

**2019**

**District  
English Language Learners (ELL) Plan**

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**Rule 6A-6.0905  
Form ESOL 100  
(May 2019)**

Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through  
Language Acquisition  
Florida Department of Education  
225 West Columbia Street

FDOE INTERNAL

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.); EMAIL ADDRESS:
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(4) MAILING ADDRESS:  20448 NW Pennington Ave. Blountstown, FL 32424		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>		
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, <u>Darryl Taylor</u> , 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.		
<u>Darryl Taylor</u>		<u>7-18-19</u>
Signature of Superintendent or Authorized Agency Head Approval	Date Signed	Date of Governing Board
<b>(7) Chairperson representing the District ELL Parent Leadership Council (PLC)</b>		
Name of Chairperson representing the District ELL PLC: <u>Melody Frye</u>		
Contact Information for District PLC Chairperson: Mailing address: 20883 NE Fuller Warren Drive		
E-mail Address: <a href="mailto:melody.frye@calhounfiscschools.org">melody.frye@calhounfiscschools.org</a> Phone Number: 850-674-8169		
Date final plan was discussed with PLC: <u>06/30/19</u>		
<u>Melody Frye</u> Signature of the Chairperson of the District PLC Chairperson		Date Signed by PLC

**DISTRICT ENGLISH LANGUAGE LEARNERS 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-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- 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, 1982;
- 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 for 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 for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Darryl Taylor, 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.

Darryl Taylor, Jr.  
Superintendent's Signature

7-18-19  
Date Signed

## **Section 1: Identification (Rule 6A-6.0902, F.A.C.)**

### **Enrollment Procedures and Administration of the Home Language Survey (HLS).**

**Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:**

Student (ELL and non-ELL) registration information is available at each school. The guidance counselor at each school site takes appropriate steps in cooperation with the parents and administration in an effort to determine placement. Upon enrollment, parents/guardians and students (when appropriate) are interviewed and asked about the student's academic achievement levels. Parents are given the opportunity to share transcripts, records, and other pertinent information that will help in determining appropriate placement. If this information is not available, a records request will be forwarded to the previous school(s).

The Home Language Survey is a part of the Calhoun District Student Registration Packet. When a student enters a Calhoun District School, the registration packet must be completed. The three HLS questions, listed below, are included on the registration form that is included in the registration packet. The Home Language Survey is translated into the language spoken by the parents if it is needed.

- (a) Is a language other than English used in the home!
- (b) Did the student have a first language other than English?
- (c) Does the student most frequently speak a language other than English?

**How do LEA procedures compare to those followed for non-ELLs?**

The procedures are the same.

**Into what languages are the HLS translated?**

The Home Language Survey is translated into the parents' native language using the translate feature on Microsoft Word unless an interpreter is present.

**How does the LEA assist parents and students who do not speak English in the registration process?**

The LEA's can translate documents used by our county into the native language of the parent's of an ELL student if there is not an interpreter present. Also, our county relies on PAEC to offer help in extreme cases with significant language barriers.

**How do you identify immigrant students?**

Immigrant students are identified based on the answers given on the Home Language Survey. The parents answer the question on the Home Language Survey that asks for the child's birth place.

The term immigrant children and youth means individuals who:

- (a) are ages 3 through 21; and
- (b) were not born in any State, the District of Columbia or Puerto Rico; and

(c) have not been attending one or more schools in any one or more States for more than 3 full academic years.

This information is captured during the registration process. The Date Entered a United States School (DEUSS) is also captured and the student's immigrant code is Y, per the data elements (131785) and (197237).

**How is Date Entered US School (DEUSS) obtained in the registration process?**

The data entry clerk at each school site enters the DUESS (date entered US school for the first time) that was obtained in the registration process. The DUESS is obtained from the Home Language Survey questions.

If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system.

Please include a link to your HLS.

[http://calhounflschools.org/?a=Files.Serve&File\\_id=59CCF7BE-E05F-4DAF-9A2F-BC8DE61FE157](http://calhounflschools.org/?a=Files.Serve&File_id=59CCF7BE-E05F-4DAF-9A2F-BC8DE61FE157)

**Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)**

**1. English Language Proficiency (ELP) Assessment**

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar
- ESOL Coordinator/Administrator
- Other (Specify) - Director of Curriculum and Instruction and/or ELL Evaluation Specialist

**2. Listening and Speaking Proficiency Assessment**

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

Woodcock Munoz Language Survey Revised

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

The Guidance Counselor at each school site reviews all enrollment forms at the time of registration. If it is determined from the Home Language Survey that a language other than English is spoken in the home, the guidance counselor will contact the ELL contact at the district office for further testing to determine whether or not the student qualifies for ELL services.

\*If testing is not completed within the 20 days a notice to parents will be sent home. The notice will explain the delay as well as include a time frame for when testing will be completed.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

#### K-2<sup>nd</sup> Does Not Qualify

If the student scores fluent, fluent to advanced, or advanced on the oral language, listening, and oral expression assessments combined then the student will not qualify for ELL services.

#### K-2<sup>nd</sup> Qualifications

If the student does not score fluent, fluent to advanced, or advanced on the oral language, listening, and oral expression assessments combined then the student will qualify for ELL services.

#### 3<sup>rd</sup> -12<sup>th</sup> Grade Qualifications

Students in grades 3-12 that score <33 on the Woodcock Munoz Language Survey Revised will qualify for ELL services. Per ESSA, parents must be notified of ESOL placement within 30 days at the beginning of the year and within two weeks if enrollment is during the school year.

Parent meetings will be held with all students that were tested in grades K-12<sup>th</sup> grade to discuss test results. The ELL committee will discuss the data received from the Woodcock Munoz Language Survey Revised Assessment as well as explain whether or not the student qualified for ELL services. Additional data, including previous school grades and other transfer records (if any), student's age, and pertinent parent input will also be discussed to decide appropriate grade placement.

#### Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

Woodcock Munoz Language Survey Revised Assessment

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

Calhoun County has such a small number of ELLs at each school site therefore, identification of students' ELL needs is a priority. However, in the event that the assessments are not given within the 20 day window, a letter will go home to parents in their native language indicating the delay in testing and when testing will occur.

### **3. ELL Committee**

**Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?**

An ELL Committee may be convened to determine eligibility into the ELL program using the following data:

- (1) Language Assessment data determines the student is borderline of proficiency level and would benefit from services provided by the ELL program
- (2) Extent and nature of prior educational and social experiences would be considered
- (3) Written communication and observation by current and/or previous instructional and support staff services
- (4) Level of mastery of basic competencies according to state and national criterion-referenced tests
- (5) Grades or test results from current or previous years
- (6) Parent input and student input

The committee may coordinate with other committees including exceptional student education teams and retention committees if it is deemed necessary.

\*If a student is placed in the ELL Program by the ELL Committee, the student is coded LY and the Basis of Entry code will be L(ELL Committee).

Parent notifications and invitations are sent via mail and/or delivered personally to the parent. Documentation of notification is kept in the student's ELL file.

### **Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)**

#### Academic/Programmatic Assessment

**Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.**

The guidance counselor at each school site conducts a parent/student interview during the enrollment process if possible to assist in determining appropriate grade level and/or subject area placement for the student. After the guidance counselor reviews the educational background of the ELL student contact is made with previous schools to obtain academic records, grades, and other information that would be necessary to help place the ELL student. If prior school records are incomplete or unobtainable, the ELL Committee will be convened to determine the student's placement. The following data will be considered when determining placement:

- (1) Language Assessment data determines if the student is borderline of proficiency level and would benefit from services provided by the ELL program.
- (2) Extent and nature of prior educational and social experiences
- (3) Written recommendation and observation by current and/or previous instructional and support services staff
- (4) Level of mastery of basic competencies according to criterion-referenced tests.

- (5) Grades or test results from current or previous years.
- (6) Progress monitoring assessments given upon enrollment
- (7) Parent and student input

### Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Students must have documentation of completed courses in order to receive high school credit for those courses. The Guidance Counselor will seek to document any prior schooling experience of ELLs by means of school records, transcripts, and other evidence of educational experiences. These documents will be taken into account when planning and providing appropriate instruction to all students.

\*The school district awards credit for courses taken in another country or a language other than English as would be awarded the same courses taken in the United States or taken in English.

A student will be eligible to take an exit exam from a course in which he/she says they have taken previously. If the student passes the exam, then credit will be given.

Students will also earn credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline.

Parent/Guardian meetings, student interviews, as well as ELL Committee meetings will be conducted to help determine placement. The age of the student will also be taken into consideration during these meetings. When feasible, translators/interpreters will be provided during these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills.

**Explain 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).**

Students must have documentation of completed courses in order to receive high school credit for those courses. The Guidance Counselor will seek to document any prior schooling experience of ELLs by means of school records, transcripts, and other evidence of educational experiences. These documents will be taken into account when planning and providing appropriate instruction to all students. \*The school district awards credit for courses taken in another country or a language other than English as would be awarded the same courses taken in the United States or taken in English.



A student will be eligible to take an exit exam from a course in which he/she says they have taken previously. If the student passes the exam, then credit will be given.

Students will also earn credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills.

Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

**What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?**

The Guidance Counselor in conjunction with the Assistant Superintendent would be responsible for contacting the appropriate agencies to help evaluate foreign transcripts as the need arises. Students are given a cumulative folder at each school site immediately upon entering Calhoun County Schools. All important documentation regarding each student is placed in the student's cumulative folder so that access is readily available at each school site.

#### Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

#### **Moving from one Florida LEA to another:**

ELL's who withdrew from the district and re-enroll after having been in another Florida district are placed according to data received from the previous school. All efforts will be made to obtain information regarding ESOL services provided during the time that the ELL was withdrawn. All data would be updated in the student system with an ELL code of LY, but the DUESS date would remain the same. An ELL Committee may be convened to identify, place, and reclassify the student based on all prior test data and documentation.

#### **Moving from another state to Florida LEA:**

ELL's who withdrew from the district and re-enroll after having been in another U.S. state are placed according to data received from the previous school. All efforts will be made to obtain information regarding ESOL services provided during the time that the ELL was withdrawn. If no information can be obtained, ELLs who withdraw and leave the district for a period of one year will be administered a new language proficiency assessment. All new data would be updated in the student system. An ELL Committee may be convened to identify, place, and reclassify the student based on all test data and documentation.

#### **Moving from another country to Florida LEA.**

ELL's who withdrew from the district and re-enroll after having been in another country are placed according to data received from the previous school. All efforts will be made to obtain information regarding ESOL services provided during the time that the ELL was withdrawn. If no information can be obtained, ELLs who withdraw and leave the district for a period of one year will be administered a new language proficiency assessment. All new data would be updated in the student system. An ELL Committee may be convened to identify, place, and reclassify the student based on all test data and documentation.

#### **ELL Student Plan Development**

**Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.**

The ELL Student Plan is developed by the Guidance Counselor according to FAC 6A- 6.0902 and includes review of appropriate data. However, the guidance counselor seeks input from the classroom teacher, an administrator, District ESOL Coordinator, and other participants as deemed necessary (example- ESE). The guidance counselor or designated ELL contact, along with the classroom teacher is responsible for completing the student ELL plan.

**The plan will reflect the student's instructional program (including programs other than ELL),**

**Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?**

School guidance counselors are responsible for updating the ELL Plans and have established calendars to monitor the required review and updating of ELL Plans. The ELL Student Plan is maintained in the student's permanent record and must be reevaluated after one year and subsequent years thereafter. The ELL Student Plan must reflect student name, date of entry, and current ACCESS for ELL scores and state assessment data.

ELL Plans for students at the high school level are updated at the beginning of each semester, if significant changes have been made in the student's schedule, otherwise the plan is reviewed at the beginning of each school year. The ELL Student Plan identifies the student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification and assessment data used to classify or reclassify as ELL, date of exit and assessment data used to exit the student as English proficient. Parents are invited to the ELL meetings and translation services are provided as possible.

Please include a link to the ELL Student Plan.

## Section 4: Comprehensive Program Requirements and Student Instruction

### Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) Database Manuals. (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Instructional Models are implemented in our district as follows:

Grades K-5: ELLs receive all subjects in a mainstream-inclusion setting by teachers endorsed, certified, or working towards endorsement/certification in ESOL utilizing ESOL strategies during instruction.

Grades 6-12: ELL students in grades 6-12 receive English Language Arts instruction in a mainstream-inclusion classroom. ELL students also receive core/basic subjects in a mainstream-inclusion setting by teachers endorsed, certified, or working towards endorsement/certification in ESOL utilizing ESOL strategies during instruction

This will be documented through class schedules, maintained on the student record system and on teacher schedules. ELL students must not be failed if instructional strategies, materials, and assessments have not been modified to meet their needs. Students cannot be retained based solely on his/her language proficiency. This determination must be based in part on proficiency in reading, writing, and math. Student academic achievement is to be determined on specific levels of mastery in these areas. The parents or guardians are to be informed of the student's academic progress no later than the end of the school year. Any student who does not meet the district's established levels of mastery must be provided remediation. Progress monitoring is done periodically throughout the school year to determine academic growth. Teachers, Curriculum Coaches, and Assistant Principals analyze progress monitoring test data and determine whether a student needs remediation in a specific area.

**Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.**

Guidance Counselors monitor the schedules of students to ensure that ELL students have equal access to instruction. Schedules are monitored during FTE reporting periods twice a year. High school counselors perform periodic checks on students' progress to ensure that all students are following the proper sequence and path towards earning a diploma. Copies of ELL students' schedules are included in the ELL plan.

**How does the LEA determine if the instructional models are positively affecting student performance?**

The students' academic performance is measured using teacher observations, classroom assignments, classroom participation, grades, and statewide assessments.

**How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?**

Guidance Counselors monitor the schedules of students to ensure that ELL students have equal access to instruction. Schedules are monitored during FTE reporting periods twice a year. High school counselors perform periodic checks on students' progress to ensure that all students are following the proper sequence and path towards earning a diploma. Copies of ELL students' schedules are included in the ELL plan. All services that are available to non-ELLs are available to ELL students.

**Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.**

ELL strategies that will be used in each lesson are to be documented in the teacher's lesson plans. Lesson plans are monitored by the principal of each school. Principals and Assistant Principals frequently visit classrooms to monitor strategies that are being used in the classroom. The lesson observed should be the lesson that is in the teacher's lesson plan.

**How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?**

**What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.**

The school principal is the person responsible for ensuring that ELL students are receiving comprehensible instruction. The assistant principal and guidance counselor also share in this responsibility. The Director of Curriculum and Instruction for the district also monitors the progress of the ELL students. ELL files are monitored by the district at least yearly to ensure that the files are in compliance and that the students are being monitored by the schools.

**What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? (Check all that apply)**

Student Portfolios

Other Criterion Referenced Test (Specify) \_\_\_\_\_

- Native Language Assessment (Specify) \_\_\_\_\_
- LEA/school-wide assessments (Specify) Florida Standards Assessments ELA and Math
- Other (Specify) Access for ELL's 2.0 and Alternate Access for ELL's

### Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

- Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

[http://calhounflschools.org/?a=Files.Serve&File\\_id=FC66159B-8406-4771-9327-1B46ACA57341](http://calhounflschools.org/?a=Files.Serve&File_id=FC66159B-8406-4771-9327-1B46ACA57341)

\*The information about placement and retention of ELL's can be obtained on page 13.

- No (Specify) \_\_\_\_\_

**Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.**

As stated in the district's Student Progression Plan, the Superintendent may utilize Good Cause Promotion for third **grade Limited English** proficient students who have had less than 2 years of instruction in an English Language Learner program. ELL students shall not be retained solely on the basis of their limited Language English proficiency.

Parents are notified in writing of the Good Cause Exemption Policy. The Guidance Counselor and appropriate school personnel will meet with parents at the end of the school year.

**Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.** An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. The ELL committee uses various resources to determine promotion/retention for an ELL student. The following information and documentation may include, but not be limited to: classroom performance, statewide assessment data, English Language progress, progress monitoring data, and parent/student interviews. After reviewing all sources the committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

## **Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)**

### **Statewide Assessment**

**Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:**

The Calhoun District Schools Assessment Coordinator is responsible for information regarding and training for both FSA and ACCESS for ELLs 2.0. The Assessment Coordinator is responsible for receiving all testing documents and score reports and distributing those items to the individual schools.

Students in grades 3-12, including ELLs, will be evaluated with the statewide assessment, (FSA) for academic achievement and the statewide assessment for English Language Proficiency, ACCESS for ELLs 2.0. The classroom teacher is responsible for administering the FSA Assessment.

All active (LY) ELL students will be evaluated annually for progress in English Language Proficiency using the ACCESS for ELLs 2.0. The Guidance Counselor or designee will be responsible for administering the ACCESS for ELLs 2.0.

Accommodations may be given to ELL students who are receiving services in an ELL program, with an approved ELL plan, and who take the state mandated tests. However, the exact combination of accommodations to be offered to any particular student shall be determined on an individual basis which will be based on the recommendations of the student's ELL committee. Accommodations for ELL students in the administration of FSA, ACCESS for ELL's 2.0, and Alternate ACCESS for ELL's must follow the guidelines as specified in the respective assessment manuals. The Guidance Counselor and District Assessment Coordinator are responsible for implementation.

#### **Statewide content area assessments:**

ELA (grades 3-10), Mathematics (3-10), Algebra I EOC, Geometry EOC, Biology EOC, Civics EOC, U.S. History EOC

**District assessments**  
K-2 ELA and Math EOC

**ACCESS for ELLs assessment programs:**  
ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs 2.0

**What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?**

District Assessment Coordinator  
Principal

Guidance Counselor  
Teacher

**Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.**

Parents are notified by mail of all statewide assessments and testing accommodations in the parents' native language.

<https://www.wida.us/downloadLibrary.aspx>

<http://www.fsaassessments.org>

### **Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)**

**Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.**

Kindergarten Exit criteria is based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater, and at least 4.0 in the domain of reading, and a score on the FSA ELA of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP committee.

Once the student meets exit criteria, the ESOL specialist notifies the data specialist of exit data and the student code is changed from LY to LF, and is monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) - Guidance Counselor

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers, and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data rather than statewide assessment data. Student portfolios or alternative evaluations may be used for evidence. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results other than the entry assessments

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

ELL's are evaluated annually with the statewide ACCESS for ELLs 2.0. Students who score at the proficient level in the areas of listening, speaking, reading, and writing, will be referred for exit from the ELL program. (to be considered proficient students must score a minimum of 4.0 in Reading and have an overall score of 4.0 to be able to exit the program)

However, the student may be referred to the ELL Committee for further review and will exit the program only if the committee determines the student not to be limited English proficient. The ELL Committee may also exit a student who does not score proficient on the aural/oral and/or reading and writing tests, but who is identified as an exceptional education student served under an individual educational plan. These ESE students can be considered for exit if the ELL committee determines the student's language needs are best served in the ESE program.



ELLs who are scoring at the proficient level (Level 3 or higher) on the statewide academic assessment (FSA) may be referred for exit from the ELL program, along with evaluation of other academic criteria, such as report cards, portfolio or benchmark assessments.

Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and FSA ELA data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL committee decision based on a current data analysis and student evaluations. A current listening, speaking reading and writing English proficiency assessment will be given, as well as review of report card grades, and progress monitoring data. Stakeholder input from parents, teachers, and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF.

### **Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)**

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs? School Guidance Counselor and teachers

Updating the student ELL plan? School Guidance Counselor

Re-classification of ELL status in data reporting systems? School Guidance Counselor, school level data clerk, and MIS department at the county office level

What documentation is used to monitor the student's progress? (Check all that apply)

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) ELL Team recommendations

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

Reviews shall occur at the specified times listed below.

1<sup>st</sup> Report Card after exiting the ELL program;

At the end of the 1<sup>st</sup> semester;

At the end of the first year;

At the end of the semester during the second year; and

At the end of the second year.

When a student exits an ELL program and shows a pattern of being academically unsuccessful during the two years of post-monitoring, the student may re-enter the ELL program (reclassified). Any consistent pattern of underperformance on appropriate tests and/or grades shall result in the convening of an ELL Committee with parental participation.

The ELL Committee Form is completed for documentation. The ELL Committee will assess the student's need for appropriate programming and will develop an ELL Student Plan to ensure academic success.

The student may be reported in the ELL program for an additional year, or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

### Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

The Director of Curriculum and Instruction monitors each school's files and roster of ELL students. The Director meets regularly with guidance counselors at each school to make sure that ELL plans are being followed with the ELL students. Reports are generated to monitor academic progress of the students.

Principals monitor lesson plans and utilize classroom walk-throughs to ensure that strategies are being implemented in the classroom and that modifications are being made in the lessons to enable the ELL to have full access to the curriculum.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

The approved District ELL plan will be available in the office at each school site. In addition, the plan will be available on the District's website.

How does the LEA ensure that schools are implementing the District ELL Plan?

At the beginning of each academic year, the ELL Plan is reviewed with all school-level administrators and guidance counselors. Guidance Counselors at each school will be responsible for implementing the District ELL plan.

Throughout the year, assessment data is reviewed and discussed with school-level administrators to determine how to best meet the needs of the ELL students through implementation of the District ELL Plan. Teachers monitor their students closely, including those who have exited the ELL program, and if they note that that student is not academically successful with interventions, they notify the guidance counselor. The guidance counselor schedules an ELL Committee meeting to discuss the possibility of reclassifying the student as ELL.

### **Section 8: Parent, Guardian, Student Notification and Rights**

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program.

Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
  - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
  - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders and monitored by Title 1. All letters, as well as home-school communication must be provided to parents in a language that they can understand unless clearly not feasible.

**Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.**

Written communications are translated into the parents' native language. The Calhoun County School District has partnered with the Calhoun County Health Department, the Calhoun County Public Library, and the PAEC/Migrant Education Program. Each of these agencies will assist the schools and ELL parents for language support, if needed

**Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.**

ELL parents are afforded representation on the School Advisory Council. If they are unable to attend a meeting the Assistant Principal will review the agenda and minutes of the meeting with them at a later date.

The district also partners with the Calhoun County Public Library to serve as parent educators for families having limited English proficiency. The parent educators work with teachers of ELL students to identify specific areas of academic weakness and train parents on ways to help their children at home. The library also promotes family literacy by helping interested parents enroll in GED classes in order to earn a diploma.

**Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):**

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)
  
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs
  
- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change
  
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, 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 Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards\*
- Other (Specify) \_\_\_\_\_

\*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

The Calhoun County School District has partnered with the Calhoun County Health Department, the Calhoun County Public Library, and the PAEC/Migrant Education Program. Each of these agencies will assist the schools and ELL parents if needed for understanding or translation of report cards.

### **Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)**

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- LEA Level  
 School Level

Please address the functions and composition of the PLC:

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

Currently the district has only 11 ELL students enrolled. 7 of them are enrolled at Blountstown Elementary School, 2 of them are enrolled at Blountstown Middle/High School, and 2 of them attend Altha School.

How does the LEA involve the PLC in other LEA committees?

Because of the very small numbers of ELL students in the district, it is not always possible to have a majority of parents of limited English proficient students on the PLC.

How is the LEA PLC involved in the development of the District ELL Plan?

A PLC meeting is held in the summer to gain insight on the positive and negative aspects of the school year that was just completed. Information is needed from all PLC members but especially ELL Parents so that changes can be made to the ELL plan. District staff and guidance counselors also have informal discussions with PLC members and ELL parents throughout the school year in order to solicit suggestions for the ELL Plan. Information that is gained from the stakeholders both at the meeting and through informal meetings with guidance counselors are used to create a plan.

Does the LEA PLC approve of the District ELL Plan?  Yes  No

If no, please provide explanation for PLC's non-approval.

### **Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)**

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities.

**Include title of person(s) responsible for issuing the notifications and how the process is documented.**

The District Professional Development coordinator maintains a spreadsheet of all district instructional personnel and which sessions/courses have been completed toward ESOL endorsement/certification. The list is updated after each in-service activity and at the beginning of each school year. The Professional Development coordinator, the Assistant Superintendent, and/or the principal are responsible for notifying personnel of certification requirements.

**Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.**

The District Professional Development coordinator maintains a spreadsheet of all district instructional personnel and which sessions/courses have been completed toward ESOL endorsement/certification. The list is updated after each in-service activity and at the beginning of each school year. The Professional Development coordinator, the Assistant Superintendent, and/or the principal are responsible for notifying personnel of certification requirements.

**Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.**

The District Professional Development coordinator maintains a spreadsheet of all district instructional personnel and which sessions/courses have been completed toward ESOL endorsement/certification. The list is updated after each in-service activity and at the beginning of each school year. The District Professional Development coordinator, the Assistant Superintendent, and/or the principal are responsible for notifying personnel of certification requirements.

**Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.** If a teacher is teaching an ELL student in a Reading and/or Language Arts program and is not ESOL endorsed/certified, then the teacher's name will be reported as out of field. Out of field teachers are reported to the school board for approval at the September board meeting. Parents are notified in writing that their child is being taught by an out of field teacher. A copy of this letter is sent to the school to be filed in the ESOL folder of the student's cumulative record. A copy of the letter is sent to the teacher as notification they must begin ESOL courses toward endorsement and a copy of the letter is sent to the school based administrator since he/she is ultimately responsible to ensure all teachers are meeting the requirements to become ESOL endorsed/certified. The teacher must begin taking courses toward the endorsement and must take at least once course per year until he/she has met the 300 hour ESOL requirement.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.  
The LEA collaborates with PAEC to provide training opportunities to administrators.

The Assistant Superintendent or the Director of Curriculum and Instruction is the district contact who issues notifications to administrators that they need professional development in ESOL.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

The LEA collaborates with PAEC to provide training opportunities to guidance counselors.

The Assistant Superintendent or the Director of Curriculum and Instruction is the district contact who issues notifications to guidance counselors that they need professional development in ESOL.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

The LEA collaborates with PAEC to provide supplemental professional development to instructional staff in English Language Development standards and best practices.

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.

N/A

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

At this time, Calhoun does not have 15 or more ELLs at any one school in the district. Calhoun County only has 11 total ELL students. In the event that a bilingual para is needed, the applicant would be assessed in both English and the target language.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

N/A

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

In the event that a bilingual para is needed, the applicant would be assessed in both English and the target language.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

## Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

Students who demonstrate a need for continued English language support will be considered for Extension of Services. This need may be demonstrated through criterion-based, norm-referenced, or course assessments. The ELL Committee uses FSA and ACCESS 2.0 to make placement/extension of services decisions. When FSA and ACCESS scores are not available, the ELL Committee uses the placement test Woodcock Munoz Language Survey Revised Assessment. Additionally, teacher recommendations based on proficiency demonstrated within the classroom may be considered by the ELL committee. The extension of service is based on three years from DUESS date. The DEUSS is used to determine the years of service based on the date that the student first enrolled in a United States school. Once a student has been served for three years, the ELL committee convenes to determine the need for extension of services based on the needs of the students.

### Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

Name of Assessment	Grade	Score
ACCESS 2.0	K-12	Minimum level of 4.0 in Listening and Speaking and 5.0 Overall
FSA	3 – 12	Proficient Level > 3
Woodcock Munoz Language Survey Revised	K-2	If the student scores fluent, fluent to advanced, or advanced on the oral language, listening, and oral expression assessments combined then the student will not qualify for ELL services.

### Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.



Name of Assessment	Grade	Score
ACCESS 2.0	K-12	Minimum level of 4.0 in Listening and Speaking and 5.0 Overall
FSA	3 – 12	Proficient Level > 3
Woodcock Munoz Language Survey Revised	K-2	If the student scores fluent, fluent to advanced, or advanced on the oral language, listening, and oral expression assessments combined then the student will not qualify for ELL services.