

District ELL Plan Complete. Send notice to DOE.

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

Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Adeola Fayemi
 Phone: (850) 245-9555

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

Date Received by FDOE

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT: Sarasota	(2) CONTACT NAME/TITLE: Peggy Wiggins, Director Academic Intervention Programs	(3) CONTACT PHONE: 941-927-9000, Ext. 31113
(4) MAILING ADDRESS: 1960 Landings Boulevard, Sarasota, FL 34231		(5) PREPARED BY: (If different from contact person) Esther Delgado-Lago, Jamie Rodriguez, Susan Gordon
(6) CERTIFICATION BY SCHOOL DISTRICT		
<p>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.</p> <p>I, <u>Lori M. White</u>, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p> <p><u>Lori M. White</u> <u>3/11/13</u> <u>3/19/13</u> Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval</p>		
(7) District Parent Leadership Council Involvement		
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Flavio Fridegotto Contact Information for District PLC Chairperson Mailing address: 7936 Bergamo Ave., Sarasota, FL 34238 E-mail Address: frideflav1@hotmail.com Phone Number: 941-929-3846 Date final plan was discussed with PLC: PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved <p><u>Flavio Fridegotto</u> <u>03/11/2013</u> Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson</p>		

Tony Bennet, Commissioner
 Florida Department of Education



Florida Department of Education District ELL Plan

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-6.09022; 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.

Lori M. White
Superintendent's Signature

3/11/13
Date Signed

SECTION 1: IDENTIFICATION [Rule 6A-6.0902, FAC]

Enrollment Procedures and Administration of the Home Language Survey

Describe the district's procedures to register English Language Learners (ELLs), including the following questions:

How is the Home Language Survey (HLS) administered? (Max length 2000)

Parents or guardians registering students will complete, with assistance in their heritage language where feasible, the Home Language Survey (HLS) (form #001-90-ESOL) 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 HLS that was completed upon initial enrollment at a previous school in the District. If there is an affirmative response on the HLS, the registrar will provide a copy of the HLS to the ESOL liaison/contact without delay to ensure that language proficiency procedures are completed within ten school days from student's school entry date . A copy of the HLS will also be sent to the District ESOL Office.

How do district procedures compare to those followed for non-ELLs? (Max length 2000)

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 HLS.

The School Board of Sarasota County, Florida has established and implemented policies, procedures and programs that provide English Language Learners (ELLs) equal access to all programs and services offered by the school and district based on need and eligibility, exclusive of language proficiency and national origin.

In accordance with Plyler Vs. Doe, policies and procedures are implemented to ensure that refugees, immigrant registered and undocumented aliens, national origin and racial minority students are provided equal access to free and appropriate schooling. Schools may not request or require documentation, or inquire, about the student's legal immigration status. 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.

Where feasible, a bilingual staff member assists with translating or interpreting documents related to registration and other pertinent school information.

Is the HLS translated into other languages? If answered "yes." list languages. (Max length 2000)

Yes

Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese

How does the district assist parents and students who do not speak English? (Max length 2000)

In addition to registration procedures followed for non-ELLs, non-English speaking parents or guardians receive translated versions of registration forms, Home Language Surveys, 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 registration and other pertinent school information. During the school year, district-wide and individual school related information is communicated to

parents in their home language via Connect Ed and TeleParent when feasible.

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT) [Rule 6A-6.0902, FAC]

English Language Proficiency (ELP) Assessment

*Required to save.

* What is the title of the person(s) responsible for administering the English language proficiency assessment of potential ELLs in the district? (Check all that apply.)

- 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).

Listening and Speaking Proficiency Assessment

* List the Listening and Speaking (Aural/Oral) assessment(s) used in the district to ascertain if a student is an ELL. Also, state the publisher's cut-score that determines the student is eligible for ESOL services. At least one assessment must be entered.

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)	K (Initial Identification)	Score Level*: A, B, C Proficiency Designation*: Level A- NES Level B, C - LES	N/A	N/A
	K (Re-designation) 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)	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 represents the number of points a student received for correctly answering questions on a test.
- (2) A scale score is a raw score that has been converted to a scale. The conversion table 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. (3) A national percentile 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.

* Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of student's initial enrollment. Include the procedures the district follows if the Listening and Speaking assessment(s) are not given within the timeline. (Max length 2000)

If there is an affirmative response on the HLS, the registrar will provide a copy of the HLS to the ESOL liaison/contact without delay to ensure that language proficiency assessment take place within ten school days of school entry. The School District of Sarasota County has established the use of a ten school day timeframe to complete procedures.

Students whose HLS include only an affirmative response to question 1 (B2a) will be placed in the regular program (coded LP) and screened with an aural/oral language proficiency assessment within ten school days of school entry.

Students whose HLS include an affirmative response to either question 2 (B2b) or question 3 (B2c), will be placed in the ESOL program (coded LP) and screened with an aural/oral proficiency assessment within ten school days of school entry.

Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation provided the assessment is given no earlier than May 1 of the calendar year the student will enroll.

The State Reports Office runs queries and provides checklists to facilitate the monitoring of ESOL program compliance (e.g.: time frame, code, procedure, etc.) by the ESOL office. Liaisons /Contacts are provided with timelines to run the reports in order to conduct self-monitoring. The ESOL office and the state reports office are available to assist the liaisons/contacts with any concern.

In the event that the screening does not occur within ten school days, it should be documented. The documentation will include; the reason for the delay, evidence that the student is accorded the programming required for ELLs pending the delay, and a specific timetable for completing the assessment. Documentation will be mailed to the parents in the language they understand, unless clearly not feasible no later than eight (8) weeks after initial enrollment. A copy will be retained in the student's ESOL file within the student's Cumulative File.

* Describe the assessment procedures for ELLs in grades 3-12 **who scored English proficient** on the Listening and Speaking assessment. (Max length 2000)
ESOL liaisons/contacts are trained in ESOL procedures. As per procedures established in Sarasota County, students in grades 3-12 who obtain a proficient score in the listening and speaking assessment, will be assessed in reading and writing within ten school days of school entry.

Reading and Writing

* List the Reading and Writing assessment(s) used in the district to ascertain if a student is an ELL. Note: A norm-referenced assessment may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-reference assessment 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

- * Describe the procedures to ensure that the Reading and Writing assessment(s) are administered to students in grades 3-12. Describe the procedures to follow when the Reading and Writing assessment(s) are not administered to students in grades 3-12 within the required timeline. (Max length 2000)

ESOL liaisons/contacts 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 ten school days of school entry even when scoring an oral proficiency level of Non-English Speaking, Limited English Speaking, or Fluent English Speaking.

In the event that the screening does not occur within ten school days, it should be documented. The documentation will include; the reason for the delay, evidence that the student is accorded the programming required for ELLs pending the delay, and a specific timetable for completing the assessment. Documentation will be mailed to the parents in the language they understand, unless clearly not feasible no later than eight (8) weeks after initial enrollment. A copy will be retained in the student's ESOL file within the student's Cumulative File.

ELL Committee

- * Describe the procedures used when the ELL Committee makes an entry (placement) decision. (Max length 2000) Include links to form(s) used to document ELL Committee meetings or upload form(s).
Note: Forms must include the decision making process in narrative format. (Max file size 1 MB)

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 according to consideration of at least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, FAC. The ELL Committee decision will be based on analyses of students' academic performance including language proficiency scores, teacher feedback, review of current 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. Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting Form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

SECTION 3: PROGRAMMATIC ASSESSMENT [Rule 6A-6.0902, FAC]

Academic/Programmatic Assessment

Describe the procedures to determine the prior academic experience of ELLs. (Max length 2000)
Include links to procedural documents as appropriate or upload document.

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, and take such experiences into account in planning and providing appropriate instruction to such students. Depending upon the individual school, either the ESOL liaison/contact, 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. Steps taken to

determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL).

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/contact or ESOL 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 liaison/contact and/or classroom teacher and guidance counselor.

The school district will award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement will be followed as are followed for students born in the United States. Should a school district use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs will be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

Describe the procedures to address the placement of ELLs with limited or no prior school experience(s), or whose prior school records are incomplete or unobtainable. Include actions taken to obtain student records. (Max length 2000)

Placement for ELL students is "age-appropriate." 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/contact or ESOL 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 liaison/contact and/or classroom teacher and guidance counselor. Steps taken to determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL).

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://sarasotacountyschools.net/departments/curriculum/default.aspx?id=10092>.

Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures to determine appropriate grade level placement for ELLs. (Max length 2000)

Placement for ELL students is "age-appropriate." School personnel, usually the ESOL liaison /contact or ESOL 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. The school district will award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement will be followed as are followed for students born in the United States. Should a school district use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs will be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level. Steps taken to determine the student's academic placement will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL).

choose other instructional options, if available. Nothing herein will alter the duty of the district to provide highly qualified, duly certified or endorsed ESOL instructors in accordance with Rule 6A-1.09441, F.A.C., and the Course Code Directory and Instructional Personnel Assignments that is incorporated by reference therein. If any parent or guardian of an ELL communicates a refusal to have his or her child enrolled in an ELL program, the District will have the student's principal or another representative of the school meet with the parent to:

1. Describe the range of programs and services that the child could receive if the parent does not refuse, including the methodology the District plans to employ to address the student's educational needs and the training and qualifications of teachers and any others who would be employed in teaching the student;
2. Discuss the benefits their child is likely to gain by being enrolled in an ELL program and receiving ELL services;
3. Explain that, notwithstanding any past practice, the District will not require students to be assigned to programs specifically designated for ELLs, or schools containing such programs, in order to receive ELL services.

Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures for re-evaluating ELLs who have withdrawn from or left the district and are re-enrolling. Include the timeline between the ELLs' withdrawal and re-enrollment when a new English language proficiency assessment is to be administered. (Max length 2000)

ESOL liaisons/contacts make every effort to obtain ESOL records from previous schools for students who return to Sarasota County after having attended school in another district in Florida, State, or Country. ESOL records from previous district are to include information on the latest language proficiency assessment and ELL Committee decision. The ESOL liaison/contact will reassess language proficiency within ten school days if the latest language proficiency assessment was administered more than three consecutive school calendar months prior to re-enrollment in Sarasota County.

District records of English Language Learners who leave the district for another district, state, or country during the school year are kept at the last school attended in Sarasota County. The file of an ESOL student who has been in program for three years or more will be reviewed to determine if reevaluation procedures for extension or exit purposes are due. In addition, student's enrollment and withdrawal dates are recorded and taken into account when determining if the student can be reported for weighted funding. Careful attention should be given when determining weighted funding eligibility for students who return to Sarasota County after attending another district in Florida.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the teacher(s) role and/or title of the person responsible for developing the plan. Also include a description of when and how the plan is updated to reflect the student's current services. (Max length 2000)

The ESOL liaison/contact, in conjunction with the ELL Committee when necessary, is responsible for developing the Student ELL Plan at the beginning of the school year and for updating the plan every time there is any change made to the information reflected on the Student ELL Plan. The data entry person or ESOL Liaison/Contact enters the Student ELL Plan information into the student database system in order to generate an updated Student ELL Plan. A hard copy of the latest Student ELL Plan will be maintained in the student's ESOL file within the Cumulative Folder along with supporting documentation (i.e., copy of student schedule).

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). (Max length 2000)

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://sarasotacountysschools.net/departments/curriculum/default.aspx?id=10092>.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school (9th-12th grades), who have earned credits in countries outside of the United States, but with no documentation. Also, for students transferring from other countries, include the process for awarding credits for language arts courses taken in the student's native language and for world language courses (this may include English). (Max length 2000)

Please provide a link and page number if this information is explained in the Student Progression Plan. (Max length 2000)

Placement for ELL students is "age-appropriate." ELL students in high school who are not able to provide a valid transcript or original report cards will identify and describe all courses taken in previous years. Work or credit will 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. The school district will award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement will be followed for students born in the United States. Should a school district use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs will be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

- Foreign-Born Students entering high school with 1.0-4.0 credits in the study of English language; will 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; will 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).

School personnel, usually the ESOL liaison/contact, 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 #011-99-ESOL).

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://sarasotacountysschools.net/departments/curriculum/default.aspx?id=10092>.

High School Student Progression Plan - (Grades 9-12) 2012-2013

Promotion: pp. 8-22; 24-25; 52

Placement: pp. 25; 27-28

Retention: pp. 41; 52

Based on Rule 6A-6.0902, parents have the right to have their child immediately removed from a language instruction educational program, an instruction course in which an ELL is placed for the purpose of developing and attaining English proficiency and which may make instructional use of both English and a child's heritage language, and to decline to enroll the student in such a program or

The plan contains student’s demographic data, program entry information, latest language proficiency levels, participation in programs other than ESOL, student schedule, language proficiency assessment data used for program decisions (i.e., program entry, reevaluations, extensions, exit, reclassification), date of latest ELL Committee meeting, and data on other District assessments (e.g. FCAT). For students who have exited the ESOL program, the plan contains program exit information and Post-Reclassification Monitoring dates.

Provide the link to the Student ELL Plan form, or upload as appropriate. (Max length 2000)

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

Instructional Models

In addition to using required 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 FDOE Database Manuals. http://www.fdoe.org/eias/dataweb/database_1213/144145.pdf. (Check all that apply.)

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

Describe how the instructional models are used in the district. Include procedures to locally monitor fidelity for each instructional model at the school level. (Max length 2000)

Sarasota County offers English Language Learner (ELL) students 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 models. In addition, many of the district schools also have push-in and pull-out for additional ESOL support at all grade levels.

The Florida Department of Education (FDOE) monitors Sarasota County’s ESOL Program to ensure compliance with the Florida Administrative Code and all applicable federal and state laws and regulations including Florida Statutes. The District ESOL staff is responsible for program monitoring and assisting school principals in maintaining compliance with district, state and federal guidelines and statutes, and in assuring that each FTE survey is accurate and up to date. School administrators review teacher lesson plans and conduct classroom walk-throughs to monitor fidelity and implementation of school’s instructional ESOL models.

Upload a list of each school in the district and the school’s instructional model(s). (Max file size 1 MB) If all schools in the district use the same instructional model(s), click the box below.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs. (Max length 2000)

The School Board of Sarasota County, Florida has established and implemented programs and procedures to provide eligible ELLs with comprehensible instruction, equal in amount, scope, sequence, and quality provided to native speakers of English and aligned with the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS) and benchmarks, grade level expectations, course descriptions, and district curriculum frameworks.

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 Student ELL 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 to ensure ELLs are provided with equal access to grade-level curriculum and school programs.

Describe the method(s) used in the district by instructional personnel to document the use of ESOL instructional strategies and describe the school level monitoring process used to verify the delivery of comprehensible instruction. (Max length 2000)

Each teacher documents in their daily lesson plans the use of ESOL strategies for all subjects taught. A list of sample Instructional Strategies for ELL students is also attached to the plan book. The plan reflects the teaching of Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS) 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 to monitor implementation.

How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? (Max length 2000)

The School Board of Sarasota County, Florida has established and implemented policies, procedures and programs that provide English Language Learners (ELLs) equal access to all programs and facilities offered by the school and district based on need and eligibility, exclusive of language proficiency and national origin.

What is the title of person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in the district?

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify)

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) Schools have access to the assessments listed; however, their use is not being required. On the Mark (K-1), Reading Wonders Formative Assessments (K-5), Oral Fluency Probes (1-5), FAIR (K-5), FAIR (as needed for grades 6-10).
- Native Language Assessment (Specify)
- FCAT
- Other (Specify) CELLA, FAIR, EOCs

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? If yes, please provide a link and page number if this information is explained in the Student Progression Plan. (Max length 2000)

Yes

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://sarasotacountyschools.net/departments/curriculum/default.aspx?id=10092>.

Elementary School Student Progression Plan - (Grades K-5) 2012-2013

Promotion: pp. 9-10

Placement: p. 7

Retention: pp. 10-14

Middle School Student Progression Plan - (Grades 6-8) 2012-2013

Promotion: p. 9

Placement: pp. 10-11

Retention: pp. 9; 13

High School Student Progression Plan - (Grades 9-12) 2012-2013

Promotion: pp. 8-22; 24-25; 52

Placement: pp. 25; 27-28

Retention: pp. 41; 52

SECTION 5: STATEWIDE ASSESSMENT [Rule 6A-6.09091, FAC]

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida's statewide assessment programs (FCAT, CELLA, etc.), and are provided appropriate testing accommodations per test administration requirements. Description should include the title of the school-level person responsible for documenting that each eligible ELL is provided appropriate test accommodations. (Max length 2000)

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

The test coordinator at each school is responsible for making sure that all allowable accommodations for statewide assessment have been offered to ELL students. The District testing coordinator in Research, Assessment, and Evaluation meets with and trains all test coordinators from each school regarding procedures to be followed in the test administration and accommodations for ELL students. A letter is sent home to parents explaining the accommodations available for their children, and this letter is maintained in the student's ELL file at the school. This letter is available for the major languages represented in the District (Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese). Documentation of test schedules and location for testing is kept at each school.

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ANNUAL ASSESSMENT (EXIT) [Rule 6A-6.0903, FAC]

Describe the procedures to determine if 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. (Max length 2000)

An ELL will be determined English language proficient and exited from the ESOL program upon obtaining:

- Scores of "Proficient" at the applicable grade level on each CELLA subtest administered annually pursuant to Rule 6A-6.9021, F.A.C.; **and**
- Scores on applicable Florida Comprehensive Achievement Tests (FCAT) in Reading, as follows:
 - For students in grades K-2, CELLA is the only assessment required and FCAT is not required;
 - For students in grades 3- 9, an achievement level of 3 or higher on applicable FCAT in Reading;
 - For students in grades 10-12, a score on the 10th grade FCAT in Reading sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

Upon receipt of the CELLA and FCAT scores, schools will exit students no later than the last school day of the school year. If CELLA or FCAT Reading scores are received after the end of the school year, schools will exit students within two weeks after the beginning of the next school year and will use the last day of the school year in which the FCAT Reading examination was administered as the exit date.

Notwithstanding a student's CELLA scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:

- Any student being considered for exit by an ELL Committee will be assessed with the Ballard & Tighe Language Proficiency Test, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing.
- The ELL Committee will review the student's academic record holistically and will consider the results from the Spring CELLA and FCAT assessments; as well as, the following criteria to determine whether the student is English language proficient:
 - Extent and nature of prior educational or academic experience, social experience, and a student interview;
 - Written recommendation and observation by current and previous instructional and supportive services staff;
 - Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
 - Grades from the current or previous years; and
 - Test results from tests other than the Spring CELLA and FCAT assessments.
- The ELL Committee may determine a student to be eligible to exit or to remain in the ESOL program according to consideration of at least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, FAC. If a majority of the ELL Committee determines that the student is English language proficient, the student will be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student will remain enrolled in the program. The parents' preference as to whether a student is determined English language proficient or not English language proficient will be considered in the final decision.
- Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

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

- ESOL Teacher/Coordinator
- Other (Specify) ESOL Liaison/Contact, ESOL Paraprofessional, or staff member assigned by the school principal; who is trained on procedures for administering the exit assessment(s).

What are the district's policies for students who meet exit qualifications in the middle of a student grading period? (Max length 2000)

As part of the exiting or reevaluation procedures, the teachers provide feedback about the student's performance and up-to-date grades through a Teacher Feedback (form #007-94-ESOL). 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.

If the ELL Committee is involved in making exit decisions, what criteria are used by the Committee to determine English proficiency? (Max length 2000)

The ELL Committee may determine a student to be eligible to exit or to receive an extension of ESOL program services according to consideration of at least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, FAC. The Committee decision will be based on analyses of students' academic performance including language proficiency scores, teacher feedback, review of current 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. Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting Form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

SECTION 7: MONITORING PROCEDURES [Rule 6A-6.0903, FAC]

What is the title of person(s) responsible for conducting the required two-year monitoring of former ELLs (LFs)? Explain how the progress of the former ELLs (LFs) is documented in the ELL Student Plan. Include person responsible for data reporting. (Max length 2000)

The ESOL liaison/contact in collaboration with the ESOL teacher is responsible for conducting the required two-year Post Reclassification Monitoring follow-up of former ELL students to ensure their academic success.

Monitoring will be documented on the Post-Reclassification Monitoring (form #008-94-ESOL), and on the last Student ELL Plan. The information will then be entered by the data clerk or ESOL Liaison/Contact into the student's ESOL record on the District's database system.

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 second full grading quarter after exit
- Third Review - End of the third full grading quarter after exit
- Fourth Review - Two years from the exit date

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) Teacher Input through a Teacher Feedback Form, Parent Input

What are the procedure(s), including re-classification, when the academic performance of former ELLs (LFs) is not on grade level? (Max length 2000)

The ELL Committee will convene whenever an exited student shows any consistent pattern of under-achievement or lack of academic progress as shown by teacher feedback, 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 when student's academic performance is due to language proficiency issues. Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting Form will include meeting minutes, topics discussed and recommendations. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

How does the district ensure that schools are implementing the District ELL Plan? (Max length 2000)

The School Board of Sarasota County, FL has established and implemented policies, procedures, and programs to ensure that schools are implementing the District ELL Plan. ESOL liaisons/contacts are trained in ESOL procedures and compliancy aspects covered in the District ELL Plan. The state reports office runs queries and provides checklists to facilitate the monitoring of ESOL program compliance (e.g.: time frame, code, procedure, etc.) by the ESOL office. Liaisons /Contacts are provided with timelines to run the reports in order to conduct self-monitoring of compliancy with procedures covered in the District ELL Plan. Both the ESOL office and the state reports office are available to assist the liaisons/contacts with any concern.

ESOL office staff conduct internal audits at schools to help monitor the implementation of procedures delineated in the District ELL Plan.

SECTION 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. (Max length 2000)

The School Board of Sarasota County, Florida has established and implemented policies and procedures to ensure that parents/guardians of ELLs receive, unless clearly not feasible, all communications in the primary language and are represented on district and school committees requiring parent participation.

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. Individual schools have access to a list of available translators and interpreters. School personnel may contact a translator or interpreter from this list 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 ELL students in English, Spanish, Ukrainian, Russian, Haitian Creole, and Vietnamese. In addition, TeleParent provides the opportunity of reaching parents or guardians of ELL students who speak English, Spanish, Cantonese, Korean, Portuguese, Mandarin, Japanese, Khmer, Lao, Armenian, Farsi, Vietnamese, Hmong, Tagalog, Haitian Creole, Ukrainian, Russian, Somali, Urdu, Hindi, and Punjabi.
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 provided there is an interpreter available.
6. A District annual newsletter is published with the purpose of keeping parents of ELL students and Migrant families informed. This newsletter encourages 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 educational meetings and Parent/Teacher Conferences that pertain to their child.

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 content and academic achievement standards. (Max length 2000)

At each school's Parent Leadership Council meeting, ESOL parents are provided with information to promote parental participation in programs for ELLs. Topics include school and community resources and services available to assist their children to learn English and meet State content and academic achievement standards.

A District annual newsletter is published with the purpose of keeping parents of ELL students and Migrant families informed. This newsletter encourages 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 educational meetings and Parent/Teacher Conferences that pertain to their child.

Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs in a language the parents/guardians understand or provide URLs: (Check all that apply.) Verify options provided

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options(s)
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions for FCAT Reading for students classified as ELLs less than 12 months

- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs (LFs) monitoring
- Reclassification of former ELLs (LFs)
- 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 <http://www.cpalms.org/homepage/index.aspx>
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PLC, PTA/PTO, SAC)
- Other (Specify) Information about Supplemental Programs or Services, Report Card (Currently, only available in Spanish), Testing for eligibility of services

SECTION 9: THE PARENT LEADERSHIP COUNCIL [Rule 6A-6.0904, FAC]

What type(s) of PLCs exist in the district? (Check all that apply.)

- School Level District Level

Describe the functions and composition of the PLC. (Max length 2000)

Each school in the District will have a School Parent Leadership Council. The composition of the school PLC is formed by parents of active ESOL students and the Parent Advisory Committee (PAC). The PAC is composed of the ESOL Chairperson, parents of active ESOL students, a representative from the school administration, school teachers, and paraprofessionals who work with ESOL students. At the school level the Parent Advisory Committee (PAC) meets to plan and develop the agenda for the school's parent leadership council meeting (PLCs).

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 of 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 ELL students and non-ELL/students
- Guide parents/legal guardians to support services, courses, and Title III programs that are of benefit to their students and families
- Address parent/legal guardian concerns regarding ELL education
- Inform parents/legal guardians of their students’ educational rights under state and federal law

In addition to the School Parent Leadership Council, the district has a District Parent Leadership Council composed of members from the various school PLCs, District PAC, and a district-level administrator. 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. A District Parent Advisory Council is also convened at least twice a year to plan and develop the agenda for the District PLC.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the district do not meet this condition, explain why and when compliance with the rule is expected. (Max length 2000)

The District of Sarasota County complies with this definition.

How does the district involve the PLC in other district/school committees? (Max length 2000)

The District and School ESOL staff encourages parents to become active participants of school committees (e.g., PTA/PTO, PALS Partners in Education, and the School Advisory Council).

How is the district PLC involved in the development of the District ELL Plan? (Max length 2000)

The District’s PLC Chairperson is involved in the development and revision of the District ELL Plan. The Chairperson takes into consideration the feedback that is provided by the PLC during their meeting(s).

Does the district PLC approve of the District ELL Plan? If no, upload a summary of the PLC’s concerns. (Max length 2000)

Yes No

SECTION 10: PERSONNEL TRAINING [Rule 6A-6.0907, FAC] HR

Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include the title of person(s) responsible for issuing the notifications and how the notification process is documented. (Max length 2000)

As part of the new hire paperwork, all newly hired employees sign the ESOL Training Requirement form indicating the timelines for completion of the ESOL training requirements. Category 1, 2, 3, 4 teachers receive the ESOL Training Requirements form when hired. A copy of this form is placed in the employees’ file.

At the start of each school year, schools run their individual out-of-field report. The Out-of-Field Roster is completed and submitted to the certification department indicating continuing and newly placed out-of-field teachers. The school should update this Roster throughout the school year.

Based on the out-of-field roster a Personnel Transaction Request and Board agenda item is created changing all Category One (Elementary Education, ESE, English/Language Arts, Reading) teachers’ status to out-of-field. The ESOL

Assignment and Requirement memorandum is sent to out-of-field employees and the school principal. The returned, signed copy of this memorandum is placed in the employees' file. The school principal notifies all parents whose students are placed in a classroom with an out-of-field teacher.

In November, after the ESOL office provides a list of teachers who have completed an ESOL course, a follow-up letter is sent to all who are still out of compliance. A copy is also sent to the school principal.

In March, a final notice is sent to all out-of-compliance teachers notifying them that if they fail to meet the ESOL requirement, by June 30 of the current school year, they will be temporarily unassigned. A copy of this notice is also sent to the school principal.

Describe the process(es) to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. (Max length 2000)

The Professional Development System keeps the records of all ESOL training for employees. Using information from Professional Development and Out-of-Field Reports, 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. District employees at each location in the county have access to their in-service records via the District Web site.

No Title III Part A funds are used for mandated ESOL training requirements.

Describe the procedures used when teachers are reported out of field, including compliance procedures and claiming FTE. (Max length 2000)

Using information from the Professional Development and Out-of-Field Reports, 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. District employees at each location in the county have access to their in-service records via the District Web site.

At the start of each school year, schools run their individual out-of-field report. The Out-of-Field Roster is completed and submitted to the certification department indicating continuing and newly placed out-of-field teachers. The school should update this Roster throughout the school year.

Based on the out-of-field roster a Personnel Transaction Request and Board agenda item is created changing all Category One (Elementary Education, ESE, English/Language Arts, Reading) teachers' status to out-of-field. The ESOL Assignment and Requirement memorandum is sent to out-of-field employees and the school principal. The returned, signed copy of this memorandum is placed in the employees' file. The school principal notifies all parents whose students are placed in a classroom with an out-of-field teacher. Out-of-Field Status does not affect procedures for claiming FTE; unless, the teacher is out-of-compliance.

Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the district's tracking system. (Max length 2000)

The District provides the 60-hour ESOL training for school-based administrators yearly as an online course through Professional Development. No Title III Part A funds are used for mandated ESOL training requirements.

ESOL Endorsement or ESOL Certification is tracked by the Department of Human Resources.

Describe how the district provides the 60-hour ESOL training requirements for Guidance Counselors, and the district's tracking system. (Max length 2000)

The District provides the 60-hour ESOL training for guidance counselors yearly as an online course through Professional Development. No Title III Part A funds are used for mandated ESOL training requirements.

ESOL Endorsement or ESOL Certification is tracked by the Department of Human Resources.

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. (Max length 2000)

Instruction is provided in English only. Instructional personnel assigned to teach ELLs in any educational program are fluent in English.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals, and describe in detail the job description and primary assignment. (Max length 2000)

Provide the link for the district's bilingual paraprofessional job description, or upload the job description.

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](#) is available on the District's Web site in the Human Resources Department.

Describe district procedures for training bilingual paraprofessionals in ESOL or home languages strategies. Include how documentation of training is maintained. (Max length 2000)

Training:

Bilingual paraprofessionals in Sarasota County must complete at least 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 Basic Subject Areas methods.

Training Documentation:

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.

Describe the procedures to determine the bilingual paraprofessional's proficiency in the target language. (Max length 2000)

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.

SECTION 11: Extension of Services [Rule 6A-6.09022, FAC]

Describe district procedures used to determine Extension of Services. (Max length 2000)

If a student is classified as an English Language Learner (ELL) after being enrolled in the English for Speakers of Other Languages (ESOL) program for three (3) years, an ELL Committee will be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee will be convened no earlier than thirty (30) days prior to the third anniversary of the student's initial enrollment or reclassification date, and no later than the anniversary date. This process will be completed annually thereafter.

Any student being considered for extension of services will be assessed with the Ballard & Tighe Language Proficiency Test. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. If the student's anniversary date falls between the administration of the Comprehensive English Language Learning Assessment (CELLA) a given school year and October 1 of the following school year, the student's CELLA and applicable Florida Comprehensive Assessment Test (FCAT) scores will suffice, and a more recent assessment is not required. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing.

The ELL Committee will review the student's academic record holistically and will consider the results of the current language proficiency assessment results, as described above, and will consider the following criteria to determine whether the student is English language proficient:

- Extent and nature of prior educational or academic experience, social experience, and a student interview
- Written recommendation and observation by current and previous instructional and supportive services staff
- Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any
- Grades from the current or previous years
- Test results from tests other than the Spring CELLA and FCAT assessments

If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services will be extended. If a majority of the ELL Committee determines that the student is English language proficient, the student will be exited from the ESOL program. The parents' preference as to whether the student is determined English language proficient or not English language proficient will be considered in the final decision. If an ELL Committee extends services, the Committee will refer the student as necessary for appropriate remedial, compensatory, special and supportive service evaluations, and programs. An ELL Committee may determine that a student would be better served by another instructional program or combination of programs that address special needs of the students.

Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting Form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

English Language Learners provided with ESOL instruction may be reported for funding in the Florida Educational Finance Program as specified in Section 1011.62, F.S. Lack of a student's ESOL funding eligibility does not relieve a school district of any obligation it may have under state or federal law to continue to provide appropriate services to ELLs

beyond the state ESOL program funding limits.

.Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessments used in the district to determine if a student is English proficient for Extension of Services. Also, state the publisher's cut-score that determines if the student is proficient.

Name of Listening and Speaking Instrument(s):	CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	RS ^{(1) *}	SS ⁽²⁾	NP ⁽³⁾
IPT I Oral K-6 (Ballard & Tighe)	K (Re-designation) to 2	Score Level* : E, F Proficiency Designation* : Level E, F - FES	N/A	N/A
	3 to 6	Score Level* : F Proficiency Designation* : Level F - FES	N/A	N/A
IPT II Oral 7-12 (Ballard & Tighe)	7 to 12	Score Level* : F Proficiency Designation* : Level F - FES	N/A	N/A

1. (1) A raw score represents the number of points a student received for correctly answering questions on a test.
2. (2) A scale score 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. (3) A national percentile 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.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the district to determine if a student is English proficient for Extension of Services.

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

THE SCHOOL BOARD OF SARASOTA COUNTY FLORIDA
DEPARTMENT OF ACADEMIC INTERVENTION
ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)
ELL COMMITTEE MEETING

Student Name _____ Student No. _____ DOB _____
School _____ Meeting Date _____ Grade _____ ELL Status _____

Actions and recommendations of today's ELL Committee meeting

- | | |
|---|---|
| <input type="checkbox"/> Instructional review of LY after a semester to discuss: <ul style="list-style-type: none"> <input type="checkbox"/> Progress in attaining subject area competencies <input type="checkbox"/> Persistent deficiencies in overall performance <ul style="list-style-type: none"> <input type="checkbox"/> Continue services without modifying programming <input type="checkbox"/> Modify programming (specify in narrative below) <input type="checkbox"/> Review of LF due to unsatisfactory progress <ul style="list-style-type: none"> <input type="checkbox"/> Continue Post-Reclassification Monitoring as LF <input type="checkbox"/> Reclassify as LY as of ____/____/____ <input type="checkbox"/> Initiate, extend, or reclassify LY Status (active) <ul style="list-style-type: none"> <input type="checkbox"/> Classify a proficient student in grades KG-02 as LY
Fluency: Oral FES <input type="checkbox"/> Classify a proficient student in grades 03-12 as LY
Fluency: Oral: FES, Reading/Writing 33%^{ile} or above <input type="checkbox"/> Extend as LY as of ____/____/____ | <input type="checkbox"/> Initiate exit or re-exit (From LY to LF inactive status)
(Refer to <u>most</u> recent Exit Criteria) <ul style="list-style-type: none"> <input type="checkbox"/> Exit as of ____/____/____ <input type="checkbox"/> Re-exit as of ____/____/____ <input type="checkbox"/> Other <ul style="list-style-type: none"> <input type="checkbox"/> Retain LY or LF in grade _____ <input type="checkbox"/> Refer LY or LF to special programs:

_____ <input type="checkbox"/> _____ |
|---|---|

Indicate and attach only supporting documents used to meet at least two of five Consent Decree Criteria for today's ELL Committee decision (See Correlations to Consent Decree Criteria on next page)

- | | |
|---|--|
| 1 <input type="checkbox"/> Academic intervention records ____/____/____
1 <input type="checkbox"/> Medical or psychological records ____/____/____
1 <input type="checkbox"/> Prior educational records ____/____/____
2 <input type="checkbox"/> Teacher feedback (attached)
3, 5 <input type="checkbox"/> Standardized test scores (attached) | 4 <input type="checkbox"/> Recent report card (attached)
4 <input type="checkbox"/> Recent progress report (attached)
5 <input type="checkbox"/> English proficiency test-oral/aural (copy attached)
5 <input type="checkbox"/> English proficiency test-writing (copy attached)
5 <input type="checkbox"/> English proficiency test-reading (copy attached) |
|---|--|

Narrative

Include explanation of how the Consent Criteria selected was used to reach ELL Committee recommendation(s).

Attendees:

*Administrator/Designee _____	Parent/Guardian _____
*ELL Chairperson _____	Interpreter _____
*Guidance Counselor _____	Psychologist _____
Teacher _____	Other _____

*Required signatures

Distribution: Original – ESOL Student ELL Plan Yellow – Parent/Guardian Pink – ESOL District Office
The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

Ret: Master, 5Y GW
Dupl., OSA

006-94-ESOL-INS
Rev. 04/11/2011
Page 1 of 2

ELL COMMITTEE MEETING

The ELL committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to results from language proficiency assessment(s) used for ESOL program entry.

Correlation to Consent Decree and Assessment Criteria

(1). extent and nature of prior educational and social experience and student interview:

- Academic intervention records
- Medical or psychological records
- Prior educational records

(2). written recommendation and observation by current and previous instructional and supportive services staff:

- Teacher feedback

(3). level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards:

- Standardized test scores

(4). grades from the current or previous years:

- Recent report card
- Recent progress report

(5). test results other than those from C.2.a or C.2.b:

- Standardized test scores
- English proficiency test – oral/aural (other than original)
- English proficiency test – reading (other than original)
- English proficiency test – writing (other than original)

- ❑ **Attach supporting documentation to the ELL Committee Meeting Form.**
- ❑ **At least two of the five criteria must be addressed and documented in order to determine a student to be ELL or not to be ELL.**

c. ...The ELL committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the test results from a. or b.:

(1). extent and nature of prior educational and social experience: and student interview;

(2). written recommendation and observation by current and previous instructional and supportive services staff;

(3). level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;

(4). grades from the current or previous years;

(5). test results other than those from C.2.a or C.2.b (See note.)

(Taken from the Consent Decree, Part I, Identification and Assessment, C, #2, Paragraph c)

Note: C.2.a refers to the original aural/oral proficiency test used to enter the student. C.2.b refers to the original reading and writing proficiency test(s) used to enter the student in grade 3 or above.

JUNTA DE INSTRUCCIÓN ESCOLAR DEL CONDADO DE SARASOTA, FLORIDA
DEPARTAMENTO DE INTERVENCIÓN ACADÉMICA
INGLÉS PARA HABLANTES DE OTROS IDIOMAS (ESOL)
REUNIÓN DEL COMITÉ ELL

Spanish

Nombre del Estudiante _____ No. del Estudiante _____
 Fecha de Nacimiento _____ Escuela _____
 Fecha de Reunión _____ Grado _____ Estado ELL _____

Acciones y recomendaciones del Comité ELL establecidas en la reunión de hoy:

- | | |
|--|---|
| <input type="checkbox"/> Revisión educacional de LY después del semestre para discutir: <ul style="list-style-type: none"> <input type="checkbox"/> Progreso en obtener competencia en el curso <input type="checkbox"/> Deficiencias persistentes en el desarrollo general <ul style="list-style-type: none"> <input type="checkbox"/> Continuar servicios sin modificar la programación <input type="checkbox"/> Modificar la programación (especifique en la narrativa) <input type="checkbox"/> Revisión de LF debido a progreso insatisfactorio <ul style="list-style-type: none"> <input type="checkbox"/> Continuar con el monitoreo después de la reclasificación como LF <input type="checkbox"/> Reclasificar como LY desde el ____/____/____ <input type="checkbox"/> Iniciar, extender, o reclasificar al estudiante como LY (activo) <ul style="list-style-type: none"> <input type="checkbox"/> Clasificar a un estudiante competente en grados KG-02 como LY
Fluencia: Oral FES <input type="checkbox"/> Clasificar a un estudiante competente en grados 03-12 como LY
Fluidez: Oral: FES, Lectura/Escritura 33% o mayor <input type="checkbox"/> Extender como LY desde el ____/____/____ | <input type="checkbox"/> Iniciar salida o volver a salir (De LY a LF estado inactivo)
(Refiérase al Criterio de Salida más reciente) <ul style="list-style-type: none"> <input type="checkbox"/> Salir desde el ____/____/____ <input type="checkbox"/> Volver a salir desde el ____/____/____ <input type="checkbox"/> Otro <ul style="list-style-type: none"> <input type="checkbox"/> Retener LY o LF en grado _____ <input type="checkbox"/> Referir LY o LF a programas especiales:

_____ <input type="checkbox"/> _____
_____ |
|--|---|

Solamente indique y adjunte los documentos utilizados para cumplir por lo menos con dos de los cinco Criterios de Decreto de Consentimiento para la decisión tomada hoy por el Comité ELL (Vea las correlaciones de los Criterios de Decreto de Consentimiento en la siguiente página)

- | | |
|--|---|
| 1 <input type="checkbox"/> Archivos de Intervención Académica ____/____/____
1 <input type="checkbox"/> Archivos médicos o psicológicos ____/____/____
1 <input type="checkbox"/> Archivos educacionales anteriores ____/____/____
2 <input type="checkbox"/> Comentarios del Profesor (anexo)
3, 5 <input type="checkbox"/> Calificación de Exámenes Estandarizados (anexo) | 4 <input type="checkbox"/> Tarjeta de Calificaciones recientes (anexo)
4 <input type="checkbox"/> Reporte de Progreso Reciente (anexo)
5 <input type="checkbox"/> Examen de Capacidad oral/auditiva de inglés (anexo)
5 <input type="checkbox"/> Examen de Capacidad en escritura de inglés (anexo)
5 <input type="checkbox"/> Examen de Capacidad en lectura de inglés (anexo) |
|--|---|

Narrativa

Explique como el Criterio de Consentimiento seleccionado fue utilizado para decidir la(s) recomendación(es) del Comité ELL:

Participantes:

*Administrador/Designado _____	Padre/Guardián _____
*Presidente del Comité ELL _____	Intérprete _____
*Consejero Estudiantil _____	Psicólogo _____
Profesor/a _____	Otro _____

*Firmas requeridas

Distribución: Original – ESOL Plan ELL del Estudiante Amarillo – Padre/Guardián Rosado – Oficina Distrital ESOL
La Junta Directiva Escolar del Condado de Sarasota, Florida cumple con los Estatutos Estatales sobre Preferencia de Veteranos y los Estatutos Federales sobre la no-discriminación basada en la raza, color, sexo, religión, nacionalidad de origen, edad, discapacidad, estado marital u orientación sexual.

Ret: Master, 5Y GW
Dupl., OSA

006-94-ESOL-INS
Rev. 04/29/11
Página 1 de 2

REUNIÓN DEL COMITÉ ELL

El Comité ELL puede determinar que el estudiante es o no ELL al considerar por lo menos dos de los criterios a continuación, además de los resultados de los exámenes de competencia de lenguaje usados para colocar al estudiante en el programa ESOL.

Correlación de Decreto de Consentimiento y Criterio de Evaluación

(1). extensión y naturaleza de la experiencia social y educativa y la entrevista del estudiante:

- Archivos de intervención académica
- Archivos médicos o psicológicos
- Archivos educacionales previos.

(2). recomendaciones escritas y observaciones presentes y pasadas hechas por el personal educativo y el personal de apoyo al estudiante:

- Comentarios del/la profesor/a

(3). nivel de destreza de las competencias básicas o habilidades en inglés y/o en el idioma natal de acuerdo al criterio de las normas estandarizadas locales, estatales y nacionales:

- Puntuación de los exámenes estandarizados

(4). notas o puntuaciones del año en curso o años anteriores:

- Calificaciones recientes
- Reporte de progreso reciente

(5). resultados de los exámenes diferentes a los C.2.a o C.2.b:

- Puntuación de los exámenes estandarizados
- Examen de competencia oral/auditivo de inglés (diferente al original)
- Examen de competencia escrita de inglés (diferente al original)
- Examen de competencia de lectura de inglés (diferente al original)

- ❑ **Adjunte documentación de apoyo al Formulario de la Reunión del Comité ELL.**
- ❑ **Se deberá aplicar al menos dos de los cinco criterios debidamente tratados y documentados para poder determinar si el estudiante es o no ELL.**

c. ...El Comité ELL puede determinar si un estudiante es o no ELL considerando al menos dos de los siguientes criterios, además de los resultados de los exámenes a o b:

1. extensión y naturaleza de la experiencia educativa y social y la entrevista del estudiante;
2. recomendaciones escritas y observaciones presentes y pasadas hechas por el personal educativo y el personal de apoyo al estudiante;
3. nivel de destreza de las competencias básicas o habilidades en inglés y/o en el idioma natal de acuerdo al criterio de las normas estandarizadas locales, estatales y nacionales;
4. notas o puntuaciones del año en curso o años anteriores;
5. resultados de los exámenes diferentes a los C.2.a o C.2.b (Vea la nota.)

(Tomado del Decreto de Consentimiento, Parte I, Identificación y Exámenes, C, #2, Párrafo c)

Nota: C.2.se refiere a los exámenes de competencia orales/auditivos de inglés utilizados para ingresar al estudiante al programa. C.2.b se refiere a los exámenes de competencia en lectura y escritura utilizados para ingresar al estudiante al 3er Grado o superior.

ЦЕНТР ОБРАЗОВАНИЯ ОБЛАСТИ САРАСОТЫ, ФЛОРИДА **Russian**
 ОТДЕЛ УЧЕБНОГО ВМЕШАТЕЛЬСТВА
 АНГЛИЙСКИЙ ЯЗЫК ДЛЯ РАЗГОВАРИВАЮЩИХ НА ДРУГИХ ЯЗЫКАХ (ESOL)
СОБРАНИЕ КОМИТЕТА ELL (ELL Committee Meeting)

Имя Ученика _____ №Ученика. _____ ДР _____
 Школа _____ Дата встречи _____ Класс _____ Статус ELL _____

Действия и рекомендации сегодняшнего заседания Комитета ELL

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Учебный просмотр и обсуждение Ly после одного семестра: <ul style="list-style-type: none"> <input type="checkbox"/> Прогресс в достижении компетенции по предметам <input type="checkbox"/> Постоянные недостатки в учебе в общем <ul style="list-style-type: none"> <input type="checkbox"/> Продолжать услуги без прогамной модификации <input type="checkbox"/> Изменить программу (уточните в изложении внизу) <input type="checkbox"/> Просмотр LF в связи с неудовлетворительным прогрессом <ul style="list-style-type: none"> <input type="checkbox"/> Продолжить Наблюдение LF После Выхода Из Программы <input type="checkbox"/> Реклассифицировать как LY ____/____/____ <input type="checkbox"/> Инициировать, продлить или реклассифицировать LY Статус (активный) <input type="checkbox"/> Классифицировать компитентного ученика в классах KG-02 как LY
Беглость: Речь FES-Бегло Разговаривает на Английском Языке <input type="checkbox"/> Классифицировать компитентного ученика в классах 03-12 как LY
Беглость: Речь: FES, Чтение/Письмо 33%^{le} или выше <input type="checkbox"/> Продлить как LY с ____/____/____ | <ul style="list-style-type: none"> <input type="checkbox"/> Инициировать выход или повторный выход (C LY в LF статус не активности)
(См. <u>последние</u> Критерии Выхода) <ul style="list-style-type: none"> <input type="checkbox"/> Выход с ____/____/____ <input type="checkbox"/> Повторный Выход с ____/____/____ <input type="checkbox"/> Другое <ul style="list-style-type: none"> <input type="checkbox"/> Оставить на второй год LY или LF в классе _____ <input type="checkbox"/> Рекомендовать LY или LFв специальную программу:

_____ |
|---|--|

Укажите и приложите только поддерживающие документы, использованные по двум из пяти Критерий Концессионного Акта для сегодняшнего решения на собрании Комитета ELL (См. Корреляции к Критериям Концессионного Акта на следующей странице)

- | | |
|---|---|
| <ul style="list-style-type: none"> 1 <input type="checkbox"/> Записи Учебных Вмешательств ____/____/____ 1 <input type="checkbox"/> Медицинские или психологические записи ____/____/____ 1 <input type="checkbox"/> Предыдущие образовательные записи ____/____/____ 2 <input type="checkbox"/> Записи Учителя (приложен) 3, 5 <input type="checkbox"/> Оценки по Стандартизированным тестам (приложен) 4 <input type="checkbox"/> Текущий Табель (приложен) | <ul style="list-style-type: none"> 4 <input type="checkbox"/> Текущий Учет прогресса (приложен) 5 <input type="checkbox"/> Тест на Мастерство Английского Языка-речь/устный (копия приложена) 5 <input type="checkbox"/> Тест на Мастерство Английского Языка -письмо (копия приложена) 5 <input type="checkbox"/> Тест на Мастерство Английского Языка- чтение (копия приложена) |
|---|---|

Изложение

Напишите объяснение того, как выбранные критерии из Концессионного Акта были использованны для рекомендаций(ии) Комитета ELL.

Присутствующие:

*Администратор/Уполномоченный _____ Родители/Опекуны _____
 *Председатель ELL _____ Переводчик _____
 *Советник Учеников _____ Психолог _____
 Учитель _____ Другое _____

*Требуемые подписи

Роздача: Оригинал – ELL План Ученика ESOL Желтый –Родитель/Опекун Розовый – Областной Офис ESOL

Центр Образования Области Сарасоты находится в согласии с Государственным Законом о Ветеранах и Федеральными Законами о не дискриминации на основе расы, цвета, пола, религии, национального происхождения, возраста, недееспособности, семейного положения или сексуальной ориентации.

ЗАСЕДАНИЕ КОМИТЕТА ELL

Комитет ELL может определить является ли ученик ELL или не является учеником ELL согласно применению во внимание по крайней мере двух критерий из последующих критерий, в дополнение к результатам тестирования(ий) знания Английского языка, используемых для входа в программу ESOL.

Коррелятивное Правомочное Постановление и Критерия Оценивания

(1)- Причина и степень предыдущего образовательного и психологического опыта, интервью со студентом;

- Академическая Интервенция записей
- Медицинские и психологические записи
- Предыдущие образовательные записи

(2)- Письменные рекомендации и наблюдения текущих и предыдущих обучающихся и поддерживающих услуг;

- Записи учителя

(3)- Уровень мастерства в элементарной компетенции или умений английского языка/или родного языка в согласии с соответствующими местными, штатными и национальными критериями стандартов;

- Оценки по стандартизированным тестам

(4)- Оценки текущего или предыдущего года;

- Прошедший табель
- Прошедшие записи прогресса

(5)- Другие результаты теста, нежели C.2.a or C.2.b

- Оценки стандартизированных тестов
- Тест Английского Языка- устный/слушание (не оригинал)
- Тест Английского Языка –чтение (не оригинал)
- Тест Английского Языка – письмо (не оригинал)

- Приложена поддерживающая документация к документу о собрании ELL.
- По крайней мере, две из пяти критерий должны быть адресованы и задокументированны для того, что бы определить должен ли быть студент ELL или не должен быть ELL.

с. ...Собрание ELL решает является ли студент ELL или не является ELL, в соответствии с по крайней мере двумя следующими критериями в дополнение к результатам тестов с a. или b.:

(1). Причина и степень предыдущего образовательного и психологического опыта, интервью со студентом;

(2). Письменные рекомендации и наблюдения текущих и предыдущих обучающихся и поддерживающих услуг;

(3). Уровень мастерства в элементарной компетенции или умений английского языка/или родного языка в согласии с соответствующими местными, штатными и национальными критериями стандартов;

(4). Оценки текущего или предыдущего года;

(5). Другие результаты теста, нежели C.2.a or C.2.b(Смотрите заметку)

(из Концессионного Акта, Часть I, Идентификация и Оценивание, С, #2, Параграф с)

Заметка: C.2.a относится к оригиналу теста по слушанию/устному использующийся для правомерного вхождения студента в программу.

C.2.b относится к оригиналу теста (ов) по чтению и письму используемых для вхождения студентов 3-го класса и выше в программу.

ЦЕНТР ОСВІТИ ОБЛАСТІ САРАСОТИ, ФЛОРІДА **Ukrainian**
ВІДДІЛ УЧБОВОГО ВТРУЧАННЯ
АНГЛІЙСЬКА МОВА ДЛЯ ТИХ, ЩО РОЗМОВЛЯЮТЬ НА ІНШИХ МОВАХ (ESOL)
ЗАСІДАННЯ КОМІТЕТУ ELL (ELL Committee Meeting)

Ім'я Учня _____ №Учня _____ ДН _____

Школа _____ Дата зустрічі _____ Клас _____ Статус ELL _____

Дії і рекомендації сьогоднішнього засідання Комітету ELL

- | | |
|--|---|
| <input type="checkbox"/> Учебний перегляд і обговорення Ly після одного семестру:
<input type="checkbox"/> Прогрес в досягненні компетенції по предметах
<input type="checkbox"/> Постійні недоліки в навчанні загалом
<input type="checkbox"/> Продовжувати послуги без програмної модифікації
<input type="checkbox"/> Змінити програму (уточніть у викладі внизу)
<input type="checkbox"/> Перегляд LF у зв'язку з незадовільним прогресом
<input type="checkbox"/> Продовжити Спостереження LF Після Виходу з Програми
<input type="checkbox"/> Рекласифіцировать як LY ____/____/____
<input type="checkbox"/> Ініціювати, продовжити або рекласифіцировать LY Статус (активний)
<input type="checkbox"/> Класифікувати компетентного учня у класах KG-02 як LY
Побіжність: Мова FES-бігло Розмовляє Англійською Мовою
<input type="checkbox"/> Класифікувати компетентного учня у класах 03-12 як LY
Побіжність: Мова: FES, Читання/Письмо 33% або вище
<input type="checkbox"/> Продовжити як LY з ____/____/____ | <input type="checkbox"/> Ініціювати вихід або повторний вихід (3 LY в LF статус не активності)
(Див. <u>останні</u> Критерії Виходу)
<input type="checkbox"/> Вихід з ____/____/____
<input type="checkbox"/> Повторний Вихід з ____/____/____
<input type="checkbox"/> Інше
<input type="checkbox"/> Залишити на другий рік LY або LF в класі
<input type="checkbox"/> Рекомендувати LY або LF в спеціальну програму:

_____ |
|--|---|

Вкажіть і прикладіть документи, що лише підтримують використання по двох з п'яти Критерій Концесійного Акту для сьогоднішнього рішення на зборах Комітету ELL (Див. Кореляції до Критеріїв Концесійного Акту на наступній сторінці)

- | | |
|---|--|
| 1 <input type="checkbox"/> Записи Учебних Втручань ____/____/____ | 4 <input type="checkbox"/> Поточний Табелль (прикладен) |
| 1 <input type="checkbox"/> Медичні або психологічні записи ____/____/____ | 4 <input type="checkbox"/> Поточний Облік прогресу (прикладен) |
| 1 <input type="checkbox"/> Попередні освітні записи ____/____/____ | 5 <input type="checkbox"/> Тест на Майстерність Англійської Мови-Розмова/усно (копія прикладена) |
| 2 <input type="checkbox"/> Записи Вчителя (прикладений) | 5 <input type="checkbox"/> Тест на Майстерність Англійської Мови -письмо (копія прикладена) |
| 3, 5 <input type="checkbox"/> Оцінки по Стандартизованих тестах (прикладенні) | 5 <input type="checkbox"/> Тест на Майстерність Англійської Мови- читання (копія прикладена) |

Виклад

Напишіть пояснення того, як вибрані критерії з Концесійного Акту були використані для рекомендації(ій) Комітету ELL.

Присутні:

*Адміністратор/Уповномірний _____	Батьки/Опекуни _____
*Голова ELL _____	Перекладач _____
*Радник Учнів _____	Психолог _____
Вчитель _____	Інші _____

*Необхідні підписи

Роздача:

Оригінал – ELL План Учня ESOL

Жовтий –Родитель/Опекун

Рожевий – Обласний Офіс ESOL

Центр Освіти Області Сарасоти знаходиться у згоді з Державним Законом про Ветеранів і Федеральними Законами про не дискримінацію на основі раси, кольору, полу, релігії, національного походження, віку, неієздатності, сімейного стану або сексуальної орієнтації.

Ret: Master, 5Y GW
Dupl., OSA

006-94-ESOL-INS
Rev. 4/29/11

ЗАСІДАННЯ КОМІТЕТУ ELL

Комітет ELL може визначити чи є учень ELL або не є учнем ELL згідно застосуванню до уваги принаймні два критерій з подальших критерій, на додаток до результатів тестування(нь) знання Англійської мови, використовуваних для входу у програму ESOL.

Корелятивна Правомочна Постанова і Критерію Оцінювання

(1)- Причина і міра попереднього освітнього і психологічного досвіду, інтерв'ю із студентом;

- Академічна Інтервенція записів
- Медичні і психологічні записи
- Попередні освітні записи

(2)- Письмові рекомендації і спостереження поточних і попередніх повчальних послуг, що підтримують;

- Записи вчителя

(3)- Рівень майстерності в елементарній компетенції або умінь англійської мови/або рідної мови у згоді з відповідними місцевими, штатними і національними критеріями стандартів;

- Оцінки по стандартизованих тестах

(4)- Оцінки поточного або попереднього року;

- Минулий табель
- Минулі записи прогресу

(5)- Інші результати тесту, ніж C.2.a or C.2.b

- Оцінки стандартизованих тестів
- Тест Англійської Мови- усно/слухання (не оригінал)
- Тест Англійської Мови –читання (не оригінал)
- Тест Англійської Мови – письмо (не оригінал)

- ❑ Прикладить документацію, що підтримує документ про збори ELL.
- ❑ Принаймні, дві з п'яти критерій мають бути адресовані і задокументованні, для того, щоб визначити чи має бути студент ELL або не має бути ELL.

с...Засідання ELL вирішує чи є студент ELL або студент ні є ELL, відповідно до принаймні двома наступними критеріями на додаток до результатів тестів з а. або б.:

1. *Причинна і міра попереднього освітнього і психологічного досвіду, інтерв'ю із студентом;*
2. *Письмові рекомендації і спостереження поточних і попередніх повчальних послуг, що підтримують навчання;*
3. *Рівень майстерності в елементарній компетенції або умінь англійської мови/або рідної мови у згоді з відповідними місцевими, штатними і національними критеріями стандартів;*
4. *Оцінки поточного або попереднього року;*
5. *Інші результати тесту, ніж C.2.a або C.2.b(Дивиться замітку)*
(з Концесійного Акту, Частина I, Ідентифікація і Оцінювання, С, #2, Параграф с)

Замітка: C.2.a відноситься до оригінала тесту по слуханню/усно, що використовується для правомірного входження студента в програму.

C.2.b відноситься до оригінала тесту (ів) по читанню і письму використовуваних для входження студентів 3-го класу і вище в програму.

THE SCHOOL BOARD OF SARASOTA FLORIDA
DEPARTMENT OF ACADEMIC INTERVENTION
ANH NGỮ CHO NHỮNG NGƯỜI NÓI CÁC THỨ TIẾNG KHÁC (ESOL)
BUỔI HỌP CỦA HỘI ĐỒNG ELL (ELL COMMITTEE MEETING)

Tên Học sinh _____ Số Học sinh _____ Ngày sinh _____

Trường _____ Ngày Họp _____ Lớp _____ Tình trạng ELL _____

Những Hành-động và Đề-nghị của Buổi họp Hội đồng ELL hôm nay:

- | | |
|---|---|
| <input type="checkbox"/> Cứu xét sự giảng dạy LY sau một lục cá nguyệt để bàn thảo:
<input type="checkbox"/> Tiến triển của việc thành đạt trong các khu vực liên hệ
<input type="checkbox"/> Khuyết điểm liên tục trên tổng quát thành tích
<input type="checkbox"/> Tiếp tục dịch vụ không cần thay đổi chương trình
<input type="checkbox"/> Thay chương trình (Xác định trong tường thuật dưới đây)
<input type="checkbox"/> Xem xét lại LF vì không thỏa mãn sự tiến triển
<input type="checkbox"/> Tiếp tục Theo dõi Hậu-Tái phân loại như là LF
<input type="checkbox"/> Tái phân loại như là LY vào ngày ___/___/___
<input type="checkbox"/> Khờ sự, gia hạn, hay tái phân loại tình trạng LY (đang hiệu lực)
<input type="checkbox"/> Xếp loại một học sinh thông thạo lớp KG-02 là LY
Thông thạo: Vấn đáp FES
<input type="checkbox"/> Xếp loại một học sinh thông thạo lớp 3-12 là LY
Thông thạo: Vấn đáp: FES, Đọc/Viết 33% ^{1e} hay cao hơn
<input type="checkbox"/> Gia hạn như là LY vào ngày ___/___/___ | <input type="checkbox"/> Ra lần đầu hay ra-lại (Từ LY đến LF tình trạng đầu tiên)
(Tham khảo Tiêu chuẩn Ra gần đây nhất)
<input type="checkbox"/> Ra lần đầu ngày ___/___/___
<input type="checkbox"/> Ra lại ngày ___/___/___
<input type="checkbox"/> Những Đề nghị khác
<input type="checkbox"/> Giữ lại LY hay LF lớp: _____
<input type="checkbox"/> Đề nghị LY hay LF đến những chương trình đặc biệt:

_____ |
|---|---|

Xác nhận và chỉ đính kèm những hồ sơ hỗ trợ sử dụng hội đủ ít nhất hai trong số năm Nghị định được Ưng thuận Tiêu chuẩn cho những quyết định của Hội đồng ELL hôm nay (Xem Tương quan đến những Tiêu chuẩn Nghị định được Ưng thuận trong Trang Kế)

- | | |
|---|---|
| 1 <input type="checkbox"/> Hồ sơ về can thiệp học trình ___/___/___
1 <input type="checkbox"/> Hồ sơ về y tế hay tâm thần ___/___/___
1 <input type="checkbox"/> Hồ sơ học vấn từ trước ___/___/___
2 <input type="checkbox"/> Lời phê của giáo viên (đính kèm)
3,5 <input type="checkbox"/> Điểm thi căn bản đạt được (đính kèm) | 4 <input type="checkbox"/> Phiếu báo cáo học vấn mới nhất (đính kèm)
4 <input type="checkbox"/> Phiếu báo cáo sự tiến bộ mới nhất (đính kèm)
5 <input type="checkbox"/> Thi khả năng Anh ngữ-nói/nghe (đính kèm)
5 <input type="checkbox"/> Thi khả năng Anh ngữ-viết (đính kèm)
5 <input type="checkbox"/> Thi khả năng Anh ngữ-đọc (đính kèm) |
|---|---|

Tường thuật

Ghi ra sự giải thích là những tiêu chuẩn được ưng thuận đã chọn lựa như thế nào để đạt được sự đề nghị của Hội đồng ELL.

Những người hiện diện:

* Giám đốc trường/Người đại diện _____ * Chủ tịch ELL _____ * Cố vấn hướng dẫn _____ Giáo viên _____	Phụ huynh _____ Thông dịch viên _____ Bác sĩ tâm lý _____ Other _____ <p style="text-align: right;">*Được đòi hỏi phải ký tên</p>
---	---

Distribution: Original – ESOL Student ELL Plan Yellow – Parent/Guardian Pink – ESOL District Office
The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

Ret: Master, 5Y GW
Dupl., OSA

006-94-ESOL-INS
Rev. 4/29/11

BUỔI HỌP CỦA HỘI ĐỒNG ELL

Hội đồng ELL có thể quyết định một học sinh là ELL hay không thuộc ELL tùy theo sự cứu xét ít nhất là hai trong năm tiêu chuẩn sau đây bên cạnh kết quả của các cuộc thi thông thạo Anh ngữ dùng cho việc gia nhập chương trình ESOL.

Những tương quan giữa Nghị định được Đồng ý và Tiêu chuẩn Đánh giá

1 - Phỏng vấn về mức độ và tính chất của sự học vấn từ trước và kinh nghiệm xã hội của học sinh:

- Hồ sơ về can thiệp học trình
- Hồ sơ về y tế hay tâm thần
- Hồ sơ học vấn từ trước

2 - Những đề nghị và quan sát được làm bởi thành phần nhân viên giảng dạy và hỗ trợ trong hiện tại cũng như quá khứ;

- Lời phê của giáo viên

3 - Mức độ sự thành thạo của năng lực cơ bản hay khả năng về Anh ngữ và/hay ngôn ngữ mẹ dựa trên những tiêu chuẩn căn bản của địa phương hay tiểu bang và liên bang;

- Điểm thi tiêu chuẩn căn bản

4 - điểm số của niên học hiện tại hay của những năm trước;

- Phiếu báo cáo học vấn mới nhất
- Phiếu báo cáo sự tiến triển mới nhất

5 - kết quả thi cử khác hơn là những kết quả từ C.2.a hay C.2.b

- điểm thi tiêu chuẩn đạt được
- điểm thi khả năng Anh ngữ - nói/nghe (khác hơn là nguyên thủy)
- điểm thi khả năng Anh ngữ - đọc (khác hơn là nguyên thủy)
- điểm thi khả năng Anh ngữ - viết (khác hơn là nguyên thủy)

- Đính kèm những hồ sơ hỗ trợ vào Mẫu của Buổi họp của Hội đồng ELL.
- Phải có ít nhất là hai trong số năm tiêu chuẩn được bàn thảo và ghi chép để có thể xác định một học sinh là ELL hay không thuộc về ELL.

c. ...Hội đồng ELL có thể xác định một học sinh là ELL hay không thuộc về ELL căn cứ vào sự cân nhắc của ít nhất là hai trong số những tiêu chuẩn sau đây cộng thêm những kết quả thi từ a. hay b.:

1. Phỏng vấn về mức độ và tính chất của sự học vấn từ trước và kinh nghiệm xã hội của học sinh;
 2. Những đề nghị và quan sát được làm bởi thành phần nhân viên giảng dạy và hỗ trợ trong hiện tại cũng như quá khứ;
 3. Mức độ sự thành thạo của năng lực cơ bản hay khả năng về Anh ngữ và/hay ngôn ngữ mẹ dựa trên những tiêu chuẩn căn bản của địa phương hay tiểu bang và liên bang;
 4. điểm số của niên học hiện tại hay của những năm trước;
 5. kết quả thi cử khác hơn là những kết quả từ C.2.a hay C.2.b (xem phần ghi chú.)
- (trích từ Nghị định Ưng thuận, Phần I, Sự nhận diện và Định giá, C, #2, Paragraph c)

Ghi chú: C.2.a dựa vào kỳ thi đầu tiên về khả năng nói và nghe được dùng để thu nhận học sinh. C.2.b dựa vào kỳ thi đầu tiên về khả năng đọc và viết dùng để thu nhận học sinh vào lớp 3 hay cao hơn.

THE SCHOOL BOARD OF SRASOTA COUNTY, FLORIDA
 ESOL DEPARTMENT
PROGRAMS FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS
PROGRAMMATIC ASSESSMENT STUDENT PROFILE

Instructions: INITIATE THIS DOCUMENT WITHIN 10 DAYS OF ENROLLMENT FOR ELIGIBLE LEP STUDENTS NEW TO THE DISTRICT. UPDATE THIS FORM YEARLY, AND INITIAL THE NEW ENTRIES.

Student Name _____ Number _____
 Date of Birth _____ Place of Birth _____
 LEP Entry Date _____ School _____

The ESOL Consent Decree requires that a programmatic assessment be conducted for any student who answered "Yes" on the Home Language Survey to ensure appropriate academic placement. Please document all steps taken to determine the academic level of the student registering, regardless of student's English proficiency. The evaluation may be conducted by the school office personnel, LEP committee chairperson, counselor, ESOL resource teacher, bilingual education paraprofessional and/or classroom teacher.

Place a check mark by the item(s) used to determine the student's appropriate academic placement.

- _____ 1. Age appropriateness
- _____ 2. Interviewed parents/students to determine the subject area competencies.
 Last grade completed _____.
- _____ 3. Reviewed student's cumulative folder. This review included the following:
- | | |
|----------------------------------|--|
| _____ Previous school records | _____ Education Career Plan |
| _____ Transcripts | _____ No Previous School Records Available |
| _____ Standardized and/or | _____ Psychological/Social Work Report |
| _____ Criterion referenced Tests | _____ Other _____ |
| _____ Retention: Grade Level __ | |
| _____ Special Programs | _____ |
- (Name of Program)

- _____ 4. Academic Assessment
- | | |
|----------------------------------|----------------------|
| _____ Teacher Observation | _____ Writing Sample |
| _____ District/State Assessments | _____ Woodcock Muñoz |
| _____ Informal reading Inventory | _____ IPT |
| _____ Other | _____ |
- (Comments)

Signatures indicate that this programming assessment was conducted by:

Name _____ Title _____ Date _____
 Name _____ Title _____ Date _____

Distribution: Original – Cumulative Records Folder Copy – ESOL Student LEP Plan Folder

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Sch. No.	School	Sheltered -English	Sheltered - Core/Basic Subject Areas	Maintream/ Inclusion - English	Maintream/ Inclusion - Core/Basic Subject Areas	Maintenance - and or Developmental Bilingual Education	Dual Language (Two-way Bilingual Education
0012	Alta Vista			X			
0301	Ashton			X			
1241	Atwater			X			
0071	Bay Haven			X			
0085	Booker H.S.	X		X			
0084	Booker M.S.	X		X			
0101	Brentwood			X			
0111	Brookside MS	x		X			
1271	Cranberry			X			
0501	Emma E.			X			
0121	Englewood			X			
0131	Fruitville			X			
0381	Garden			X			
0461	Glenallen			X			
0261	Gocio			X			
0271	Gulf Gate			X			
1261	Heron Creek M.S.	X		X			
0471	Lakeview			X			
1341	Lamarque			X			
1211	Laurel Nok.	X		X			
0141	McIntosh M.S.			X			
1251	North Port H.S.	X		X			
0293	Oak Park			X			
0451	Oak Park So.			X			
0171	Phillippi Sh.			X			
1281	Phoenix Acad.			X			
0021	Pine View			X			
0181	Riverview	X		X			
0051	Sarasota H.S.	X		X			
0031	Sarasota M.S.	X		X			
0191	Southside			X			
1391	Suncoast Poly.			X			
1282	Tatum Ridge			X			
0491	Taylor Ranch			X			
1231	Toledo Blade			X			
0201	Tuttle			X			
0211	Venice El.			X			
0221	Venice H.S.	X		X			
0451	Venice M.S.			X			
0291	Wilkinson			X			
1291	Woodland M.S.	X		X			
0090	Is. Village S.			X			
0103	Imagine @ N.P.			X			
0106	Imagine @ P.R.			X			
0083	SS Arts & Sci.(SSAS)			X			
0100	S. Suncoast Acad.			X			
0074	S. Military Acad.			X			
0102	Student Lead.			X			
0081	Suncoast Innov.			X			
0110	Sky Academy			X			

SCHOOL DISTRICT OF SARASOTA COUNTY

JOB DESCRIPTION

PARAPROFESSIONAL AIDE III - ESOL

SALARY SCHEDULE: SSP 7

COST CENTER: DISTRICT-WIDE

QUALIFICATIONS:

- (1) Demonstrable ability to speak, write, and understand a foreign language used in a specific school setting.
- (2) Must be able to communicate effectively.
- (3) High school diploma or equivalent.
- (4) AA Degree or higher, or 60 semester college credits, or Passing Score on the ParaPro Assessment Test

KNOWLEDGE, SKILLS AND ABILITIES:

Basic knowledge and understanding of limited English proficient students. Knowledge of general computer use. Willing to learn the unique educational and/or personal needs of an individual LEP student in order to be able to assist him/her. Ability to listen and follow oral and written directions. Ability to work both independently and as a team member.

REPORTS TO:

Principal or Designee

JOB GOAL

To assist the teacher(s) in providing a well organized, smoothly functioning environment in which limited English students can take full advantage of the instructional program and available resources.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- *(1) Share in all teaching responsibilities except those reserved by the law to certified teachers.
- *(2) Assist in the supervision of students as assigned.
- *(3) Perform clerical duties as assigned.
- *(4) Assist in creating a safe learning environment.
- *(5) Implement classroom activities as directed.
- *(6) Assist staff members with behavioral management.
- *(7) Assist with the development of instructional materials.
- *(8) Assist with the preparation of accurate records and reports.
- *(9) Assist with assessing student progress.
- *(10) Communicate effectively with staff and parents.
- *(11) Work closely with the school personnel in establishing and maintaining the Parent Leadership Council at the school site.
- *(12) Translate and/or interpret home/school communication to parents/guardians on an as-needed basis.
- *(13) Use specialized equipment as required.
- *(14) Intervene, when appropriate, to situations concerning discipline of students.
- *(15) Demonstrate initiative in the performance of assigned responsibilities.

PARAPROFESSIONAL AIDE III - ESOL(Continued)

- *(16) Provide for a safe and secure workplace.
- *(17) Model and maintain high ethical standards.
- *(18) Follow attendance, punctuality and proper dress rules.
- *(19) Maintain confidentiality regarding school matters.
- *(20) Maintain positive relationships with staff and vendors.
- *(21) Participate in workshops and training sessions as required.
- *(22) Keep supervisor informed of potential problems or unusual events.
- *(23) Respond to inquiries and concerns in a timely manner.
- *(24) Follow all School Board policies, rules and regulations.
- *(25) Exhibit interpersonal skills to work as an effective team member.
- *(26) Demonstrate support for the School District and its goals and priorities.
- *(27) Perform other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 03

*Essential Performance Responsibilities

The School Board of Sarasota County - Sarasota, FL

English for Speakers of Other Languages - Student ELL Plan

1. Student number _____ 2. School _____ 3. Plan prepared by: _____

4. Name _____ last _____ first _____ M.I. _____ 5. Sex _____ 6. DOB _____ 7. Gr _____

8. ELL Status _____ last _____ M.I. _____ 9. School year _____ 10. PL / SL / HL _____

11. HLS Referral Date _____ 12. ELL Classification Date _____ 13. Prog. Assessment Date _____

14. ELL Entry Date _____ 15. ELL Exit Date _____ 16. CELLA Test Date _____ Grade _____

17. Basis of Entry _____ (A, R, L) # 1 _____ # 2 _____ Reading _____ Writing _____

19. Notification of ESOL placement _____ 20. Extension of Instruction _____ 21. Last Re-evaluation _____

22. LF Monitoring Dates _____
(OOE post-reclassification form) P₁ _____ P₂ _____ P₃ _____
end of 1st quarter after exit end of 2nd quarter after exit end of 3rd quarter after exit 2 years from exit

ELL Reclassification, Special Programs, & ELL Committee Information

24. ELL Reclassification Date _____ 25. ELL Reclassification Exit Date _____ 26. PMP (yr) _____

27. Special services referral (program title) _____ 28. Special serv. eligibility date _____ 29. Spec. services completion date _____

30. ELL Committee Meeting Date _____
Instructional Model

Attach pertinent documents

Scheduling Information

Course	FEFP	Title	Teacher	Mins	Course	FEFP	Title	Teacher	Mins

Testing Information

31. Gr _____ 32. Test date _____ 33. Form _____

35. Level _____ 36. Subject _____ 37. Score type _____ 38. Score _____
(See Item 16) 09=Reading, 36=Writing, 10=FCAT rdg 17=Speaking, 19=Listening, RS=Oral, NP=RW prof & FCAT rdg

Permissible standardized test accommodations (not to be used in English proficiency testing): flexible setting, flexible scheduling, flexible timing, limited assistance in heritage language, English-to-heritage-language word-for-word dictionary.

Attach supporting documentation to Student ELL Plan. Past and current ELL Plans must be filed in student's ELL File. Data on Student ELL Plan must be supported by documentation filed in student's ELL File within Cumulative Folder.

This Student ELL Plan has been reviewed by _____ Date _____

form Revised on 01/2009