Draft 2009 2012

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
ACADEMIC INTERVENTION PROGRAMS
OFFICE OF ESOL AND MIGRANT
1960 LANDINGS BOULEVARD   SARASOTA, FLORIDA 34231-3331
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DISTRICT ENGLISH LANGUAGE LEARNERS (ELLS) PLAN
2009-2012

Lori M.White
Superintendent of Schools

Donald Blair
ESOL/Migrant Supervisor

School Board Members

Dr. Kathy Kleinlein
Chair

Mrs. Caroline Zucker
Vice Chair

Mrs. Shirley Brown
Mr. Frank H. Kovach
Dr. Carol Todd

(Revised September 2008)

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

Date Received by FDOE

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

DISTRICT PLAN FOR SERVICES TO ENGLISH
LANGUAGE LEARNERS (ELLs) | FDOE INTERNAL USE ONLY |

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE:
School District of Sarasota County, Florida	Donald Blair, Supervisor ESOL/Migrant	(941) 927-9000 x 34329

(4) MAILING ADDRESS:	(5) PREPARED BY: (If different from contact person)
1960 Landings Blvd., Sarasota, FL 34231-3331	

(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, **Lori M. White**, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

_____ _____ _____
Signature of Superintendent or Authorized Agency Head   Date Signed   Date of Governing Board Approval

(7) District Parent Leadership Council Involvement

Name of Chairperson representing the District ELL Parent Leadership Council (PLC): **Beatriz Osorio**

Contact Information for District PLC Chairperson:
Mailing address:

E-mail Address: Phone Number:

Date final plan was discussed with PLC: PLC ☐ approved ☐ not approved

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

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

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DISTRICT ENGLISH LANGUAGE LEARNER PLAN
ASSURANCES AND CERTIFICATION

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

- The requirements set forth in Section 1003.56, Florida Statutes;

- The requirements set forth in Rules 6A-6.0900 - 6A-6.0909; 6A; 6A-6.09091; 6A-1.09432, Florida Administrative Code (FAC.), and other applicable State Board of Education Rules;

- The requirements of the No Child Left Behind Act of 2001;

- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;

- The requirements of the Florida Educational Equity Act, 1984;

- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;

- The requirements based on the Supreme Court decision in Plyler v. DOE, 1980;

- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;

- The requirements of the equal Educational Opportunities Act of 1974;

- The Requirements of Section 504 Rehabilitation Act of 1973;

- The requirements of the Office of Civil Rights Memorandum of May 25, 1970;

- The requirements of the Title VI and VII Civil Rights Act of 1964; and

- The requirements of the Office of Civil Rights Standards for the Title VI Compliance.

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

_____   _____

Superintendent's Signature   **Date Signed**

SECTION 1: IDENTIFICATION

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

English Language Learners (ELLS) and non-ELLs will register at their assigned District school as determined by domicile. Parents or guardians report to the registrar's office where they are given a complete registration packet which includes the Home Language Survey (HLS) in English and Spanish.

In addition to registration procedures followed for non-ELLs, non-English speaking parents or guardians receive translated versions of registration forms, Home Language Survey, free and reduced lunch applications, and general school information, if available in their language. Currently, these forms are available for the major languages represented in the District (Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese). Where feasible, a bilingual staff member assists with translating or interpreting documents related to transportation and other pertinent school information.

Schools may not request or require documentation of the student's immigration status or inquire about the immigration status of the student. The District does not require any evidence of Unites States citizenship for enrollment. Social security numbers of students and families are not required in order to complete the registration process.

2) Administration of the Home Language Survey
Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

Parents or guardians registering students will complete, with assistance in their language where feasible, the Home Language Survey (form #001) containing the three questions required by Rule 6A-6.0902. The HLS is found in the registration packet (unless the student's cumulative records contain a recently completed HLS from a previous school in the District). If there is an affirmative response on the HLS, the registrar will explain to the parents or guardians that an ESOL evaluation will take place and that they may receive information via TeleParent in their home language. Please refer to Section 8, question #22 for information on TeleParent.

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

Registration personnel at each school site are responsible for collecting and filing registration information along with an original copy of the HLS form in the student's cumulative folder. If there is an affirmative response to any of the questions posed on the HLS, the registrar will refer a copy of the form to the ESOL liaison and/or teacher and to the District ESOL Office without delay.

If there is an affirmative response to question IB2a only, the child will be placed in the regular program (coded LP) and screened with an aural/oral proficiency assessment within two weeks of school entry.

If there is an affirmative response to either question IB2b or question IB2c, the child will be placed in the ESOL program (coded LP) and screened with an aural/oral proficiency assessment within two weeks of school entry.

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

☒ Registrar ☐ Guidance Counselor ☐ Other (Specify)

3) Provision of Understandable Communication
Describe the process to assist parents and students at the time of registration who do not speak English.

Non-English speaking parents or guardians receive translated versions of registration forms, Home Language Survey, free and reduced lunch applications, and general school information, if available in their language. Currently, these forms are available for the major languages represented in the District (Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese). Where feasible, a bilingual staff member assists with translating or interpreting documents related to transportation and other pertinent school information.

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

The school data entry person or administrative designee enters the student demographic information from the student's registration form and Student ELL Plan into the District's database system (TERMS). TERMS allows us to collect student information and report student demographic data.

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

☒ Registrar ☒ Data Entry Clerk ☐ Other (Specify)

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
(PLACEMENT)

5) English Language Proficiency (ELP) Assessment
Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

☐ Registrar

☒ ESOL Coordinator/Administrator

☒ Other ESOL Paraprofessional or staff member assigned by the school principal, who is
trained on procedures for administering the English language assessment(s).

6) Listening and Speaking Proficiency Assessment   New question
Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

| Name of Listening and Speaking Instrument(s): | INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE | | | |
	Grade Level	RS[(1)] *	SS[(2)]	NP[(3)]

IPT I Oral K-6 (Ballard & Tighe, Norm Year 2004)	K (Initial Identification)	Score Level*: A, B, C
		 Proficiency Designation*:
		  Level A- NES
		  Level B, C - LES
			N/A	N/A

	K (Redesignation) to 2	Score Level*: A, B, C, D
		 Proficiency Designation*:
		  Level A, B - NES
		  Level C, D - LES
			N/A	N/A

	3 to 6	Score Level*: A, B, C, D, E
		 Proficiency Designation*:
		  Level A, B, C - NES
		  Level D, E - LES
			N/A	N/A

IPT II Oral 7-12 (Ballard & Tighe, Norm Year 2004)	7 to 12	Score Level*: A, B, C, D, E, F
		 Proficiency Designation*:
		  Level A, B - NES
		  Level C, D, E - LES
			N/A	N/A

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

*The Raw Score corresponds to a Score Level represented by letters A, B, C, D, E, and F. Each Score Level (i.e.; A, B, C, D, E, F) corresponds to a Proficiency Level (i.e.; NES: Non-English Speaking, LES: Limited English Speaking, and FES: Fluent English Speaking) based on student's current grade level. This information has been taken from IPT I Oral and IPT II Oral Ballard & Tighe test booklets, Norm Year 2004.

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

Oral skills level for K-12 ELLs is determined by using a publisher provided designation chart. The chart provides an oral proficiency designation, Non-English Speaking (NES), Limited English Speaking (LES), or Fluent English Speaking (FES), based on the student's score level and current grade level. (For specifics, refer to question #6 above)

The assessment is scored and data is recorded by the ESOL liaison/teacher or ESOL paraprofessional. Test data is entered into the student database system (TERMS) by the registrar or data entry clerk.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses?

Students whose HLS has only an affirmative response to question 1.B.2a will be placed in the Regular Program (coded LP) and screened with an aural/oral language proficiency assessment within two weeks of school entry.

If there is an affirmative response to either question IB2b or question IB2c, the child will be placed in the ESOL program (coded LP) and screened with an aural/oral proficiency assessment within two weeks of school entry.

The state reports office runs queries and provides checklists in order to facilitate the monitoring of ESOL program compliance (i.e., time frame, code, procedure, etc.) by the ESOL office. Liaisons are given the reports to do self-monitoring, and both the ESOL office and the state reports office are available to assist the liaisons with any concern.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

If for any reason the screening does not occur within the two weeks, the parents will be notified with the reason for this delay; and the testing will be done as soon as possible.

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

Any grade K-2 student who scores fluent English speaking (FES) on the assessment will remain in the regular program (coded ZZ). Classroom teachers will be advised by the ESOL liaison that they should request an ELL Committee meeting should any concerns arise.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test.

Students in grades 3-12 who score non-English speaking (NES) or limited English speaking (LES) will also be assessed in reading and writing. These assessments should be administered within two weeks of school entry. Students who obtain a score of NES or LES will be entered into the ESOL program (coded LY, basis of entry A).

Parents will be notified via Notification of ESOL Placement Form (#003) (http://www.sarasota.k12.fl.us/esolmigrant) about program eligibility, proficiency level, and method of instruction.

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

Name of Reading and Writing Instrument(s):
IPT 1 Reading (Ballard & Tighe) Grade 3
IPT 1 Writing (Ballard & Tighe) Grade 3
IPT 2 Reading (Ballard & Tighe) Grades 4-6
IPT 2 Writing (Ballard & Tighe) Grades 4-6
IPT 3 Reading (Ballard & Tighe) Grades 7-12
IPT 3 Writing (Ballard & Tighe) Grades 7-12

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

ESOL liaisons are trained in ESOL procedures. As per procedures established in Sarasota County, students in grades 3-12 are assessed in Oral, Reading, and Writing within two weeks of school entry even when scoring an oral proficiency level of Non-English Speaking, Limited English Speaking, or Fluent English Speaking.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines.

If for any reason the screening does not occur within the two weeks, the LEP Committee will meet within this time period to determine placement (coded LY, basis of entry L if entered; remains LP if not) with the reading and writing assessment being administered as soon as possible. The parents will be invited to the ELL Committee Meeting and notified in writing about the reason for this delay.

8) ELL Committee Intervention

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

A student may be classified as ELL and services may be provided in accordance with the District ELL Plan, or the ELL Committee may confirm his/her ELL status. In addition to language proficiency assessment results, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the criteria listed in the Consent Decree (http://www.sarasota.k12.fl.us/esolmigrant).

Meeting minutes, including topics discussed and recommendations, will be documented on the ELL Committee Form (#006) (http://www.sarasota.k12.fl.us/esolmigrant).

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

☐ Yes   ☒ No

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

Academic assessment of identified and assessed ELL students is initiated at the registration site with staff seeking to document the prior school experiences of each new student using school records, transcripts, and other evidence of educational experiences. Depending upon the individual school, either the ESOL liaison, the registrar, or the guidance counselor, reviews the educational background and history of the student, conducts parent and/or student interviews and uses all pertinent data to determine the appropriate grade level and/or subject area placement for the student.

The principal or designee determines the final placement with the student`s best interest being foremost in importance. If no records are available or if students do not have prior school experience, the principal, counselor and ESOL liaison/teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school based professional judgment based on a period of observation by the ESOL and/or classroom teacher and guidance counselor.

All of the above information is reflected in the Student ELL Plan. The plan contains the student`s schedule, entry information, language proficiency level, and testing information. The schedule of the student and test data are recorded and updated in TERMS by either the data entry person or the ESOL liaison. (http://www.sarasota.k12.fl.us/esolmigrant)

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

The principal or designee determines the final placement with the student`s best interest being foremost in importance. If no records are available or if students do not have prior school experience, the principal, counselor and ESOL liaison/teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school based professional judgment based on a period of observation by the ESOL and/or classroom teacher and guidance counselor.

The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan (http://www.sarasota.k12.fl.us/StudentProgressionPlan).

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records.

After every effort has been made to contact and request records from previous schools with no tangible results, the principal or designee determines the final placement with the student`s best interest being foremost in importance. If no records are available or if students do not have prior school experience, the principal, counselor and ESOL liaison/teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school-based professional judgment based on a period of observation by the ESOL and/or classroom teacher and guidance counselor.

The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan (http://www.sarasota.k12.fl.us/StudentProgressionPlan).

10c) Grade Level and Course Placement Procedures – Grades K-8
Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

School personnel, usually the ESOL liaison/teacher, the guidance counselor, and/or other administrative designee reviews the educational background and history of the student, conducts parent and/or student interviews and uses all pertinent data to determine the appropriate grade level and/or subject area placement for the student. Steps taken to determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011).

The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan (http://www.sarasota.k12.fl.us/StudentProgressionPlan).

10d) Grade Level and Course Placement Procedures – Grades 9-12
Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

Placement for ELLs is "age-appropriate." ELLs in high school who are not able to provide a valid transcript or original report cards shall identify and describe all courses taken in previous years. Work or credit shall be validated by subject-area examination or performance assessment in order to award credit or to place students appropriately. Examinations/assessments may not be based in whole or in part on the student's English language proficiency. Steps taken to determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011) http://www.sarasota.k12.fl.us/esolmigrant).

Foreign-Born Students entering high school with 1.0-4.0 credits in the study of English language; shall receive, 1.0-4.0 credits for student's study of a foreign language (in this case, the foreign language is any language other than the student's native language).

For Foreign-Born Students entering high school with 1.0-4.0 credits in the study of their own country's primary language; shall receive, 1.0-4.0 credits in English (e.g., a French student gets credit for studying French in the same way that an American student gets credit for studying English).

The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan (http://www.sarasota.k12.fl.us/StudentProgressionPlan).

School personnel, usually the ESOL liaison, the guidance counselor, and/or other administrative designee are involved in determining appropriate grade level placement. Steps taken to determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011) (http://www.sarasota.k12.fl.us/esolmigrant).

11) Re-evaluation of ELLs who previously withdrew from the School/District
Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

Procedures can be found in the document titled Protocol Regarding ELL Students Returning to Sarasota County Schools, which can be accessed through (http://www.sarasota.k12.fl.us/esolmigrant), ESOL Forms.

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

The ESOL liaison, in conjunction with the ELL Committee where feasible, is responsible for developing the ELL Student Plan at the beginning of the school year and every time there is any change made to the plan. The information is documented on the ELL Student Plan (http://www.sarasota.k12.fl.us/esolmigrant), and the data entry person enters the ELL Student Plan information into the student database system.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

Training on ESOL procedures, including Student ELL Plan, is provided to ESOL liaisons at several times in the school year. At the beginning of the year, the ESOL liaison runs a report which reflects expired Student ELL Plans (http://www.sarasota.k12.fl.us/esolmigrant). In addition, state reports office runs queries and provides checklists in order to facilitate the monitoring of ESOL program compliance (i.e., time frame, code, procedure, etc.) by the ESOL office. Liaisons are given the reports to do self-monitoring, and both the ESOL office and the state reports office are available to assist the liaisons with any concern.

13) Parent Notification
Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

☒ Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible. (http://www.sarasota.k12.fl.us/esolmigrant)

13a) List the languages used in the Parent Notification Letters (check all that apply):

☒ English

☒ Spanish

☒ Russian

☒ Ukrainian

☒ Haitian Creole

☒ Vietnamese

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models
In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf. *(Check all that apply)*

☒ Sheltered English Language Arts

☒ Sheltered Core/Basic Subject Areas

☒ Mainstream-Inclusion English Language Arts

☒ Mainstream-Inclusion Core/Basic Subject Areas

☐ One-Way Development Bilingual Education

☐ Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

> Sarasota County offers English Language Learners (ELLs) instructional services through the English for Speakers of Other Languages program. The preferred model at many of our schools is mainstream/inclusion; however, schools may also use self-contained, sheltered or pullout models.
>
> School administrators review teacher lesson plans and conduct classroom walk-throughs to monitor fidelity and implementation. ESOL Teacher Trainers are also involved in the classroom walk-throughs.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

Please refer to Sarasota County Schools Instructional Models document attached.

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

> Instruction provided to ELL students is equal in amount, sequence, and scope to that provided to Non-ELL students. Basic ESOL time is proportional to the Language Arts time received by non-ELL students. All ELL students are given equal access to appropriate programming and core academic subjects including intensive instruction in the English language and instruction in the basic subject areas. The schedule on the ELL Student Plan reflects the minutes per week in each of the students' classes.
>
> School administrators or designee review teacher lesson plans and conduct classroom walk-throughs.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

Each teacher develops daily lesson plans in which they document the use of ESOL strategies for all subjects taught. A list of sample Instructional Strategies for ELLs is also attached to the plan book (http://www.sarasota.k12.fl.us/esolmigrant). The plan reflects the teaching of Sunshine State Standards for the appropriate language proficiency level of the student. School administrators or designee review teacher lesson plans regularly to ensure that comprehensible instruction is occurring and conduct classroom walk-throughs.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

☐ Region Administrator(s)

☒ District Administrator(s)

☒ School Level Administrator(s)

☐ Other (Specify**)**

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

☒ Student Portfolios

☐ FCAT Practice Tests

☒ Other Criterion Reference Test (Specify) On the Mark (K-1), Harcourt Assessments (K-5), Oral Fluency Probes (1-5), SRI (2-12), FORF (6-8), DIBELS (Reading First Schools)

☐ Native Language Assessment (Specify)

☒ FCAT

☒ Other (Specify) CELLA

15) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

☒ **Yes** ☐ **No**

If yes, indicate where in the Student Progression Plan these are described.

The District's Student Progression Plan addresses a number of areas including student placement, progression, remediation alternatives, retention, assessment, and placement in special and alternative programs. For additional information, please refer to the District's Student Progression Plan (http://www.sarasota.k12.fl.us/StudentProgressionPlan).

Elementary School Student Progression Plan - Section VI, IX, X
Middle School Student Progression Plan - Section V, XI, XII
High School Student Progression Plan - Section III, XII

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

English Language Learners who have received instruction in an approved ESOL program for two years or less may be exempted from the mandatory retention in third grade. The Good Cause Policy can be found in the Student Progression Plan. (http://www.sarasota.k12.fl.us/StudentProgressionPlan)

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

The ELL Committee and CARE will complete a case review for students who are being considered for retention. The Principal, with input from the ELL Committee and/or CARE, may waive the promotion requirements or may exempt ELL students from mandatory retention for "Good Cause" conditions defined by the school board in the District Student Progression Plan. (http://www.sarasota.k12.fl.us/StudentProgressionPlan). Parents are notified.

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

The parents or guardians of ELL students will be invited to an ELL Committee Meeting in which retention will be discussed. Information about educational opportunities available for the student is discussed with parents (e.g.; Summer School). If applicable, possibilities for promotion after meeting requirements are discussed (e.g.; satisfactory completion of Summer School program, passing of Summer FCAT retake).

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment
Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed.

The Director of Research, Assessment, and Evaluation (RAE) is responsible for making sure that all ELLs participate in statewide assessments (FCAT, CELLA, etc.). Our District policy is that all ELLs will participate in the statewide assessment programs.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The test coordinator at each school is responsible for making sure that all accommodations for statewide assessment have been offered to ELLs. The District testing coordinator in Research, Assessment, and Evaluation meets with and trains all test coordinators from each school regarding all procedures to be followed in the test administration and accommodations for ELLs. A letter is sent hoe to parents explaining the accommodations available for their children. Documentation of test schedules and location for testing is kept at each school.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?   Change

☐ Yes   ☒ No

If yes, describe the process for alternatively assessing ELL students. N/A

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: N/A   Math: N/A   Writing: N/A   Science: N/A

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

In order to consider a KG - 2 grade student for exiting, a student must obtain a CELLA Scale Score at proficiency level in the areas of listening and speaking. In addition to language proficiency assessment results, the ELL Committee will convene to determine which other two Consent Decree criteria the student meets. The ELL Committee will ensure that the student meets at least two of five Consent Decree criteria before exiting or extending the student.

In order to consider a 3-12 grade student for exiting, a student must obtain an FCAT Reading Level 3 or greater or the equivalent developmental scale score on the Reading test of the Sunshine State Standards and a CELLA Scale Score at proficiency level in the areas of listening and speaking, and Writing. In addition to meeting FCAT and CELLA standards, the ELL Committee will convene to determine which other two Consent Decree criteria the student meets. The ELL Committee will ensure that the student meets at least two of five Consent Decree criteria before exiting or extending the student.

For 3-12 grade students who did not participate in FCAT or CELLA assessment, the student must be assessed with IPT Language Proficiency Assessment in the areas of Listening, Speaking or Aural/Oral, Reading and Writing. The student must obtain Fluent English Speaker proficiency in Oral (listening/speaking), and score at or above a 33% percentile in Reading and Writing. . In addition to language proficiency assessment results, the ELL Committee will convene to determine which other two Consent Decree criteria the student meets. The ELL Committee will ensure that the student meets at least two of five Consent Decree criteria before exiting or extending the student.

17a) Listening and Speaking Proficiency Assessment   New Information
Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	RS[1]	SS[2]	NP[3]
CELLA	K-2	N/A	**673***	N/A
CELLA	3-5	N/A	**720***	N/A
CELLA	6-8	N/A	**733***	N/A
CELLA	9-12	N/A	**739***	N/A

* The scale scores reported in the table above reflect those published in 2008. Any changes adopted by the State Board of Education shall be reflected in the considerations for exit made each year in which changes are applied.

17b) Reading and Writing Proficiency Assessment New information
Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:
http://www.fldoe.org/eias/dataweb/database0809/st105_1.pdf

Name of Reading and Writing Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Achievement Level	SS[2]	NP[3]
FCAT SSS Reading	**3-12** (Only applies to retained 3rd graders)	3	N/A	N/A
CELLA Reading	**3-5** (Only applies to ELLs with no FCAT score available)	N/A	**734***	N/A
CELLA Reading	**6-8** (Only applies to ELLs with no FCAT score available)	N/A	**759***	N/A
CELLA Reading	**9-12** (Only applies to ELLs with no FCAT score available)	N/A	**778***	N/A
CELLA Writing	**3-5**	N/A	**727***	N/A
CELLA Writing	**6-8**	N/A	**746***	N/A
CELLA Writing	**9-12**	N/A	**746***	N/A
IPT**	(Only for students without FCAT/CELLA data)	N/A	N/A	N/A

* The scale scores reported in the table above reflect those published in 2008. Any changes adopted by the State Board of Education shall be reflected in the considerations for exit made each year in which changes are applied.
** The scoring table provided by test publisher will be used.

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

☐ Registrar
☒ ESOLTeacher/Coordinator
☒ Other (Specify) ESOL Paraprofessional or staff member assigned by the school principal, who is
trained on procedures for administering the exit assessment(s).

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

The ELL Committee may determine students are eligible for exit based on analyses of students' academic performance including language proficiency scores, review of grades, standardized test scores, and/or alternative assessments and may determine that students would be better served by another instructional program or combination of programs that address special needs of the students. The assessment instruments used and ELL Committee determinations will be documented on the ELL Committee Form (#006) (http://www.sarasota.k12.fl.us/esolmigrant) and placed in student records. The ELL Committee may not override the scores of the aural/oral test when considering exiting the student from the program. However, the committee may override the scores of the aural/oral test in a unique situation involving ESE services.

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

The ESOL liaison at each school is responsible for notifying the parents of the results of the test and ELL Committee recommendations. The liaison is also responsible for updating the exit data on the ELL Student Plan. Depending upon the individual school's policy, either the ESOL liaison or the data entry person is responsible for entering the data into the District's data system (TERMS). The ESOL liaison is responsible for ensuring that this process is completed.

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

As part of the exiting or reevaluation procedures which take place in preparation for the ELL Committee Meeting, the teachers provide feedback about the student's performance and up-to-date grades through a Teacher Feedback Form (# 007) (http://www.sarasota.k12.fl.us/esolmigrant). Students meeting exit criteria are exited without delay; however, for students in grades 9-12, a focus will remain upon the ability to earn credits toward fulfilling graduation requirements.

SECTION 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

The ESOL liaison/teacher is responsible for conducting the required two-year Post Reclassification Monitoring follow-up of former ELLs.

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

Monitoring will be documented on both the Post Reclassification Monitoring Form (#008) (http://www.sarasota.k12.fl.us/esolmigrant), and on the last ELL Student Plan. The information will then be entered into the student's LEP record on the District's database system (TERMS).

Monitoring takes place as follows from the date a student exits the program:

- First Review - First full grading period after exit
- Second Review - End of first full semester after exit
- Third Review - End of the second full semester after exit
- Fourth Review - Two years from the exit date

18b) Indicate what documentation is used to monitor the student's progress. Check all that apply.

Post-Reclassification Monitoring procedures for students who have exited the ESOL program will be conducted by using one or more of the following:

☒ Report Cards
☒ Test Scores (State Approved Tests)
☒ Classroom Performance
☒ Other (Specify) <u>Teacher Input through a Teacher Feedback Form, Parent Input</u>

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

<u>The ELL Committee will convene whenever an exited student shows any consistent pattern of under-achievement as shown by report card grades, alternative assessments, and/or achievement test performance. Parents or teachers may also request an ELL Committee meeting. The committee will discuss viable solutions/options, including the necessity of re-entering the ESOL program.</u>

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

<u>The ELL Committee makes the final decision regarding appropriate placement, and the results of the meeting are documented on the ELL Committee Form (#006). After the ELL Committee Meeting has taken place, parents or guardians receive a copy of the ELL Committee Form (http://www.sarasota.k12.fl.us/esolmigrant) and Parent Notification Form indicating the results of the meeting. The ESOL liaison/teacher is responsible for initiating a new ELL Student Plan, updating the student data, and ensuring appropriate placement. The needs of the student determine the program delivery model and additional intervention strategies.</u>

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

The needs of the student determine the program delivery model and additional intervention strategies.

SECTION 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

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

District schools provide assistance to parents/guardians of ELL students in their heritage language, unless clearly not feasible, at the time of registration, during ELL Committee meetings, and during Parent/Teacher conferences. In addition, the following services are provided to improve communication between non-English speaking parents, schools and the District:

1. Written translations of standard forms and informational letters that are sent to parents are provided in Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese.
2. All schools have access to a list of available translators and interpreters whom schools may contact in order to facilitate communication at group meetings or individual parent conferences.
3. The District uses the "Talk & Listen" system to provide interpretation services at informational meetings.
4. The District ESOL office has provided schools with a phone communication system, TeleParent. This system allows teachers to send pre-recorded messages, on a variety of topics, to parents or guardians of ELLs in English, Spanish, Ukrainian, Russian, Haitian Creole, and Vietnamese. In addition, TeleParent provides the opportunity of reaching parents or guardians of ELLs who speak Cantonese, Korean, Portuguese, Mandarin, Japanese, Khmer, Lao, Armenian, Farsi, Tagalog, Urdu, and Hindi.
5. The District also provides schools access to a communication system, Connect Ed, which allows principals and authorized district personnel to send recorded messages to families. Messages can be recorded in any language for which there is an interpreter available.
6. A District newsletter was developed with the purpose of keeping parents of ELLs and Migrant families informed. This newsletter is also used to encourage parents to participate in other parent organizations such as Parent Teacher Organization (PTO), Parent Teacher Association (PTA), School Advisory Council (SAC), and Partnerships and Alliances Linking Schools (PALS). Parents are also encouraged to attend Children at Risk in Education (CARE) meetings and Parent/Teacher Conferences at their children's schools.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

☒ Temporary placement   Rephrased question/additional alternatives

☒ Delay in language proficiency testing

☒ Results of language proficiency assessment

☒ Program placement

☒ Program delivery model options

☒ State and/or district testing

☒ Accommodations for testing (flexible setting)

☒ Annual testing for language development

☒ Growth in language proficiency (Listening, Speaking, Reading, Writing)

☐ Exemptions from statewide assessment for students classified as ELL for one year or less by date of test

☒ Retention/Remediation

☒ Transition to regular classes

☒ Extension of ESOL instruction

☒ Exit from ESOL program

☒ Post-reclassification (LF) monitoring

☒ Reclassification of former ELL student

☒ Invitation to participate in an ELL Committee Meeting

☒ Invitation to participate in the Parent Leadership Council (PLC)

☒ Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities

☒ Free/reduced price lunch

☒ Parental choice options, school improvement status, and teacher out-of-field notices

☒ Registration forms and requirements

☒ Disciplinary forms

☐ Information about the Sunshine State Standards and the ELP Standards

☒ Information about statewide assessments

☒ Information about community services available to parents

☒ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)

☒ Other Information about Supplemental Programs or Services, Report Card (Currently, only available in Spanish), Testing for eligibility of services

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities?

The Student and Family Handbook contains information related to the code of student conduct, and students' rights and responsibilities. Schools send home a copy of the handbook during the first weeks of school. In addition, parents can access the handbook through the District's Web site at http://www.sarasota.k12.fl.us/DDP/2.asp. The handbook is available in English, Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese.

Is the Code of Student Conduct Available in a language other than English?

☒ Yes   ☐ No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. N/A

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain.

At each school's Parent Leadership Council meeting, the ESOL Parent Outreach Facilitator provides training to parents to promote parental and community participation in programs for ELL students. Topics include school and community resources and services available, and how to participate. The District ESOL office distributes a Bilingual Resource Directory to parents in attendance. The ESOL Department not only provides instruction in how to help their children at home, but also provides supplementary reading and math materials in both Spanish and English to the parents of ELLs in second and third grade. During these parent workshops, parents are trained on different ways to increase parental involvement in schools.

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

For those schools who do not make adequate yearly progress (AYP), the schools mail letters to parents in the appropriate language where feasible. All other schools publish the information in their Public Accountability Report. The information airs on Channel 20, the District's local education channel, and is published in the local newspaper.

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

Equity booklets are distributed to all employees, students and parents in the District. In addition, Building Principals include an article in a newsletter indicating that Equity booklets have been distributed to students and copies are available for parents who did not receive their child's booklet. The principals indicate that complaint forms are available in the Principal's office. Principals are required to include "Equity Complaint Process" as an agenda item at a PTA/PTO meeting, as well as at a staff meeting.

Sarasota has an equity coordinator who monitors the program for compliance of federal and state guidelines. The Director of Human Resources is the Civil Rights Officer for the District.

Individuals have the right to file a complaint. Complaints may be filed at any school site or at the District office. The school principal or District Superintendent will assign appropriate personnel to investigate the complaint and make recommendations. If the complaint is not resolved to the individual's satisfaction, he or she may appeal to the School Board.

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

All students served by the School District of Sarasota County have equal access to programs and facilities without distinction between ELLs or non-ELLs. ELLs enroll in their neighborhood schools with access to the same school choice options available to non-ELLs. ELLs who need the support afforded by programs other than ESOL are referred through similar means as non-ELLs, with plans in place (e.g., Gifted Plan B) to provide for the language and cultural needs of the student and parent/legal guardian involved in the referral process. Equal access to appropriate educational programs is assured through the student scheduling and course selection process wherein all courses and programs of study available to non-ELLs are equally available to ELLs. The provision of qualified instructional personnel is assured through the certification, endorsement, and ESOL training process as detailed in Section 10 of this Plan.

SECTION 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

ELL Committee Chairperson (ESOL Liaison)*, Administrator or Designee*, Guidance Counselor*, Parent or Parent Designee, ESOL Teacher , and other personnel as deemed appropriate (BSA teacher, social worker, school psychologist, bilingual aide, etc.)   *Required

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

☒ Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient

☒ Reclassification of former ELLs

☒ Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment

☒ Review of instructional programs or progress (after one semester)

☒ Parental concerns

☐ Exempting students classified as ELL for one year or less from statewide assessment program

☒ Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance

☒ Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment

☒ Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

☒ Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

☒ Other (Specify) Retention/Promotion decisions

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.
⊠ **School Level** ⊠ **District Level**

Describe the functions and composition of PLCs in your district.

The District involves the Parent Leadership Council in district/school committees. Each school in the District will have a School Parent Leadership Council. The function of the PLCs may include the following:
- Provide a voice for ELL parents.
- Discuss school issues and make recommendations to school and program officials;
- Provide a link between district, school, administration, teachers, and the home;
- Encourage parents to become active participants on school committees, for example, PTA/PTO, PALS Partners in Education, and the School Advisory Council (SAC);
- Provide information on school and district initiatives, meetings, and workshops relevant to the development of educational programs for ELLs and non-ELLs;
- Guide parents/legal guardians to support services, courses, and Title III programs that are of benefit to their students and families;
- Offer guidance on advocacy needs on behalf of ELLs;
- Address parent/legal guardian concerns regarding ELL education; and
- Inform parents/legal guardians of their students' educational rights under state and federal law.

Members of the School Parent Leadership Council are eligible to be members of the District Parent Leadership Council.

In addition to the School Parent Leadership Council, the District has a District Parent Leadership Council made up of representatives from the various school councils. This council provides a forum for parents to share their concerns at the District level, and allows for parent input into the District ELL Plan.

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

The District of Sarasota County complies with this definition.

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

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

The Chair of the District PLC worked very closely with the District in the development and revisions of the ELL Plan. She was also instrumental in its translation and involving other parents in the Council and the school PLC meetings.

32a) Does the district PLC approve of the District ELL Plan? ☒ **Yes** ☐ **No** <u>New question</u>

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

SECTION 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL [Training Requirements](#) may be accessed at http://www.sarasota.k12.fl.us/Esolmigrant.

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

> The Professional Development Department keeps the records of all ESOL training for employees. District employees at each location in the county have access to their in-service records via the District Web site. Using information from Professional Development and Out-of-Field Reports from Human Resources, Principals determine if a given teacher is in compliance. The Principal communicates with those teachers who are not in compliance and advises them of their ESOL training requirements.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements <u>and include how documentation of completion is maintained.</u>

> The Professional Development Department keeps the records of all ESOL training for employees. District employees at each location in the county have access to their in-service records via the District Web site. Using information from Professional Development and Out-of-Field Reports from Human Resources, Principals determine if a given teacher is in compliance. The Principal communicates with those teachers who are not in compliance and advises them of their ESOL training requirements.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented.

> The District provides the 60-hour ESOL training for school-based administrators yearly as an online course through Professional Development.
>
> <u>The tracking system involves Information Services (IS), Professional Development System, and the ESOL/Migrant Office. IS runs queries for the in-service data housed in PDS and supplies the information to the ESOL/Migrant Office. The ESOL/Migrant Office then contacts those administrators who are not in compliance and advises them of the date the course will be offered online.</u>

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

The District provides the 60-hour ESOL training for guidance counselors yearly as an online course through Professional Development.

The tracking system involves Information Services (IS), Professional Development System, and the ESOL/Migrant Office. IS runs queries for the in-service data housed in PDS and supplies the information to the ESOL/Migrant Office. The ESOL/Migrant Office then contacts those counselors who are not in compliance and advises them of the date the course will be offered online.

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

Instruction is provided in English only.

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

Sarasota County requires that bilingual paraprofessionals who are assigned to meet the needs of the fifteen (15) or more ELL students who speak the same language meet the definition of highly qualified personnel as outlined in Title I, NCLB:

(A) Completed at least two (2) years of study at an institution of higher education;

(B) Obtained an associate's (or higher) degree; or

(C) Met a rigorous standard of quality and can demonstrate mastery of needed skills through a formal State or local assessment.

The primary assignment for the bilingual paraprofessional is to assist in Basic English for Speakers of Other Languages (ESOL), Basic Subject Area (BSA), and Other Subject Area (OSA) instruction. The job description for [Paraprofessional Aide III – ESOL](http://www.sarasotacountyschools.net/humres/jobdesc.html) is available on the District's Web site in the Human Resources Department
http://www.sarasotacountyschools.net/humres/jobdesc.html

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

> **Training:**
> Bilingual paraprofessionals in Sarasota County must complete at least eighteen (18) hours of ESOL in-service training that includes an overview of the Consent Decree and Sarasota County School District ELL Plan procedures and requirements, cross-cultural awareness, ESOL strategies and techniques, second language acquisition, and BSA methods.
>
> <u>**Training Documentation:**</u>
> <u>All bilingual paraprofessionals in the district are required to register in the Professional Development System (PDS) for district training. Upon completion of the training sessions, the sign-in sheets document the attendance and that information is entered in the PDS.</u>

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. <u>New question</u>

> <u>The School District of Sarasota County's job description for Paraprofessional Aide III -ESOL limits applicants to those who can "demonstrate ability to read, speak, and write English and appropriate native language used in a specific school setting." Employment Specialists in Human Resources review applicants' paperwork and approve for interviews only those who meet the job description's requirements. In addition, the principal will include in the interview process a district employee who is proficient in the target language.</u>

<u>New section</u>

SECTION 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

> <u>The District annually reviews the progress of each elementary and secondary school within the established guidelines of the School Improvement Process. These reviews culminate in each school's annual report to parents, and these results are mailed to each parent with School Report Card data during June of each year. In this manner, each school faculty, parents, and school administrators are kept abreast of the latest status of student progress indicators at the school level. Information regarding the English proficiency of current ELLs will be provided to parents/guardians of ELLs in a language they can understand, unless clearly not feasible. The data derived from each of the annual reporting cycles is reviewed by the School Advisory Committee prior to the establishment of goals and objectives in the coming year.</u>

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

The district annually reviews the progress of each elementary and secondary school within the established guidelines of the School Improvement Process. These reviews culminate in each school's annual report to parents, and these results are mailed to each parent with School Report Card data during June of each year. In this manner, each school faculty, parents, and school administrators are kept abreast of the latest status of student progress indicators at the school level. Information regarding the academic achievement of current and former ELLs will be provided to parents/guardians of current and former ELLs in a language they can understand, unless clearly not feasible. The data derived from each of the annual reporting cycles is reviewed by the School Advisory Committee prior to the establishment of goals and objectives in the coming year.

43) Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for "Making Progress" and "Attaining Proficiency" (AMAO #1 and AMAO#2). N/A

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

Should schools or the district fail to meet NCLB Title III AMAOs 1 and 2 for two consecutive years, the district will initiate steps to develop a system improvement plan similar to that used by Title I. Such steps will be planned and designed with a timetable for implementation developed in accordance with Title III of the No Child Left Behind Act.