

2016-2019

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

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English Language Learners (ELL) Plan**

**Contact Person: Dr. Maria I. Pouncey
LEA: Gadsden County, Florida
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**Rule 6A-6.0905
Form ESOL 100
(February 2016)**

**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 Castaneda 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, Dr. Pink Hightower, 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

11/4/16

Date Signed

FDOE INTERNAL USE ONLY

Original signatures on Signature Pages are to be submitted to:
Bureau of Student Achievement through Language Acquisition
Florida Department of Education
325 West Gaines Street
444 Turlington Building
Tallahassee, Florida 32399-0400

(1) NAME OF THE DISTRICT:
Gadsden

(2) CONTACT NAME/TITLE:
Dr. Maria Pouncey


**(3) CONTACT PHONE NO (EXT.):
EMAIL ADDRESS:**
850-364-1430 ext. 2266


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35 M. L. King Blvd.
Quincy, FL 32351


(5) PREPARED BY: (if different from contact person)
First Name:
Last Name:
Mailing Address:
Phone No:

(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, Dr. Pink Hightower, 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) Chairperson representing the District ELL Parent Leadership Council (PLC)
Name of Chairperson representing the District ELL PLC:


No established PLC is in place due to a new program Director's recent start date however, a parent meeting was held in July with ELL parents and a review of the previous LEP Plan and current changes were made. The following information is the current spokesperson for the group and the following contact information is of the groups parent representative. An election will be held November 18, 2016 during the first grading period parent meeting.

Contact Information for District PLC Spokesperson: Maria Galdamez
Mailing address: P. O. Box 941, Gretna, FL 32332

E-mail Address: Phone Number: 850-631-0778

Date final plan was discussed with PLC parent: November 3, 2016.


Signature of the Chairperson of the District PLC


Date Signed by PLC Chairperson

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:

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

All students enrolling in Gadsden County Schools register at the individual school sites identified based on home address. Procedures are the same for all students. All students complete the Home Language Survey included in the registration packet. Bilingual LEA personnel assist as needed. The enrollment procedures are the same for all students. If any of the first three questions on the HLS are answered with a "yes", the parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ELL program. The student is either tested by the ELL designee at the school or by staff from the ELL district office. A copy of the HLS is sent to the ELL office to ensure follow-up on the assessment.

Into what languages are the HLSs translated?

The HLS is available in Spanish and English. If another language is used, every effort will be made to translate document into the heritage language of the parents.

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

The parent will receive the registration packet in Spanish. If there is not a translator at the school, the registrar will usually call the ELL/Migrant office and ask someone to come to the school or to offer translation over the telephone. Most of the time the parents will bring a translator with them.

How do you identify immigrant students?

The HLS form collects the Date Entered US School (DEUSS) and country of birth at the time of registration. The school's registrar enters information in the district platform (SKYWARD). The ELL Data Specialist also reviews to ensure proper coding of the student.

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

The HLS has been updated to reflect the new requirements of all school districts to report the "date entered a US school," also known as DEUSS. The questions to obtain DEUSS information are found on the HLS provided to all students entering Gadsden County Schools. If parents do not provide the information, the first day of school in Gadsden County Public Schools is used as the DEUSS.

Please include a link to your HLS.

<http://www.gcps.k12.fl.us/Default.asp?PN=Pages&SubP=Level2&DivisionID=2193&DepartmentID=0&SubDepartmentID=0&PageID=3370&SubPageID=13663&keyword=Home%20Language%20Survey>

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 Director/Administrator
- Other (Specify) – Trained ELL Paraprofessionals, ELL designated school personnel and additional ELL designated personnel in the ELL office.

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.

The IDEA IPT Aural/Oral Test is used for all students identified thru the Home Language Survey (HLS).

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 school registrar or guidance counselor sends a copy of the HLS to the ELL program personnel within two days of the student entry. If there is one yes response or more on the HLS, the ELL personnel or school designated ELL staff member will test the student at the school site. An ELL resource support also checks weekly for new students with a code of LP. This means that they have an HLS with an affirmative response and need to be tested immediately. The date of registration is also checked to ensure a timely response by the LEA.

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?

Students who score proficient on the Listening and Speaking assessment in grades K-2 do not enter the ELL program, and are classified as ZZ in the Skyward Student Data System. Students in grades 3-12 are also given the Reading and Writing assessment to determine if ELL services are needed. Any student in grade 3 or above, who scores below the English proficient level on the approved assessment in reading and writing will be classified as ELL and provided ELL services.

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.

Reading and writing is assessed for students in grades 3-12 by using the IDEA IPT exam. The district will gradually transition to the WIDA Online Screener beginning with the 2017-18 school year for a more accurate measure of student's abilities.

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

The LEA works with schools and district leadership team to ensure identification of all possible ELLs and identifies school-based personnel to contact the ELL staff as soon as the HLS is returned to the school. School level and ELL staff are trained to administer the assessment within the 20-day timeline. In the event a student is not given the assessment within the 20-day timeline, the parent will be notified as to the reason why the child was not tested; the assessment will be administered immediately. If the child is found eligible, an LEP Committee Meeting will be convened. All correspondence are sent in the heritage language of the parent.

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?

When there is a question about the test data results of a potential ELL student, an ELL committee is convened. Parents, as always, are invited to attend the meeting. The ELL committee meeting documentation includes the reason for convening, recommendations, and any pertinent information for the students. Copies are provided to parents and a copy is maintained at the school for review by teachers and other staff as needed. The results from previous Access 2.0 (if taken), report card, student portfolio, formative and summative assessments and attendance are reviewed to support decisions.

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.

When an ELL enters the school district, the registrar, guidance counselors and/or bilingual LEA personnel gather all previous school records including transcripts, report cards, test scores etc. to assure the best and appropriate placement for the student. If the records are not available, then an entrance interview with the student and parents will be conducted to

gather the most information possible regarding the student's prior academic history in order to make the best and appropriate decision for the student.

When an ELL whose prior records are incomplete or unobtainable comes to school, the guidance counselor and registrar send a request for cumulative records to the student's prior schools. Interviews with the parent and student are also conducted to help determine the student's prior academic history and grade placement. Calling, emailing, and faxing schools are methods used to locate student records. An extensive interview with the parents or guardians will be made by the ELL department to obtain relevant information regarding the placement.

For grade levels K-8, any and all previous records will be used to determine appropriate grade level placement. Students with no school records are also age appropriately placed.

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 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

When an ELL enters the school district, the registrar, guidance counselors and bilingual LEA person gather all previous school records including transcripts, report cards, test scores etc. to assure the best and appropriate placement for the student. If the records are not available, then an entrance interview with the student and parents will be conducted to gather the most information possible regarding the student's prior academic history in order to make the best and appropriate decision for the student.

Any students entering our school district in grades 9-12 who are transferring from other countries and have school records will be given Language Arts credits for any courses taken in their heritage language. For example, if the student is from Mexico and took Spanish in the ninth grade, they will be given a Language Arts credit for that Spanish course. They are also given credit for Math, Science, Technology, History, and any other course that corresponds with courses that are offered here. If a student comes to the district without any documentation, then an ELL Committee that includes the parent, teacher, bilingual support person, ELL Program Director or designee, and guidance counselor will convene to create documentation for any prior schooling the student has received, and award the student credit for any courses he or she has completed.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's heritage language and for foreign languages the student may have taken, (this may include English).

Any students entering our school district in grades 9-12 who are transferring from other countries and have school records will be given Language Arts credits for any courses taken in their native language. For example, if the student is from Mexico and took Spanish in the ninth grade, they will be given a Language Art credit for that Spanish course. They are also

given credit for Math, Science, Technology, History, and any other course that corresponds with courses that are offered here.

What is the title of person(s) responsible for evaluating foreign transcripts?

Dr. Maria I. Pouncey, ELL Director
Guidance Counselors

How are they trained? The Mexican Consulate and the United States Department of Education Bi-National program provided training. Dr. Pouncey participated in the training and has trained additional staff members in the ELL/Migrant department. The staff of the ELL department will provide training to counselors on a yearly basis; documentation of participation will be maintained in the ELL department.

How is documentation maintained? Any notes are maintained in the student ELL folder (currently maintained in the ELL office; however, a transition will be made during the 2016-17 school year to maintain the ELL green colored folder in the student cumulative folder at the school site for easy access by teachers and school personnel).

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:

When a student returns to the school district from another Florida school district, the district will accept and use the results for **immediate** placement into the ELL program. If the student was not in an ELL program and has been away from the LEA for a year or more, assessment will be done within the first 20 days of enrollment. The ELL Data Specialist updates the student record in the SKYWARD student data system.

Moving from another state to Florida LEA:

When a student returns to the school district from another state, as is quite often with the Migrant ELL population, the ELL documentation will be re-evaluated and **immediately** the student placed with the same status as his previous enrollment in the district. If a year or more has passed since enrollment, another assessment will be conducted to determine ELL status and appropriate course. The ELL Data Specialist updates the student record in the SKYWARD student data system.

Moving from another country to Florida LEA.

ELLs returning from another country after leaving the district for less than one school year will be immediately entered into the ELL program. Students entering after having left the

district for a school year or more will be reassessed for English Language Proficiency. As a result, a new test date and plan date will be updated on the ELL Plan and SKYWARD. The ELL Data Specialist updates the student record in the SKYWARD student data system and works with the individual school counselor to ensure accurate credit is coded in the student data system.

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 Director and ELL staff work to develop a plan for each individual student. Parents, student, and ELL teacher input also helps to develop the student plan. The plan is updated each year prior to October 1 for students in K-8th and each semester for students in 9-12 due to semester course completions. The ELL student plan is developed by the ELL Committee for student entering their 4th, 5th, 6th and beyond years as an LY student. All other LY's plans are updated at the beginning of each new school year or as needed or requested by the parent/guardian or by the teachers. Plans are also updated whenever an ELL Committee convenes and any other time when there is a change in the student's educational plan. A student ELL Plan is maintained in the permanent student record for each eligible student.

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?

In addition to the course schedules of each student, the student plan includes entrance assessment data, assessment data, placement data, and additional programs the student is eligible for, annual reviews, language classification, exit information, accommodations.

Please include a link to the ELL Student Plan.

<http://www.gcps.k12.fl.us/?PN=Pages&SubP=Level1Page&L=1&DivisionID=2193&PageID=3128&ToggleSideNav=>

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.

To monitor the fidelity of implementation of the models at the school level, the ELL Director along with the assistance of each school's leaders will observe the ELL classroom and teachers throughout the year during classroom walk-throughs. The district has observation teams visiting each DA school at least twice a year and also monitor the ELL instructors. The ELL Director also observes all areas of ELL instruction and provides feedback and/or assistance to each instructor as needed.

Sheltered English Language Arts:

ELLs are grouped by grade levels and receive comprehensible instruction from ELL certified or endorsed teachers in Language Arts through ESOL. When feasible, bilingual teachers and/or paraprofessionals provide native language support.

Mainstream/Inclusion:

Students are scheduled into academic courses based on previous courses as documented by their school records, transcripts, and summative and formative assessments. All ELL students receive instruction by using ESOL Instructional Strategies. Language is emphasized across the content areas.

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

In an effort to ensure equitable instructional time for ELLs, the ELL's schedules reflect the required time for each class, and the ELLs schedule is the same as all enrolled students within the LEA. Materials and textbooks used with ELLs are the same used for non-ELLs in the same classroom. School based administrators monitor to ensure the instructors are implementing ESOL strategies. All teachers of ELLs are guided to document the use of ESOL strategies within their lesson plans.

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

Formative and summative data is reviewed and compared with data from the previous year to establish student performance growth. If the student is not progressing, an ELL Committee Meeting will be convened to determine a plan of action to support the ELL student needs.

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

ELLs participate in gifted, dual enrollment, advanced placement, career and technical education and other accelerated programs available to non-ELL students. Programs are available equally to all students meeting participation requirements. Information regarding programs, services and facilities are made available during ELL parent workshops and meetings. Information about special programs is also provided to parents and students in their heritage language (when feasible). Information is also provided during PLC mtgs. and workshops.

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

Data reviews are conducted to monitor effectiveness of instructional programs and student achievement. Presentations are made to staff and regular consultation with teachers and counselors. ELL instructional strategies are shared with ELL teachers during teacher in-service days and thru correspondence with the ELL instructional staff. The ELL strategies are documented in lesson plans and reviewed by the principal and also observed during classroom walk-throughs. Guidance will be provided yearly during faculty meetings, district leadership meetings and ESOL workshops regarding the ESOL Instructional Strategies and methods for documentation.

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

The LEA monitors student progress for ELLs and non-ELLs thru classroom walkthroughs, observations, and also reviews formative and summative assessment results for all ELLs. District staff, ELL staff and ELL consultants are available to assist schools in ensuring the

ELLs are appropriately assigned to grade and class level. Professional development is also offered via online, blended, and face-to-face to support instruction for ELLs. Comprehensible instruction to ELLs must be the same as provided for non-ELLs. To support meeting the standards established by the Florida Department of Education, the following resources are used in the delivery of instruction to ELLs: district-recommended supplementary ELL materials, content area textbooks in the student's native language (when available), developmental language arts thru ESOL, WIDA Framework and Resources, CPALMS, and the Florida Standards Mobile Application.

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.

Information about special programs is provided to parents and students in their heritage language (when feasible). Information is also provided during PAC mtgs. and workshops. The LEA ELL Director and school leadership monitor student progress for ELLs and non-ELLs thru classroom walkthroughs, observations, and the ELL District staff also review formative and summative assessment results for all ELLs. Principals are also provided with lists of accommodations for ELLs to be used in the classroom. If there are any questions, the ELL department is informed and the ELL staff will provide guidance and opportunities for professional development. The ELL department and school based counselors work closely to ensure appropriate placement of ELLs.

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) - Formative – I-Ready
- Other (Specify) _____

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://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Departments/Forms/Student_Progression_Plan_2015-16_\(final_rev\).pdf](http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Departments/Forms/Student_Progression_Plan_2015-16_(final_rev).pdf)

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.

English Language Learners/Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ELL) program who meet all other district promotion requirements are eligible for a "Good Cause Exemption" – this procedure is included in the Pupil Progression Plan. Parents are notified during the ELL Committee meeting convened to discuss next steps to further support the student and provided notification in their native language when feasible.

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.

As required by the Meta Consent Decree of 1990, the ELL committee is convened and the parent, teacher, counselor, ELL program staff, and principal or principal designee participate in the ELL committee regarding retention or promotion of a student not meeting the requirements stated in the current pupil progression plan. When a student is enrolled in an approved ELL program for 2 years or less, the ELL committee will recommend that the student be exempt from mandatory retention. Formative and summative assessment data, grades, portfolio, attendance record will be used to support the decision of the ELL committee. Monitoring, interventions and ELL committee recommendations will be documented as an attachment to the student's ELL Plan.

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 ELL director works together with the district assessment coordinator and individual school guidance counselors to ensure all ELLs are included in the assessments. Together with the district assessment coordinator, the ELL director participates in FLDOE training, use technical assistance papers, and the ELL staff participate in the WIDA training. The ELL school contact and ELL staff are responsible for identifying students requiring accommodations – information is obtained thru the district student data system. The ELL staff will also remind school ELL contacts of the students needing accommodations. The same accommodations are provided regularly during classroom instruction and documented as ESOL Instructional Strategies in teacher lesson plans.

Statewide content area assessments: A list of each schools ELL students is provided to the individual school counselors to ensure all eligible ELLs participate in the assessments.

ACCESS for ELL's assessment programs: A list of each schools ELL students is provided to the individual school counselors to ensure all eligible ELLs participate in the Access 2.0 assessment. Reports are generated in the WIDA site and provided to counselors. All designated test administrators receive training via the WIDA online site prior to testing.

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)?

Counselors and the School Test Administrators are responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations per test administration requirements.

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 of ELLs are notified of assessments and testing accommodations via a letter in the parent's native language as feasible. Parent workshops are held prior and post the assessments to provide information and to explain policies, mandates and student outcomes. The district is in the process of putting all parent communications in English and parent languages on the GCPS ELL website – completion will be done within the 2016-17 school year.

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.

Students in K-2 are eligible to exit the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment.

Students in grades 3-9 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment and the appropriate passing score on the grade level FSA or FSAA in English Language Arts pursuant to Rule 6A-1.09430, F.A.C.

Upon receipt of the statewide English Language Proficiency Assessment and ELA scores, schools shall exit students no later than the last day of the school year. If the scores are received after the end of the school year, schools shall exit students prior to Survey 2 and shall use the last day of the school year in which the ELA examination was administered by the state.

The ELL Director and/or designated ELL staff members follow the procedures below to exit students from the ESOL program:

1. Identify students who are eligible to exit the ESOL program based on the exit criteria.
2. Update the exit information on the ELL Plan for exiting students.
3. Convene an ELL committee meeting, if necessary. Parents must be invited and all members of the committee must sign. Assessment data used to determine English proficiency is documented on the Committee form with dates and signatures from all members.
4. Provide the ELL Data Specialist with required exit data. The required information is entered into SKYWARD, the student data management system.
5. Notify the parents that the student is exiting the ESOL program via Parent Notification of Student Exiting from the English Language Learner Program letter.
6. Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

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/Director
- 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 there is a teacher concern or a discrepancy in a student's scores, an ELL Committee will convene to determine if a student should remain in the program or be exited from the ESOL program. The ELL committee reviews student report cards, teacher comments, formative and summative assessment results and student absentee records as criteria in determining language and academic proficiency and readiness to exit the ESOL program.

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

Rarely will a student meet exiting qualifications in the middle of a grading period; if such a case ensues, a letter to the parents in their native language will be sent to inform of the change of status but the student will remain in the class until the end of the grading period to avoid any disruption to the student. An ELL Committee will be convened. Students are assessed during the second semester and results will be available by the beginning of the next school year to appropriately place ELL students.

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:

The ELL school contact and the ELL program staff monitor the LFs during the two-year monitoring period and monitored in the ELL Plan after each report card.

Conducting the follow-up performance of former ELLs? ELL Director/Administrator & ELL school contact and ELL staff

Updating the student ELL plan? ELL Director/Administrator

Reclassification of ELL status in data reporting systems? ELL Data Specialist and MIS Director

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) _____

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

When the academic performance of a former ELL is not on grade level, a review of grades, formative assessments, and attendance will be made to identify possible reasons for the level of academic performance. The information will be made available to the ELL committee who will convene to discuss the ELL student progress. Parents are always invited to attend these meetings. All post reclassification information is documented on the student's ELL plan and updated on the student data management system.

Any two of the state approved criteria must be identified and documented on the ELL Plan as the rationale for the decision of the committee:

1. Extent and nature of prior educational and social experiences; and student interview;
2. Written recommendations and observations by current and previous instructional and supportive services staff;
3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
4. Grades from the current or previous years;

5. Test results other than those from the district assessments of listening/speaking/reading/writing.

Compliance of ELL Plan and Student Performance

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

The ELL Department in collaboration with the Title 1 Department monitor the ELL program for compliance and student academic performance. The district ELL department staff and school ELL contacts communicate regularly and work together to review program compliance. The ELL Director regularly shares information during the district leadership team meetings, counselor meetings, and faculty meetings. Documentation such as sign-in sheets and agendas are maintained in the ELL department.

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

The approved District ELL Plan will be posted on the ELL Department website at www.gcps.k12.fl.us – immediately following approval by the School Board of Gadsden County on November 18, 2016 and maintained and updated as needed. The ELL Plan will be translated to Spanish and provided to parents during the November ELL Parent meeting. The translated Plan will also be posted on the website.

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

Each school is notified of the requirements of the district ELL Plan via the website, emails, face to face and web based trainings. Throughout the school year the ELL Department conducts ELL Onsite Review visits to schools. The visits consist of reviewing compliance and curriculum as it pertains to ELLs. A meeting is conducted with the Principal and appropriate staff to review any concerns and develop a plan of action. An ELL Handbook will also include the requirements and will be completed during the 2016-17 school year for use by district and school personnel.

Section 8: Parent, Guardian, Student Notification and Rights

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

All schools are provided with translated materials to assist non-English speaking families with registration. District-trained bilingual staff is available through the ELL and Migrant Department to provide services to parents in their native language when feasible. Schools with 15 or more of the same non-English language speaking students are encouraged to hire bilingual assistants within the school. Interpreters assist during parent meetings, ESE staffing, ELL Committee meetings and other meetings requiring translations. A continuous effort to translate documents directed at parents and to post in the heritage language on the district website is a priority.

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.

The ELL/Migrant Department consists of all bilingual personnel speaking the District's top language of Spanish. There is an effort to meet with parents after each grading period to provide information such as educational opportunities, programs, educational legislation, and strategies to assist in building language proficiency. Parents will be provided opportunities enabling them to make informed academic decisions regarding their children. The ELL department provides all parent materials in their native language when feasible. Supplemental reading books, bilingual dictionaries, thesaurus, content dictionaries, and parenting information booklets are available in the ELL/Migrant Resource Center and also provided during ELL parent meetings.

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.):

The following forms are sent to parents in a language the parents can understand – documents have not been placed on the Gadsden County Website but the ELL department is currently updating the site and intends to make all documents available online within the 2016-17 school year.

- 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.

Parent workshops are conducted each semester to provide guidance on understanding the student report cards and a translated form of the Report card is provided to parents in their native language when feasible.

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.) Once the ELL portion of the website is completed during 2016-17, the agenda, membership and meetings details will be accessible on the site. At this time we do have copies of the last agenda, and sign-in sheet for the summer meeting.

- LEA Level
- School Level

Please address the functions and composition of the PLC: The PLC is currently being reestablished and will be fully functional by the end of the 2016-17 school year. The first meeting is scheduled for November 18, 2017. Interested ELL parents have been contacted to participate on the parent board.

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.

The district is re-establishing the PLC. Full compliance is expected by June 2017.

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

The LEA will reach out to have a parent representative from the ELL PLC on the Title 1 PLC.

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

The last approved plan was presented during the summer ELL parent meeting and encouraged suggestions from the group. One parent has agreed to lead the committee during the 2016-17 school year.

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 ELL Department identifies ELA instructors of ELLs and accesses the FLDOE certification website to confirm ESOL certification or endorsement. If the instructor does not have the ELL certification or endorsement, the school principal is notified. The school principals are provided a copy of the different categories of ESOL, training requirements, and timeline. The information will also be posted on the ELL website. Notices of available training will be provided on the website, via emails and flyers and posted on the electronic professional development site. Courses are also made available through Edivate, an online professional development site and through the Panhandle Area Educational Consortium.

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.

Principals are provided information of the different educator ELL categories during District Leadership Team meetings and provided with a paper copy to distribute to school based personnel. The categories are also posted on the ELL Department's web page. The school principal, principal designee, or ELL school contact is responsible for issuing the notifications. The information regarding ELL training requirements will also be posted on the ELL website.

Notices of available training will be provided on the website, via emails and flyers and posted on the electronic professional development site. Courses are also made available through Edivate, an online professional development site. Once training is completed, the hours are posted on the electronic professional development site ePDC. It is the educator's responsibility to complete each component within the timelines established by the Florida Consent Decree.

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.

Principals are provided information of the different educator ELL categories during District Leadership Team meetings and provided with a paper copy to distribute to school based personnel. The categories are also posted on the ELL Department's web page. The school principal, principal designee, or ELL school contact is responsible for issuing the notifications. The information regarding ELL training requirements will also be posted on the ELL website.

Notices of available training will be provided on the website, via emails and flyers and posted on the electronic professional development site. Courses are also made available through Edivate, an online professional development site. Once training is completed, the hours are posted on the electronic professional development site ePDC. It is the educator's responsibility to complete each component within the timelines established by the Florida Consent Decree.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

Principals of newly identified Category 1 teachers identified as needing the ESOL Endorsement are contacted by email. Guidance is provided by the ELL Department and provided with the notifications required to be sent to parents of students being taught by a teacher out-of-field. Identified teachers are sent to the Board for approval to teach out-of-field.

It is the educator's responsibility to complete each component within the timelines established by the Florida Consent Decree. Participants who are in the process of completing the ESOL Endorsement Courses, and have been assigned an ELL, must sign an out-of-field waiver in ESOL until they meet the ESOL Endorsement requirements. The Board must approve out-of-field waivers for Category 1 teachers, if needed. The HR/Professional Development office follows-up with notification that the instructors were Board-approved and what they must do to comply.

All ESOL eligible courses have program code 130. It is the school's responsibility to change program 130 to basic in the External database if the out-of-field teacher does not have a waiver. If there is an out-of-field waiver, then ESOL eligible courses remain reported in program 130.

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.

School-based administrators can register for the 60-hour required district ESOL training course that is offered on-line found on the Panhandle Area Educational Consortium's (PAEC) website or attend a face-to-face offered twice per year as part of the PAEC Principal Leadership Academy. Upon successful completion of the ESOL training requirements, the course is documented on the participant's in-service record thru the electronic professional development center (ePDC).

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

Guidance Counselors can register for the 60-hour required district ESOL training course that is offered on-line via PAEC and also provided as needed in a blended or face-to-face training during district in-service days. Upon successful completion of the ESOL training requirements, the course is documented on the participant's in-service record located on the ePDC.

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 ELL Department provides additional professional development on the WIDA Framework and English Language Development standards. The professional development is delivered through face-to-face, blended, and online workshops; 2-day WIDA sessions; and/or infused into all current professional learning sessions.

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.

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.

The primary assignment of the bilingual paraprofessional is to provide instructional assistance in the classroom to ensure the delivery of comprehensible instruction.

The position requires a minimum of a high school diploma however an earned Associate of Arts or Associate of Science degree from an accredited institution or at least 60 semester hours of earned college credit from an accredited institution is preferred.

1. The bilingual paraprofessional must have the ability to speak, read and write English and the language representative of the targeted ELL population(s);
2. be sensitive to other cultures ;
3. have the ability to work with students;
4. have the potential for success in acquisition of teaching/tutorial techniques;
5. must have completed, or be willing to commence training within 90 days of employment, training programs presented by State of Florida Human Resource Services, as stipulated in the State of Florida Statutes or programs developed and presented by The School Board of Gadsden County, Florida, as specified by the requirements of the job assignment;
6. Possess computer skills as required for the position; and
7. Must meet all required screening procedures based on the requirements of the assignments as determined by the Superintendent.

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

Bilingual paraprofessionals register for professional learning provided by the ELL Department through the ePDC. The department maintains documentation of training such as sign in sheets. In addition, at school-based settings, the bilingual paraprofessional works closely with the School ESOL Contact and with the District ELL Department to stay informed about the latest information regarding services to ELLs.

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

Bilingual paraprofessionals must possess the ability to speak, read and write English and the language representative of the targeted English Language Learner (ELL) population(s) at the school, as well as the ability to work with students. The assignments will be consistent with the state statutes, regulations and good educational practices and programs of The School Board of Gadsden County, Florida. The ELL Department staff will participate in interviews and screen possible candidates for bilingual instructional positions.

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

Attached.

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 Entering Years 2 and 3

The ESOL Contact with feedback from the teacher recommends continued placement within 30 days prior to the DEUSS. For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used. The ELL Plan and the student data management system are updated. An ELL Committee meeting is not required.

Students Entering Years 4, 5, 6 and beyond

An ELL Committee makes recommendations for extension of services no earlier than thirty (30) school days prior to the DEUSS unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1.

For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used to determine continued placement.

Any student considered for extension of services is assessed with an approved English Language Proficiency Assessment (L, S, R, W) no earlier than 30 days prior to the DEUSS. If the student's date falls between the administration of the ACCESS for ELLs 2.0 and October 1 of the following school year, the ACCESS for ELLs 2.0 and applicable FSA scores will suffice, and a more recent assessment is not required.

The ELL Committee reviews the student's academic record holistically and makes a final recommendation. The committee documents recommendations for extension of services on the ELL Plan and maintains information in the ELL Folder.

Listening and Speaking Proficiency Assessment

IDEA Proficiency Test (grades K-12)
WIDA Online Screener to also be used beginning 2017-18
WIDA Model
ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

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

IDEA Proficiency Test (grades K-12)
WIDA Online Screener to also be used beginning 2017-18
WIDA Model
ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

Reading and Writing Proficiency Assessment

IDEA Proficiency Test (grades K-12)
WIDA Online Screener to also be used beginning 2017-18
WIDA Model
ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

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

IDEA Proficiency Test (grades K-12)
WIDA Online Screener to also be used beginning 2017-18
WIDA Model
ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

The School Board of Gadsden County



"Building A Brighter Future"

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November 1, 2016

To Whom It May Concern,

This letter serves as assurance that Gadsden County Public Schools is in compliance with all ESOL Training Requirements. The district offers all the required trainings for Category 1 – IV as outlined in the META Consent Decree.

Sincerely,

Dr. Pink Hightower
Interim Superintendent of Schools

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