Provision of Understandable Communication

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

If a student is determined to need language assistance at the time of registration, the district's translator is contacted and comes immediately to the school

in need of assistance. If the translator is unavailable to come immediately, then arrangements are made to meet at the earliest convenience (within 24 hours of initial contact) of the individuals involved. Our translator is part-time and we share her services with a neighboring county. She has flexibility to travel to the location where services are needed. The cooperative agreement works very well between the two counties.

4) Student Data Collection

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

Once the initial registration forms have been completed, the guidance counselor will review them for the proper academic placement of the student. The guidance counselor will then make copies of the original forms and information to give to the data clerk. The data clerk then enters the data she has been given into the approved state student information system. At this time, the data clerk makes a cumulative record for the student and requests official transcripts from the previous school of enrollment.

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

Registrar Data Entry Clerk Other (Specify) Guidance Counselor

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) Guidance Counselor

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	K		2	
IDEA Oral Language Proficiency Test	1		3	
IDEA Oral Language Proficiency Test	2		4	
IDEA	3-6		5	
IDEA	7		Less than 6	

- (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.

The guidance counselors at each school are responsible for the testing, and the administration of the assessment instrument. They are also responsible for grading the assessment instrument, as well as presenting copies of the test data to the data clerk and the district ESOL coordinator. The guidance counselors plan all meetings necessary and present test information the student's teachers.

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?

A student in K-12 with an affirmative response shall be administered the IDEA Oral Language Proficiency Test, within the first 20 days of school or the first 20 days of enrollment. The guidance counselor will be responsible for making sure of the timely administration of the Aural/Oral. The data clerk will request the information from the guidance counselor if the data have not been presented to them within 20 days of registration. The principal and teachers, also follow-up to determine what special needs the student has.

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 there is a delay the parent/guardian will be notified of the reason for the delay via a letter form the guidance department in a language the parent/guardian understands, unless clearly not feasible.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test.

Students K-2 who are determined to be FES are placed in the regular flow of classes. The receiving teacher is notified that the student did not require special placement at the time. The teacher is asked to monitor the student's performance and report any academic problems related to language that the student may exhibit following placement in their classroom.

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 who score NES/LES on the Idea Oral Language Proficiency Test (IPT) will enter the ESOL program. Students in grades 3-12 who score FES on the IPT will be given a reading and writing assessment. If a student scores below the 33rd percentile in the reading and writing tests he/she will enter the ESOL program.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
IPT Reading and Writing

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

Student records are reviewed four times a year by the guidance counselors. At that time, grades and test results are reviewed and if test scores are missing, tests will be administered. The District ELL Contact also reviews the records for FTE purposes 4 times a year, and checks for test scores.

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 there is a delay, the parent/guardian will be notified of the reason for the delay via a letter from the guidance department in a language the parent/guardian understands, unless not feasible.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan.

The school’s ELL contact (guidance counselor) will complete the assessment at the school site. The LEP committee will be made up of a classroom teacher, ELL contact, guidance counselor, and school administrator or designee. The parent will be invited to attend the meeting. After the meeting, the parent/guardian will receive from the guidance counselor a written summary of changes or recommendations for placement of the designated student. The parent/guardian will receive the written information even if they were not present at the meeting.

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.

The district's translator will participate with the guidance counselor in any testing situation in which the student is deemed incapable of being tested in English and requires translation assistance to complete the testing.

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.

All ELL students will be assessed in the basic subject areas to determine their performance level and for the development of an appropriate ELL plan. Assessment in the basic subject areas will aid the teacher and other members of the LEP committee with the development of an appropriate instructional program.

The district shall document prior school experience by means of school records, report cards, grades in progress, and performance on prior assessment tools to plan and provide appropriate instruction.

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

All ELL students will be assessed in the basic subject areas to determine their performance level and for the development of an appropriate ELL plan. Assessment in the basic subject areas will aid the teacher and other members of the LEP committee with the development of an appropriate instructional program.

When it has been determined that the student has limited academic experience(s), the committee will look at other areas of the student's life. The committee will take a long hard look at age, maturity, capacity for learning and make a suggestion for placement that will allow the student the greatest opportunity for academic growth with his peers.

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.

All ELL students will be assessed in the basic subject areas to determine their performance level and for the development of an appropriate ELL plan. Assessment in

the basic subject areas will aid the teacher and other members of the LEP committee with the development of an appropriate instructional program.

When records are not available to the school, the committee will take alternative measures to attempt to properly place the student. The committee will call a meeting with the parent to discuss prior educational opportunities, and their student's success or lack of success in the previous settings. The committee will take a long hard look at age, maturity, capacity for learning and make a suggestion for placement that will allow the student the greatest opportunity for academic growth with their peers.

Exhaustive searches are performed for student records. We call former schools, we send requests for records in writing, and we use the statewide FASTER system to request records electronically. We will also be using the Sunshine Connection website as soon as it is fully functional.

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.

The guidance counselors are responsible for the testing and the administration of the assessment instrument. The counselor will continue to participate in the planning and needs of the LEP student. The total reading and language subtests of the assessment will be used to assess the student's level of functioning in reading and writing.

All ELL students will be assessed in the basic subject areas to determine their performance level and for the development of an appropriate LEP plan. Assessment in the basic subject areas will aid the teacher and other members of the LEP committee with the development of an appropriate instructional program.

When it has been determined that the student has limited academic experience(s) the committee will look at other areas of the students life. The committee will take a long hard look at age, maturity, capacity for learning and make a suggestion for placement that will allow the student the greatest opportunity for academic growth with his peers.

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 guidance counselors are responsible for the testing and the administration of the assessment instrument. The counselor will continue to participate in the planning and needs of the LEP student. The total reading and language subtests of the assessment will be used to assess the student's level of functioning in reading and writing.

All ELL students will be assessed in the basic subject areas to determine their performance level and for the development of an appropriate LEP plan. Assessment in the basic subject areas will aid the teacher and other members of the LEP committee with the development of an appropriate instructional program.

Some documentation must be present in order to use the resources available to us in the Student Progression Plan. The plan states the number of credits required to advance from grade to grade. The entering ELL student's transcript will be reviewed for credit to be awarded. If there are questions related to courses or transcript information we will seek a translator and call the school directly. This has been done before in our district and it works well for us.

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.

Each time a student enters our district we begin the process for assessing over again, unless the student has been dismissed from the program during his stay in other schools outside of our district. If the test data that we have on the student fall within the same school year in which the student was tested by our district, we do not retest. We use the existing information and return the student to the original placement in the district. The parent is notified and we continue the student's academic instruction. If the student's re-entry is not within that same school year, then we treat them as a new student and begin formal procedure for testing and placement. A new program 130 FTE record will not be created for these students

12) ELL Student Plan Development

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

The ELL Plan is developed by the guidance counselor at each school. It is developed with the input of the ELL committee members and the student as necessary. Individual ELL student plans are made annually at the beginning of each year, when schedule changes are made, and when new ELL students enroll in the school. The guidance counselor and ELL committee at each school are responsible for these activities, and are assisted by the district ELL contact.

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.

Individual ELL student plans are made annually at the beginning of each year, when schedule changes are made, and when new ELL students enroll in the school. The guidance counselor and ELL committee at each school are responsible for these activities, and are assisted by the district ELL contact. ELL forms are located on the district website www.union.k12.fl.us.

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.fl DOE.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.

Due to the limited number of ELL students in our district, and our limited resources, we strictly use the Mainstream inclusion model with qualified ELL instructors as our basis of instruction. In addition to the mainstream model we also purchase textbooks in the home language of the ELL student. This allows the student

to listen in English and review/study in their native language. These books are ordered through the assistant principal at each school.

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.

We have only 5 schools in our district. They are listed below:

**Lake Butler Elementary – Mainstream Inclusion Model
Lake Butler Middle School - Mainstream Inclusion Model
Union County High School - Mainstream Inclusion Model
The Outpost (Alternative school) - Mainstream Inclusion Model
Union Juvenile Residential Facility (DJJ) - Mainstream Inclusion Model**

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.

All students with Educational Improvement Plans (EIPs), ESE IEPs, and ELL Plans are monitored each nine weeks to determine their level of progress. Student portfolios are reviewed regularly by the classroom teachers, guidance counselors, reading coaches, and ELL contact to ensure that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to 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.

The classroom teacher has access weekly to an ELL paraprofessional/translator to discuss the student’s academic needs and possible instructional delivery methods. The classroom teachers’ record in their plan books weekly the strategies that are used for the ELL students in their classes. The principals check the plan book several times a year to insure that the information is recorded. The guidance counselors monitor the instruction through the 9 week academic reviews.

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) **Teachers, and ELL Translator**

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) **CELLA, several computer based reading and math programs.**

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.

Website: www.union.k12.fl.us

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.

No promotion or retention shall be made for any student classified as ELL solely on one assessment score, state or local. Formal retention recommendations of ELL students shall be made through the ELL committee. ELL students who have had less than two years of instruction in the ELL program may be exempted from retention for good cause. Requests for good cause exemptions for students from the mandatory retention shall be consistent with the Florida Statutes.

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

In accordance with our district Pupil Progression Plan: the school curriculum is based on the Florida Curriculum Frameworks in language arts, mathematics, science, social studies, the arts, health education, physical education, and foreign languages. Instruction will be based on the Sunshine State Standards with the major emphasis being reading, writing, mathematics, and science. The ELL students who meet program eligibility shall have equal access to all programs. When an ELL student is served in a program, the curriculum and related services will be designed to appropriately address the needs of the ELL students in order to ensure that the instruction is understandable.

If an ELL student exhibits a substantial deficiency in reading, mathematics, science, or writing, the LEP committee will set up an educational improvement plan to meet the needs of that student. The improvement plan will identify the specific academic needs to be remediated, will identify the success based intervention strategies to be used, and identify the monitoring and re-evaluation activities to be employed. If after remediation, the student does not meet the districts level of

performance, retention may be suggested and the pupil progression plan procedures will be followed. In some cases, the school board may exempt students from retention for good cause. The ELL committee may review the ELL student's data to determine if there is good cause not to retain the student. Some examples of reasons not to retain may be a student's time in the ELL program, time in the country, or cultural adjustment. The ELL committee would make a specific recommendation to the school principal. Parents of the ELL students will be invited to help review data to determine if there is good cause not to retain their child. Also, the ELL student's parents/guardians will receive written notification of any changes.

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

The ELL parent/guardian is notified by letter from the school of enrollment in a language the parent/guardian understand unless not feasible. If there is a question as to the ability of the parents/guardian to understand the letter or materials mailed home, then the ELL translator will do a home visit and translate the materials. If the parent has any question, or concern about his child then an appointment will be made for the parent/guardian to come to the school with the translator to have all of the parent's questions and concerns addressed.

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 FCAT test is administered to all students. The district test coordinator trains each school's site testing coordinator. Both the district test administrator and the site test coordinator verify eligibility and test administrator to all ELL students.

The CELLA is administered to all ELL students. The district contact attends all trainings for CELLA administration. She in turn trains the guidance counselors of the schools involved to give the CELLA test. Following the test administration, all materials are collected and returned to the proper agencies.

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 district test coordinator is responsible for test planning and administration. They work closely with the guidance counselors in each school to determine the testing needs for all students, including ELL students. Documentation is maintained by the test coordinator.

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.

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.

1. If the student scores above the ELL range as determined by the publisher’s standards, he/she may be exited from the program or classified as Non-ELL.
2. If the student scores within the ELL range or does not meet the exit criteria through the aural-oral testing, that student may not be exited from the ELL program.
3. A student in grades K-2 who is reclassified as non-ELL shall be monitored by teachers, guidance counselors, school administration, and parents during the two year post classification review.
4. A student in grades 3-12 who was classified as ELL, using the IDEA Oral test and who is being considered for exiting the program shall be tested prior to exit using both the IDEA test and the appropriate standardized test for the reading-writing assessment tools.
5. If the ELL student does not meet the exit criteria through the aural-oral testing, that student may not be exited from the program.
6. If the ELL student meets exit criteria through the aural-oral testing and reading and writing testing, the student may be exited from the ELL program.
7. If the ELL student meets exit criteria through the aural-oral testing, but not through reading and writing testing, that student may remain in the ELL program or may be referred to the ELL committee so that the committee may determine the student to be ELL or not to be ELL according to consideration of at least two of the following criteria:
 - a) extent and nature of educational and social experiences, and student interview.
 - b) written recommendation and observation by current instructional and support services staff.
 - c) level of mastery of basic competencies and/or skills in English according to appropriate local, state, and national standards.
 - d) the student’s current grades in school.
 - e) test results from other than norm-referenced reading and writing test.

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	K-2		673	
CELLA	3-5		720	
CELLA	6-8		733	
CELLA	9-12		739	
IPT	Scores taken from manual			33%

- (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
CELLA
IPT - Reading & Writing

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

- Registrar ESOL Teacher/Coordinator Other (Specify) **Guidance Counselor**

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

A student in grades 3-12 who was classified as ELL, using the IDEA Oral test and is being considered for exiting the program shall be tested prior to exiting using the IDEA test and the appropriate standardized test for the reading writing assessment tool.

- 1. If the ELL student does not meet the exit criteria through the aural-oral testing, that student may not be exited from the program.**
- 2. If an ELL student meets the exit criteria through aural-oral testing and reading and writing testing, the student may be exited from the ELL program.**
- 3. If an ELL student meets exit criteria through the aural-oral testing, but not through reading and writing testing, that student may remain in the ELL program of may be referred to the LEP committee so that the committee may determine**

the student to be LEP or not to be LEP according to consideration of at least two of the following criteria:

- a. Extent and nature of educational and social experiences, and student interviews.
- b. Written recommendation and observation by current instructional and support services staff.
- c. Level of master of basic competencies and/or in English according to appropriate local, state, and national standards.
- d. The student's current grades
- e. Test results other than norm-referenced reading and writing test.

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.

At the end of each school year, after grades and test scores have been posted to the system, Each ELL student's records are reviewed and recommendations for the following year are made. If it is determined that an ELL student is ready for exiting the programs the student will be tested in the fall of the next school year using the district approved screening instrument. This score, along with the records from the previous school year are pulled together and the appropriate paper work for exiting from the ELL is completed. A parent meeting is called and the student is exited with the consent of the ELL committee. This process is initiated and completed through the school's guidance counselor.

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

The process is the same regardless of the time of the year the action takes place. The only difference is we use the most recent test scores available to us. The guidance counselor remains responsible for the process.

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 District Contact and the ELL translator conduct the two-year follow-up.

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

The first year after exit from the ESOL program, the schools guidance counselor will be responsible for monitoring the student's grades. The guidance counselor will get a computer printout of each of the schools former LEP students. The teachers will also be responsible for monitoring the student's progress in a regular program. The review of the student's progress shall take place automatically at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year exiting. At any time during the first or second year after program exit, the student may be referred to the LEP

committee for reconsideration and possible reassignment to the ESOL program. Any change in services for the LEP student will be noted on the LEP Student 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) **Standardized Test i.e. CELLA, FCAT, DIEBLES**

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

The first year after exit from the ESOL program, the schools guidance counselor will be responsible for monitoring the student's grades. The guidance counselor will get a computer printout of each of the schools former LEP students. The teachers will also be responsible for monitoring the student's progress in a regular program. The review of the student's progress shall take place automatically at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year exiting. At any time during the first or second year after program exit, the student may be referred to the LEP committee for reconsideration and possible reassignment to the ELL program. If at this point a student's performance is considered unsatisfactory then evaluation procedures for the extension of time in the ELL program for LEP students shall be determined by the same criteria for entry and the LEP committee procedures. A student whose English competency does not meet the proficiency after 3 years in the ELL program may be reported for a fourth, fifth, and sixth year of funding, provided his limited English proficiency is assessed using the IDEA and properly documented prior to his enrollment in each additional year beyond his 3 year base period.

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.

If an ELL is reclassified as ELL and re-enters the program, meaning he had been released from the program and now needs to re-enter a new ELL plan with specific services based on the data we gathered from assessments and stakeholder input will be created. The school's guidance counselor will be responsible for initiating the process and ensuring proper placement. Previous records will be maintained.

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

All delivery models and intervention will be the same as an initial entrant into the program.

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 shares a part-time interpreter with Bradford County. She is in our district two days a week. We also can request her presence for registration, parent meetings, LEP committee meetings, and other meetings as needs arise. With our limited LEP population this works out well and benefits our students and district greatly.

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?

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.

The student code of conduct is translated for the parent through our interpreter at the time of registration and restated during any behavior problems that may arise.

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 has a limited number of LEP families. We do however work with area businesses to hire and train the migrant families. We have several of the family members working in substitute positions in our school. We have our interpreter help many of them complete applications for employment at various industries in our area. Our interpreter also makes in home visits to encourage family education. The district provides Spanish language editions of the school textbooks for the student to use at home. This allows the family to be involved in the child's education and to volunteer in the school should they so desire

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

The following media outlets are used to inform parents of Adequate Yearly Progress (AYP) for our district. We use the local newspapers, our district website, television, school newsletters, as well as letters to all parents to inform them of their schools AYP status and what choice option they have as parents. In addition our ELL translator makes home visits to share all school information with the ELL parents in our district.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain.

The district ELL contact meets the Parent Leadership Council and reviews the consent decree and district LEP plan annually, unless otherwise necessary.

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

At no time in the ELL student's day is he or she isolated in stand alone classes. They are included in all informational class sessions and during school

announcements. The ELL students blend in with the English speaking students and have a good socializing experience. We have few ELLs in our district and rarely have socialization problems.

We also mention and advise ELL parents of the special extra curricular programs and activities that are available to them and their family. These programs include but are not limited to sports, clubs, after-school programs for tutoring, testing opportunities, and any other program or opportunity that we offer our non-ELL student.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

The ELL committee will be made up of a classroom teacher, ELL contact, guidance counselor, parent leadership council representative, and school administrator or designee. The parent will be invited to attend the meeting. After the meeting, the parent/guardian will receive from the guidance counselor a written summary of changes or recommendations for placement of program for the designated student. The parent/guardian will receive the written information even if they were not present at the meeting.

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

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

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

- School Level District Level

Describe the functions and composition of PLCs in your district.

The PLC is composed of the same members as the ELL Committee. The PLC committee and the ELL committee are the same members which switch functions as needed. Our district is very small and has a minimal ELL population. At this time two families make up our entire ELL population in the district for a total of 3 students district wide.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. If the PLCs in your district comply with this rule, skip to question # 32.

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

The PLC committee is invited and encouraged to participate in all district and schools committees. Our translator will provide native language assistance to interested parents of ELLs.

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

The ELL committee is our PLC committee and these individuals review the plan and make any recommendations or corrections to the plan. This allows for all schools to be involved in the development of 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.

As stated above, they do not have approval power of the plan that is done by the local school board, but they do have full input, along with the ELL translator and the parents that she communicates for and with for the district.

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.

Annually a letter is sent to the instructional staff that is not certified for their current duties informing them of the ESOL certification requirements for their current position. A district level administrator meets at each school site with the individuals concerned and informs them of the in-service options available to them for completion of the ESOL requirements.

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 MIS system records the in-service components taken by each teacher. Two binders are maintained to show current employees and inactive employees and their certifications. The MIS records are printed and matched to current assignment rosters within the binders to ensure proper area coverage.

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 district uses a variety of methods to provide in-service training for the instructional staff. We offer information on college courses. We offer in-service trainings that can be attended locally for credits. We also offer on-line courses through NEFEC and Beacon. These are the on-line courses offered by NEFEC for a fee. Many of the new hires come with ESOL endorsements from their school/college of graduation.

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

The district uses a variety of methods to provide in-service training for the instructional staff. We offer information on college courses. We offer in-service trainings that can be attended locally for credits. We also offer on-line courses through NEFEC and Beacon. These are the on-line courses offered by NEFEC for a fee. Many of the new hires come with ELL endorsements from their school/college of graduation.

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

Not applicable

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

Not applicable. We have less than 15 ELL students.

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

Our translator is a native language speaker, and requires no language training for language. Her training consists of meetings with the teachers of ELL students, and the guidance counselor who works with the ELL student and his family. The translator is given direct instruction on what strategies and materials to use when working with

the individual student by the teachers, thus maintaining continuity of curriculum and validity of instruction.

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

No testing is needed to determine the language proficiency or the translator. She is a native speaker with a high school diploma as well as college credits, all of which were earned at English speaking institutions.

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.

We are not part of Title III however, all students will be taught, tested, and remediate shall occur in English. Each student will be followed through the ELL process to guarantee development of English proficiency.

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.

We are not part of Title III however, all students will be taught, tested, and remediation shall occur in English. Each student will be followed through the ELL process to guarantee development of English proficiency. Students who do not progress appropriately will be placed in remedial programs and or given additional instruction through school personnel.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

Not applicable