

2016-2019

District

English Language Learners (ELL) Plan

Contact Person: Dr. Suzanne Herndon
LEA: Dr. Suzanne Herndon
Email: suzanne.herndon@myoneclay.net
Phone: 904-529-4829

Rule 6A-6.0905
Form ESOL 100
(February 2016)

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: Clay	(2) CONTACT NAME/TITLE:	(3) CONTACT P EMAIL ADD
Clay	Dr. Suzanne Herndon, Supervisor	904-529-4892

(4) MAILING ADDRESS: 23 S.Green Street Green Cove Springs, FL 32043	(5) PREPARED BY: (If different from conta First Name: Patti Last Name: Robbins Mailing Address: 23 S. Green Street, Gree Phone No: (904) 284-6576
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(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 on behalf of the representative of the district in connection with this plan.

I, Charles Van Zant, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all appropriate 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: Maria Rodriquez

Contact Information for District PLC Chairperson:
Mailing address: 5800 Bitter Root Street

E-mail Address: **Phone Number:**904-284-6576

Date final plan was discussed with PLC: _____

Signature of the Chairperson of the District PLC _____
Date Signed by PLC Chairperson

**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, Charles Van Zant, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

Section 1: Identification (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:

The Home Language Survey (HLS) is included on the School District of Clay County's Registration form. The HLS is completed upon the initial enrollment of a student. Registration forms are available in English, Spanish, Haitian Creole, Vietnamese, Tagalog and Portuguese through Google Translate.

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

All students entering the School District of Clay County will register in the same manner. All students (ELL and non ELL) complete registration forms at their assigned school site, according to school zones. Registration requirements are common to all students. All parents or official guardians will complete the Home Language Survey questions with the guidance counselors and/or registration staff at each of the schools in the School District of Clay County.

Into what languages are the HLS translated?

We currently have the HLS translated into Spanish. (The majority of our ELL population is Spanish.) When students of other nationalities such as Haitian Creole/Vietnamese and Portuguese arrive to register in our schools, the counselor or other designated staff member uses Google translator to assist in the registration process.

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

If a parent or official guardian is unable to complete any registration materials, including the HLS when English is not the parent's/guardians home language, accommodations will be made to have the registration materials interpreted to them when feasible.

How do you identify immigrant students?

Immigrant students are identified by their country of birth and when they have entered the United States.

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

The School District of Clay County has included the DEUSS date on the Registration form.

Please include a link to your HLS.

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) **Guidance Counselor**

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.

NAME OF LISTENING AND SPEAKING ASSESSMENT(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score (1)	Scale Score (2)	National Percentile (3)
IPT I	K-6		12	
IPT II	7-12		12	

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

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 District of Clay County has designated the school counselors to administer the Aural/Oral test within 20 school days of registration. The district ELL office monitors the admission date and administration of the Aural/Oral IPT test through our database management system, FOCUS. Queries are made to determine compliance with the law.

The parents of the student are notified if the test has not been administered within the window of 20 school days, along with an explanation for the delay. Test delays are considered by the District and school administrators as an unacceptable practice and are not to occur unless unavoidable circumstances have arisen such as student absences. However, every effort should be made to test all student within the 20 school day time frame.

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 students who score proficient (FES) on the Aural/Oral IPT do not have to take any additional assessment. Students in grades 3-12 who score FES on the Aural/Oral IPT are administered the IPT Reading and Writing assessment within the 20 school day window.

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.

The School District of Clay County administers the IPT 3C Reading and Writing assessment.

Grade 3-12 scoring non-English reader (NER); limited English Reader (LER); non-English Writer (NEW); limited English Writer (LEW) will be placed in the ELL program.

Note: A norm-referenced assessment may report a student's score as a percentile. A score at or below the 32nd percentile on the reading and writing portion of a norm-referenced assessment would qualify a student for entry into the ELL program.

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

The parents of the student are notified if the test has not been administered within the 20 school day window, providing an explanation for the delay. This notification is given to the parents in their native language when feasible. Test delays are considered by the District and school administrators as an unacceptable practice and this is not to occur unless unavoidable circumstances have arisen such as student absences. However, every effort should be made to test the student within the 20 school day window.

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?

Each school in the School District of Clay County has an ELL committee. School personnel or parents who wish to have the committee review the ELL or non-ELL status of a student will complete a "Request for an ELL Committee Review form and submit it to the ELL (guidance counselor) contact person at the school and an ELL Committee meeting is scheduled.

The parent of the student is invited to participate in the Committee Review meeting to determine if the student is or is not an ELL. The findings of the ELL Committee Review meeting and its recommendations are recorded and kept in the student's ELL folder in the students cumulative record.

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 name of the student identified as ELL is given to the ELL contact person (guidance counselor) at the school. The school guidance counselor reviews the educational background of the student and/or conducts parent and/or student interviews to determine the appropriate grade level and/or subject area placement for the student.

When an ELL student enrolls at the school and has never been afforded formal schooling or records are not obtainable, the student is placed in an age appropriate grade. The student is then assessed for academic achievement. The results of the assessment will determine if the student needs accelerated reading and math until the necessary learning gains are accomplished. Multiple attempts are to be made with the parent/guardian and prior sending school to obtain all academic records.

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.

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).

The guidance counselor and the administrator fill out the Programmatic Assessment form for the placement of the student in the appropriate grade level. Grade 9-12 ELLs will be placed based on age appropriate guidelines and previous academic records when available.

If there is an academic record received in another language other than English, the records will be translated and the ELL student will be awarded the earned credits. It is not a common practice of the district to award earned credits without proper documentation from previous schools depicting earned credit awarded. The courses are matched as closely as possible to the Florida Course Code Directory.

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

If school personnel of the native language are available to transcribe the report cards, he/she will do so with the parent. On occasion, the District ELL office is sent the report card and every effort is made to transcribe the document.

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.

Upon returning to the district, within 20 school days the School District of Clay County, will reassess the ELL student using the IPT Language Proficiency Test in aural/oral and/or reading and writing. The length of time between the ELL's withdrawal and re-enrollment with a new English Language Proficiency test will be administered will be less than but no more than one year. All data reporting of assessment results are recorded in the districts data management system, FOCUS

Moving from one Florida LEA to another:

It has become a common practice by the School District of Clay County to administer the IPT Language Proficiency Test in aural/oral and/or reading and writing upon re-entry due to not all districts using the same assessments.

Moving from another state to Florida LEA:

It has become a common practice by the School District of Clay County to administer the IPT Language Proficiency Test in aural/oral and/or reading and writing upon re-entry due to not all state's using the same assessments.

Moving from another country to Florida LEA:

It has become a common practice by the School District of Clay County to administer the IPT Language Proficiency Test in aural/oral and/or reading and writing upon re-entry due to not all country's using the same assessments.

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 school guidance counselor and the student's primary language arts teacher and/or reading teacher, in collaboration with the parent/guardian, are responsible for developing the ELL students plan for the current school year. The plan will be shared with all ELL teachers on his/her current schedule.

The school guidance counselor is responsible for ensuring that the ELL plans are developed, reviewed and completed on a yearly basis. If the ELL students' academic needs change during the school year, the teacher, parent, guidance counselor and school administrator can schedule an ELL Committee Review at any time to discuss the necessary changes. Schools with the highest concentration of ELL students will utilize the ELLevation resource to set instructional goals and select activities that will help ELL students meet those goals.

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?

The elements of the plan are to include but not limited to: Amount of instruction in basic subject areas using ELL WIDA strategies and goals; amount of instruction in other subject areas using ELL WIDA strategies and goals. Assessments such as ACCESS 2.0 as well as FSA results can determine which goals would be selected as an area of focus.

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.

The School District of Clay County schools are utilizing the Mainstream/Inclusion model. The fidelity of each instructional model is monitored by the school based administrator to ensure the implementation and delivery model of instruction is followed as outlined in the School District of Clay County District ELL Plan. Administrators, guidance counselors and teachers are offered professional development every year to ensure that all are aware of the instructional model for ELL students.

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

The School District of Clay County has chosen the Mainstream/Inclusion model so the content delivered to ELL students and non-ELL students is the same. While the curriculum is the same as for non-ELL students, accommodations and supplemental materials are provided for ELL students as allowed by the META Consent Decree and Florida State Statutes. Elementary teachers have curriculum mapping with current Florida standards (ie: Florida State Standards; WIDA; Next Generation Sunshine State Standards) and are required to follow the maps. This requirement ensures equal instruction is provided to ELLs and non-ELL students and is verified by the school administrators. At the secondary level the building administrators are responsible for ensuring equal instruction to ELLs and non-ELL students.

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

The instructional models are monitored by the teacher, administrators and guidance counselors. Assessment scores from progress monitoring, class work and report cards are used to determine if additional support is needed in the instructional model setting.

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

School administrators are responsible for assuring equal access to all programs and facilities for ELLs and non-ELL students.

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

Instructional strategies are documented through lesson plans. Teachers in the School District of Clay County are provided with an ELL Strategies Checklist which is an integral part of their lesson plans. School Administrators should be checking that teachers are utilizing the checklist through lesson plans that are submitted.

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

School administrators conduct classroom walkthroughs on a regular basis. During these walkthroughs, a focus is upon the quality of instruction and students' response to this instruction.

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.

School guidance counselors are to communicate regularly with teachers of ELL students to ensure that ELLs are being provided equal access to programs while receiving clear, explicit instruction. Student progress will be tracked to determine growth towards ELD standards.

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) Performance Matters
- 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.
- 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.

The School District of Clay County School Board may only exempt students from mandatory retention in Grade 3 for Good Cause. Good cause exemptions shall be limited to the following:

- **Limited English proficient students who have had less than two years of instruction in an ELL program. Parents/Guardian will be notified in writing by the Administration (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.

The ELL Committee's role in the decision making process of recommendation for retention or promotion of any ELL is important. As a team (guidance counselors; teachers; parents and administration) all pertinent information (portfolios, report cards, assessments) must be evaluated and discussed before recommendation.

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 school based administrator (Principal) is responsible for making sure all ELL students are assessed. The Testing Coordinator (Guidance Counselor) is responsible for training for State wide Testing excluding ACCESS 2.0. However, the Testing Coordinator retrieves a list of all active ELL students from the district's student data base system FOCUS. The Testing Coordinator ensures that all active ELL students are provided with the accommodations as listed on their current ELL plans. (i.e. heritage language dictionary; small group setting; and/or extended time for all assessments. The School District of Clay County uses a cadre of professional retired personnel for the administration of ACCESS 2.0. This cadre is trained by district ELL personnel.

Statewide content area assessments: **Testing Coordinator**
ACCESS for ELLs assessment programs: **District ELL personnel**

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)?

The school's Testing Coordinator (Guidance Counselor)

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.

The ELL Committee relates the information regarding assessments and testing accommodations with parents/guardian at either the initial placement meeting or annual review. The School District of Clay County also has the assessment calendar posted on the districts web page. The District ELL office provides all testing results and responds to questions from parent/guardians in their native language when requested.

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.

The School District of Clay County reviews the criteria for exit for Grades K-2 and Grades 3-12 as set forth by the State of Florida. The ELL Committee will meet with the teachers and parent (s) to determine if the exit criteria have been met. Data reporting is made by the committee to the schools data entry personnel who then enter the information into our Data Management System known as FOCUS.

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? **The School District of Clay County reviews the criteria for exit for Grades K-2 and Grades 3-12 as set forth by the State of Florida. The ELL Committee will meet with the teachers and parent (s) to determine if the exit criteria have been met.**

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

The School District of Clay County can reassess any K-2 ELL student at any point of the year. The Guidance Counselor will administer the instrument that qualified the student for the program (i.e. IPT). Grade 3-12 students will need to qualify for exit criteria as set by the State of Florida

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? **Guidance Counselors and Teachers**

Updating the student ELL plan? **The ELL Committee**

Reclassification of ELL status in data reporting systems? **The ELL Committee notifies the Data Entry Clerk when a student is reclassified.**

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?

An ELL Committee Review is conducted and the student is either reassessed, or the ELL Committee determines the need for ELL services and the student is placed back in the ELL program. The student's teacher must notify the guidance counselor regarding a pattern of poor performance (below average or failing grades) as soon as possible. The Guidance Counselor will ensure that all appropriate documentation is on file in the ELL student folder. The Guidance Counselor will also notify the Data Entry clerk of any changes in FOCUS.

Compliance of ELL Plan and Student Performance

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

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

Once the ELL Plan is approved by the State of Florida, it is placed on the School District of Clay County ELL website.

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

Periodic visits are made to schools by the District ELL staff to ensure that they are implementing the Districts ELL plan with fidelity.

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.

Bilingual teachers/classroom aides/bilingual parent liaisons are made available to translate at conferences and ELL Committee Review meetings as needed. District and school required forms and documents are available in a translated format unless clearly not feasible.

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 School District of Clay County ELL Office works with the schools and local community members to learn of various outreach activities available and translate them into their native languages (when feasible) as well as distribute the information. The ELL District Office conducts parent workshops and parent nights to further assist them in helping their ELL students.

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 School District of Clay County is in the process of translating report cards for grades 3-12. The District ELL office has a parent liaison that is available to translate ELL student report cards to parents if needed.

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 function of the PLC is to review the ELL Plan, grants and act in an advisory role. 51% of the parents on the council are parents of ELL students. Other members of the council include but not limited to District Supervisor, District Staff, School Administrators and teachers.

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.

Does not apply.

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

Does not apply

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

Members of the District PLC gave input at district parent meetings.

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 Director of Human Resources notifies Category I teachers via letter of ELL training requirements. Notification of ELL training opportunities are emailed to all personnel throughout the district, as well as posted on the District's website, to ensure compliance and to assist teachers in gaining the required training. Documentation of this notification is kept in the teachers file in Human Resources. The Director of Human Resources works with Principals to ensure that teachers comply with the law regarding training. The Director of Human Resources work in collaboration with the District ELL office to track the teacher's completion of said 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 Director of Human Resources notifies Category II teachers via letter of ELL training requirements. Notification of ELL training opportunities are emailed to all personnel throughout the district, as well as posted on the District's website, to ensure compliance and to assist teachers in gaining the required training. Documentation of this notification is kept in the teachers file in Human Resources. The Director of Human Resources works with Principals to ensure that teachers comply with the law regarding training. The Director of Human Resources work in collaboration with the District ELL office to track the teacher's completion of said 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 Director of Human Resources notifies Category III teachers via letter of ELL training requirements. Notification of ELL training opportunities are emailed to all personnel throughout the district, as well as posted on the District's website, to ensure compliance and to assist teachers in gaining the required training. Documentation of this notification is kept in the teachers file in Human Resources. The Director of Human Resources works with Principals to ensure that teachers comply with the law regarding training. The Director of Human Resources work in collaboration with the District ELL office to track the teacher's completion of said 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.

Teachers that are reported out-of-field are given notification via US Mail of their status. The teachers must complete an out-of-field plan that is reviewed by the Director of Human Resources for approval. The teacher is coded as being out-of-field in our database management system – FOCUS.

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 School District of Clay County provides professional development for the 60 hour training requirement for Administrators through Google Classroom (online course). All documentation is maintained on the course website. Documentation of course completion is maintained by the district's professional development database management system known as Navigator Plus. An additional database confirming administrator compliance is being maintained by the District ELL office.

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

The School District of Clay County provides professional development for the 60 hour training requirement for Guidance Counselors through Google Classroom (online course). All documentation is maintained on the course website. Course completion data is maintained by the district's professional development database management system known as Navigator Plus. An additional database confirming all Administrators are in compliance is being maintained by the District ELL office.

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

The School District of Clay County provides professional development through workshops and Google Classroom throughout the year. A course entitled "The WIDA Framework and ELD Standards" has been created and is offered to all administrators and teachers.

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.

The School District of Clay County only provides instruction in English.

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 School District of Clay County's bilingual paraprofessionals must speak the language required by the ELL population. A description and qualifications of a bilingual paraprofessional can be found on our District website:

http://www.clay.oneclay.net/PDF-HR/class_asst_general/pdf

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

The School District of Clay County provides bilingual paraprofessional training with the District ELL Professional Development Specialist at the beginning of the school year. Several visits are made by the District ELL Professional Development Specialist to the schools that have bilingual paraprofessionals to ensure that services are being delivered correctly. Documentation is maintained in our Professional Development database management system known as Navigator Plus.

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

The School District of Clay County relies on the Administrators of the schools that are eligible for bilingual paraprofessionals to monitor their proficiency in English and in the heritage language of the students served. Before choosing a bilingual paraprofessional, oral interviews should be conducted by the School Administrator. Through this process the paraprofessional's proficiency of heritage language is assessed. The Administrator can utilize other bilingual staff in the process to determine proficiency if an available resource is on campus. Several visits are made by the District ELL Professional Development Specialist to the schools that have bilingual paraprofessionals to ensure that services are being delivered correctly.

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.

Evaluation procedures for the extension of ELL services based on the timeline of DEUSS, ELL students shall be determined by the same criteria for entry and/or current statewide assessments (ACCESS 2.0/FSA). An ELL student whose English competency does not meet the proficiency level after three (3) years in the ELL program may be reported for a fourth, fifth and sixth year of funding, providing the students limited English proficiency is assessed and is properly documented by the ELL Committee Review staff prior to the ELL students enrollment in each additional year beyond the three (3) year basic period.

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.

The School District of Clay County uses:

IPT I Grades K-6

IPT II Grades 9-12

ACCESS 2.0

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.

The School District of Clay County uses:

IRW Grades 3-12

ACCESS 2.0