

2016-2019

District

English Language Learners (ELL) Plan

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

APPROVED BY HAMILTON SCHOOL BOARD

ON 7/11/16

Thomas P. Nguyen
SUPERINTENDENT

Date Received by FDOE

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

FDOE INTERNAL USE ONLY

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Hamilton County School District

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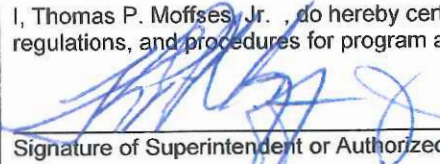
(5) PREPARED BY: (If different from contact person)

First Name: Phyllis
Last Name: Porter
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Phone No: 386-792-7807

(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, Thomas P. Moffses, Jr., 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

7/11/16
Date Signed

7/11/16
Date of Governing Board Approval


(7) Chairperson representing the District ELL Parent Leadership Council (PLC)

Name of Chairperson representing the District ELL PLC:

Contact Information for District PLC Chairperson:
Mailing address: 1291 Florida Street, Jennings, Florida 32053

E-mail Address: norma.zamora@hamiltonfl.com Phone Number: 352-222-7920

Date final plan was discussed with PLC: 7-7-16


Signature of the Chairperson of the District PLC

7.7.16
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, Thomas P. Moffses, Jr., do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



Superintendent's Signature

7/11/14

Date Signed

Hamilton County ELL Plan

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 who attend school in Hamilton County register for attendance at the individual school sites determined by home address. When registering, students and their parents/guardians are assisted in their home language by school personnel, unless clearly not feasible. Also, a registration form is available in Spanish. The enrollment procedures are the same for all students.

Into what languages are the HLS translated? **The HLS is translated into Spanish.**

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

The LEA has personnel that are bilingual in English and Spanish.

How do you identify immigrant students? **Immigrant students are identified through questions located on the HLS.**

How is Date Entered US School (DEUSS) obtained in the registration process? **This is asked as a question located on the HLS.**

The term immigrant children and youth means individuals who:

- (A) are ages 3 through 21; and
- (B) were not born in any State, the District of Columbia or Puerto Rico; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

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

Please include a link to your HLS. <https://digitalbell-bucket.s3.amazonaws.com/EA6CC792-5056-907D-8D84-0FFD939E00A6.pdf>

Section 2: English Language Proficiency Assessment (Rule 6A-6.092, 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.

IPT K-1; 2-6; 7-12

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 registration personnel report the HLS affirmative response to the guidance counselor. The guidance counselor marks the calendar 20 days from the date the student enters. Registration information is sent to MIS for data entry and proper coding of the student. Regular reports are produced by MIS to ensure assessments have been completed and students are identified and placed. Documentation is sent to parents in their primary language in a timely manner and a copy retained in the student's file. If a student is not given the IPT Aural/Oral test within 20 days of registration, a Notice of Delay letter is sent to the parents informing them of the reason for the delay and the date when the test will be administered. A copy of the letter is kept in the student's file. The ELL Coordinator receives regular reports from MIS with a list of students who have not been tested (if any) within the 20-day period. School administrators are notified with a request for immediate action.

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 in Hamilton County in grades 3-12 who scored English proficient (FES) on the IPT Oral Test are also given the IPT Reading and Writing Test within 20 days of the oral test to evaluate English proficiency level and eligibility for ESOL services. Students who score at or below the 33rd percentile in reading and/or writing will be enrolled in the regular program. An ELL committee meeting may be convened to review and determine ESOL program placement.

Reading and Writing Proficiency Assessment

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

IPT 2 – Reading and Writing Test

IPT 3 – Reading and Writing Test

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

The reading and writing assessment is generally administered immediately following the IPT Oral test or within 20 days, if the student scored FES on the Listening/Speaking section.

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?

Upon identification of NES or LES status for a student, the ELL committee may be convened based on test results to determine placement, instructional strategies and accommodations for the student. Parents are invited to the meetings and can at any time, request a meeting of the ELL committee. An ELL Student Education Plan is completed to document the meeting and to provide the structure for the delivery of instructional services. All students who qualify for ESOL services may enter through the ELL committee. An ELL Committee may also make entry decisions based on stakeholder input, prior educational experiences, school records, and assessment data.

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.

In Hamilton County, the school of enrollment makes every effort to obtain grade reports and transcripts through the state's FASTER system as well as contacting prior schools identified by the family. In addition, the guidance counselor or bilingual support person may conduct a parent interview regarding the student's educational history, as well as student interviews.

When an ELL student enters the school district, the registrar, guidance counselor and bilingual paraprofessional make every effort to obtain information about the student including all, if any, former school records by calling, emailing, faxing, and interviewing parents and the students to gather information regarding the student's prior academic history in order to make the best and most appropriate decision of placement for the student.

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.

Hamilton County has one high school. The guidance counselor assigned for student placement carefully reviews completed credits, inclusive of credits awarded from countries outside the United States and for Language Arts classes taken in the student's native language, as well as foreign languages the student may have taken. Using the Student Progression Plan, the guidance counselor makes a recommendation and forwards it for approval by the principal regarding which credits the student has successfully completed and then credit is awarded. The ELL committee also meets to review the credit awarded.

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).

Hamilton County has one high school. The guidance counselor assigned for student placement carefully reviews completed credits, inclusive of credits awarded from countries outside the United States and for Language Arts classes taken in the student's native language, as well as foreign languages the student may have taken. Using the Student Progression Plan, the guidance counselor makes a recommendation and forwards it for approval by the principal regarding which credits the student has successfully completed and then credit is awarded. The ELL committee also meets to review the credit awarded.

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

Persons responsible: School Registrars

Training: Workshops provided by FDOE, NEFEC and other as appropriate

Documentation: Maintained in the Student Record or Cum Folder

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:

ELs that re-enroll within the same school year after having been in another Florida LEA for three months or more are temporarily placed in appropriate classrooms until records are obtained to determine a more permanent placement. The ELL committee is convened within 20 days of re-enrollment to determine if that placement is still the most appropriate for that student.

Moving from another state to Florida LEA:

If the student attended school in another county or LEA, a new IPT, and if applicable, the IRW assessment is administered if the prior assessment is more than one year old or if the ELL committee determines that a new assessment should be administered.

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 student ELL Plan is developed by the ELL Committee, which is convened by the committee chairperson within 20 days of the first day of school for ELLs already enrolled, or within 20 days of the initial enrollment of the ELL. The plan is updated at the beginning of each new school year or as needed or requested by the parent/guardian or by the teacher.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). The teacher is an important member of the ELL Committee. The teacher(s) with other members of the Committee review the student's records and other pertinent data to make appropriate academic decisions on materials, interventions and academic progress.

The plan addresses: (1) reasons for recommendation for ELL services; (2) type of services; (3) student schedule for special programs and amount of instruction; (4) comments; (5) signatures; (6) achievement test data; (7) promotion; (8) reclassification; (9) student progress monitoring.

Please include a link to the ELL Student Plan. . <https://digitalbell-bucket.s3.amazonaws.com/EA6CC792-5056-907D-8D84-0FFD939E00A6.pdf>

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 instructional model followed in schools in Hamilton County the mainstream model. All students are placed into an English/Language Arts classroom taught by highly qualified teachers. EL students are placed with an ESOL endorsed teacher (or a teacher in the process of becoming ESOL endorsed) and to basic area and other subject area classes taught by ESOL trained teachers who use ESOL strategies to deliver comprehensible instruction. ESOL trained teachers are employed and available in each school. A bilingual tutor is available as needed to assist in the delivery of comprehensible instruction. Basic subject area teachers and tutors work together to develop appropriate tutorial opportunities based on the needs of the EL student. EL students receive instruction for a period of time that equals the amount of time that non-ELs receive instruction in regular English/Language Arts.

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

All English Language Learners at both the elementary and secondary levels will be provided with equal educational opportunities through equal access to academic and computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELs in basic or categorical programs as established by district; state and/or federal guidelines appropriate to those courses. Teachers of ELs will be appropriately certified and ESOL trained, making use of appropriate instructional strategies in the delivery of the course or program curriculum. Administrators provide evidence through evaluation of lesson plans and classroom observation. Documentation of minutes of instruction is provided in the district's scheduling program. Building level administrators to ensure that all students are scheduled in required courses for required periods monitor schedules.

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

The LEA determines the affect of these instructional models through assessment data analysis and student progress monitoring.

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

The district ensures that ELs have equal access to all programs and facilities that are available to non-ELs. All ELs are enrolled in courses with non-EL students. District programs, services, and facilities are available to all students. District staff and school-based administrators review and monitor policies and procedures that provide these services to ensure that academic needs of the EL student are met. The instruction is equal for all students. Teacher lesson plans with ESOL strategies being implemented in the classroom, are reviewed and monitored by school based administrator(s), ensuring quality instruction for both ELs and non-ELs.

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

Instructional staff is required to document the use of ESOL instructional activities in their planning and curriculum maps. Each teacher monitors the performance of each ELL in his/her classroom. The teacher communicates with guidance to review the placement of any student whose performance indicates the need for review.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs? What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

The instructional model followed in schools in Hamilton County is the Florida Continuous Improvement Model. All students are placed into an English/Language Arts classroom taught by highly qualified teachers. ELL students are placed with an ESOL endorsed teacher (or a teacher in the process of becoming ESOL endorsed) and to basic area and other subject area classes taught by ESOL trained teachers who use ESOL strategies to deliver comprehensible instruction. ESOL trained teachers are employed and available in each school. A bilingual tutor is available as needed to assist in the delivery of comprehensible instruction. Basic subject area teachers and tutors work together to develop appropriate tutorial opportunities based on the needs of the ELL. ELL students receive instruction for a period of time that equals the amount of time that non-ELLs receive instruction in regular English/Language Arts.

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) FSA _____
- ☐ 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.
2016-2017 SPP was approved by the Hamilton School Board on December 12, 2016. It is in process to be posted on the District website.

- ☐ 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.

According to the SPP, a student not meeting the requirements for promotion, but has already been retained the maximum number of times or has individual circumstances indicating that retention would not be in their best interest, the student may be considered for grade assignment for "Good Cause" on an individual basis." A "Good Cause" for EL students may be given to those students who have had less than two years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

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 recommendation of retention of any ELL student shall be reviewed and decided with an ELL committee. The ELL committee will use student portfolios, formative and summative assessments, time in program, ESOL instructional strategies used, and student progress.

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:

Statewide content area assessments; ACCESS for ELLs 2.0 assessment programs:

The testing coordinator at each school site is responsible for ensuring that all ELLs participate in statewide assessment and ACCESS for ELLs 2.0. All testing coordinators at each site have been instructed by the district's ESOL Coordinator and District Assessment and Accountability Coordinator that all ELLs are to participate in statewide assessment and that necessary accommodations are to be made for each eligible ELL student. Each school coordinator and additional staff is trained to administer statewide assessments. A form, Accommodations Documentation for ELLs, must be completed or updated within 45 calendar days from the start of the school year or the date of the student's enrollment.

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)?

School test coordinator and 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.

Parents are notified of assessments and testing accommodations through the school website and school to home communication. This information is in a language the parents can understand unless otherwise not feasible.

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.

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

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

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

An ELL Committee is involved in exit decisions when a teacher, parent, guidance counselor, and/or ESOL Coordinator make a recommendation for exit and the student has not met the state exit criteria. Documentation used in exit decisions includes statewide assessments, ACCESS for ELLs 2.0, formative and summative assessments, and student portfolios.

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

Students would only meet exit criteria in the middle of a grading period if the student were re-enrolling in the district. The student would be assessed and if they met proficiency on the IPT and the IRW then the student may be exited from the ESOL program along with the recommendation for exit from the ELL Committee. Should a teacher or parent make a recommendation for exit during the middle of the grading period then an ELL Committee would convene and consider the recommendation. Since the district utilizes only mainstreaming as an instructional model, the student's schedule would remain the same regardless of their ELL classification.

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 counselor**

Updating the student ELL plan? **Guidance counselor**

Reclassification of ELL status in data reporting systems? **Guidance counselor**

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?

Teacher makes a referral to the guidance counselor who then convenes the ELL committee to review data and make a recommendation regarding re-entry.
Compliance of ELL Plan and Student Performance

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

The ESOL Coordinator holds monthly meetings with school guidance counselors to assure that all procedures listed in the ELL Plan are being implemented at the school level.

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

The ELL Plan is available on the district website.

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

District staff, including the ELL Coordinator meets monthly with principals to discuss programs including the ELL Program. MIS reports are produced on a regular basis for the ELL Coordinator and school principals to ensure students are properly coded.

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 school staff is available to speak with parents/guardians of ELLs in their home language while at school. Correspondence sent to parents/guardians is sent in both English and Spanish.

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 ESOL office collaborates with the Migrant Program, Homeless Program and Title I Program in order to provide parent outreach programs for ELLs and their parents. All Hamilton County Schools are Title I eligible and Title I served- they follow the extensive parent outreach requirements for federal programs. Requirements include convening an annual meeting; having a parent committee; conducting regular parent engagement activities; sending multiple communications home; using a school-parent compact; and annually evaluating the parent involvement at each school. Reading materials delivered twice per year to the home of ELL students by a bilingual liaison, give parents resources to assist their students at home in literacy. Communications are sent home to parents in a language they can understand unless clearly not feasible.

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) Student Code of Conduct

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

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 Hamilton County Parent Leadership Council is composed of a majority of parents of limited English proficient students and represents a cross-section of the community. It functions as a data gathering/focus group for the district.

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.

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

Parents who participate in the PLC are also invited to participate in other committees such as parent advisory councils, school advisory councils, and any other committees at the school or LEA level.

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

The PLC reviews the plan in draft form, makes recommendations for any changes, and approves it in its final form.

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.

Annually school administrators and the HR department review staff certification as part of the Individual Professional Development Plan Process. One of the goals on the IPDP relates to the instructional staff member's certification status. Should the staff member not have the required ESOL hours, a measurable objective for the year will be written in conjunction for their area. A staff member within the district provides ESOL training for instructional and administrative staff. The professional development coordinator for the district includes notices of these sessions on the instructional services website.

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 process is the same for all teachers as with English Language Arts and intensive reading teachers.

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 process is the same for all teachers as with English Language Arts and intensive reading teachers.

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

The procedures used for Category I teachers reported out of field are as follows: the out of field teacher is immediately placed in an appropriate ESOL endorsement professional development class, the teacher's name is then sent to the board for approval as out of field in ESOL, and once the teacher has been board approved, a letter notifying the parents that the teacher is out of field and what actions have been taken to address the situation. All parent communication is sent in a language the parents can understand unless otherwise not feasible.

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 district contracted ESOL trainer provides training for administrators, or access is provided online through the North East Florida Educational Consortium (NEFEC) or other online courses. As is the case with all ESOL training, hours are reported to the district professional development office for entry into the district database.

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

The district contracted ESOL trainer provides training for administrators, or access is provided online through the North East Florida Educational Consortium (NEFEC) or other online courses. As is the case with all ESOL training, hours are reported to the district professional development office for entry into the district database.

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 LEA contracts with ESOL and other professionals to provide supplemental professional development in ESOL strategies, Reading, and any other training that will assist in ESOL student success.

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

N/A

A bilingual paraprofessional or teacher is required at schools having 15 or more ELs 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.

Hamilton County has established the following requirements for bilingual paraprofessionals. They must, at a minimum: (1) have the ability to relate to and work with students and adults in a positive manner; (2) demonstrate oral and written

communication skills; (3) possess basic English and mathematics skills; (4) possess the ability to follow written and verbal instructions; (5) possess basic knowledge of technology and ability to apply knowledge to assigned area of responsibilities; and (6) be proficient in the native language of the ELs they are serving.

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

The bilingual paraprofessionals participate in district wide in-service days that include training in ESOL strategies and are based upon identified needs. The District Staff Development office enters training into the database and maintains documentation. Other training opportunities are available online, at individual school sites and through webinars and conferences.

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

Before a bilingual paraprofessional is hired, they are interviewed in the target language by an interviewer specified by the HR Department. Through the interview and written communication, the applicant is determined to be proficient or non-proficient. Only those who are proficient are considered for the position.

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

Letter is 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.

The procedures to determine extension of services are as follows: ELLs in grades K-2, within their first three years of ESOL services who have not met all domains on ACCESS for ELLs 2.0 would be recommended for extension of services; students in grades 3-12, if a student is within their first three years of ESOL services and has not met proficiency in all domains on ACCESS for ELLs 2.0 or scored passing on the FSA Reading, then the ELL student will be extended for services. If a student is beyond their three years of ESOL services and has not met proficiency in all domains on ACCESS for ELLs 2.0 nor scored passing on the FSA Reading, then an ELL committee will convene to discuss why the student has not met proficiency and to determine if extension of services is best and an appropriate decision for the ELL student.

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.

IDEA Oral Language Proficiency Test I (ITPI), Grades K-6

IDEA Oral Language Proficiency Test II (ITPII), Grades 7-12

ACCESS for ELLs 2.0

WIDA Screener

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.

IDEA Oral Language Proficiency Test I (ITPI), Grades K-6

IDEA Oral Language Proficiency Test II (ITPII), Grades 7-12

ACCESS for ELLs 2.0

WIDA Screener



Hamilton County School District

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Thomas P. Moffses, Jr., Superintendent

School Board Members
Cheryl McCall – District 1
Gary Godwin – District 2
Jeanie Daniels – District 3
Johnny Bullard – District 4
Suzette Wiggins – District 5

July 11, 2016

To Whom It May Concern:

This letter is to confirm that the teachers in the Hamilton County School District are in compliance or are working towards compliance for their required ESOL Certification.

Our District works with the Northeast Florida Consortium (NEFEC), Beacon Educator, and Shultz Center to ensure that our teachers are given ample opportunities to attain their ESOL Certification.

Sincerely,

Thomas P. Moffses, Jr.
Superintendent

/smb