

**2016-2019**

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

**Contact Person: Mr. Jamie Rodriguez**  
**LEA: Sarasota County Schools**  
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**Rule 6A-6.0905**  
**Form ESOL 100**  
**(February 2016)**

Original signatures on Signature Pages  
are to be submitted to:

Date Received by FDOE

Bureau of Student Achievement through  
Language Acquisition  
Florida Department of Education  
325 West Gaines Street  
444 Turlington Building  
Tallahassee, Florida 32399-0400

FDOE INTERNAL USE ONLY

<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:</b>	
Sarasota County School District					
<b>(4) MAILING ADDRESS:</b> 1960 Landings Blvd. Sarasota, FL 34231			<b>(5) PREPARED BY: (If different from contact person)</b> <b>First Name:</b> Jamie <b>Last Name:</b> Rodriguez <b>Mailing Address:</b> 1960 Landings Blvd. Sarasota, FL 34231 <b>Phone No:</b> 941-927-9000, Ext. 34329		
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, <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.					
Signature of Superintendent or Authorized Agency Head		Date Signed		Date of Governing Board Approval	
<b>(7) Chairperson representing the District ELL Parent Leadership Council (PLC)</b>					
Name of Chairperson representing the District ELL PLC: Contact Information for District PLC Chairperson: Mailing address: <u>310 Golden Sands Dr., Sarasota FL 34232</u> E-mail Address: _____ Phone Number: <u>(941) 822-1059</u> Date final plan was discussed with PLC: <u>September 13, 2016</u>					
<u>Perla Salgado</u> Signature of the Chairperson of the District PLC			<u>SEP - 13 - 2016</u> Date Signed by PLC Chairperson		

**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN**  
**ASSURANCES AND CERTIFICATION**

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castañeda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyler v. DOE*, 1982;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

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

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date Signed**

**Section 1: Identification (Rule 6A-6.0902, F.A.C.)  
Enrollment Procedures and Administration of the Home Language Survey (HLS).**

*Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:*

*HLS translated into other languages? Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese.*

*How are immigrant students identified?*

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

*Into what languages are the HLS translated?*

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

*How do you identify immigrant students?*

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

*Please include a link to your HLS.*

The link for district personnel to access online documents is:

<https://sarasotacounty.k12.fl.us/teams/materialsmanagementservices/districtforms/formsrepository/ESOL%20English%20Speakers%20of%20Other%20Languages/Forms/AllItems.aspx>

English Language Learners (ELLs) and non-ELLs will register at their assigned District school as determined by domicile. 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, registered and undocumented immigrant students, and racial and national origin 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 United States citizenship for enrollment. Social Security numbers of students and families are not required in order to complete the registration process.

Parents or guardians report to the registrar's office where they are given a complete registration packet. 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 which parents receive upon initial enrollment into a Sarasota District school 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 (10) school days from student's school entry date.

The Home Language Survey is translated and available in: 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.

The Registration Form completed by parents contains questions which assists with the collection of students' Date Entered US School (DEUSS) and with the identification of immigrant students during the registration process. Registrars have received training on identifying immigrant students and student's DEUSS date during the enrollment process, as well as, reporting these data in the Student Information System based on parent's response.

Identifying immigrant students in the Student Information System:

- If DEUSS is within the current SY (first year entered US school) then Educ. Yrs. US Sch. should be 0, leave blank
- If DEUSS is prior to the current SY, enter the appropriate number of years (including the current SY) for Educ. Yrs. US Sch. that the student was an active immigrant from the date entered US school

## **Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)**

### **1. English Language Proficiency (ELP) Assessment**

*What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)*

Registrar

ESOL Coordinator/Administrator

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

### **2. Listening and Speaking Proficiency Assessment**

*List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.*

*Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.*

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 takes place after the student's initial enrollment but not later than ten (10) school days after the student's enrollment. The School District of Sarasota County has established the use of a ten (10) school day timeframe to complete procedures as of the student's first day of attendance.

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 (10) school days as of the student's first day of attendance. Students whose HLS includes 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 (10) school days as of the student's first day of attendance.

Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as 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 by the ESOL office. Liaisons/Contacts are provided with timelines to run the reports in order to conduct self-monitoring; including reports that identify students who are coded LP in order to ensure that the language proficiency assessment is administered within ten (10) school days of the student's first day of attendance. The ESOL office and the State Reports Office are available to assist the liaisons/contacts with any concern.

If screening does not occur within ten (10) school days as of the student's first day of attendance, 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 will be documented on school letterhead. A copy of the letter will be mailed to the parents in the language they understand, unless clearly not feasible no later than eight weeks after initial enrollment. A copy will be retained in the student's ESOL file within the student's Cumulative Folder.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

ESOL liaisons/contacts are trained in ESOL procedures based on state approved rules. As per procedures established in Sarasota County, students in grades K-2 who obtain a proficient score in the listening and speaking assessment do not qualify for ESOL program services. 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 as of the student's first day of attendance.

**Reading and Writing Proficiency Assessment**      *List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12. Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.*

- IPT 1 Reading & Writing (Ballard & Tighe) Grade 3
- IPT 2 Reading & Writing (Ballard & Tighe) Grades 4-6
- IPT 3 Reading & Writing (Ballard & Tighe) Grades 7-12

ESOL liaisons/contacts are trained in ESOL procedures based on state approved rules. As per procedures established in Sarasota County, students in grades 3-12 who obtain an oral proficiency level of Non-English Speaking, Limited English Speaking, or Fluent English Speaking will be assessed in reading and writing within ten (10) school days of the student's first day of attendance. The School District of Sarasota County has established the use of a ten (10) school day timeframe to complete procedures as of the student's first day of attendance.

If screening does not occur within ten school days of the student's first day of attendance, 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 will be documented on school letterhead. A copy of the letter will be mailed to the parents in the language they understand, unless clearly not feasible no later than eight weeks after initial enrollment. A copy will be retained in the student's ESOL file within the student's Cumulative Folder.

### **3. ELL Committee**

*Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?*

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. 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, F.A.C.)**

#### **Academic/Programmatic Assessment**

*Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.*

Academic assessment 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, 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. The process will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL). The principal or designee determines final placement based on the student's best interest. 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. Equal credit is awarded 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 are 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.

#### **Grade Level and Course Placement Procedures – Grades 9-12**

*Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.*

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

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

Academic assessment 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, 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. The process will be documented on the Programmatic Assessment Student Profile (form #011-99-ESOL). The principal or designee determines final placement based upon the student's best interest. If no records are available or if student does 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. Equal credit is awarded 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. 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. 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 are 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.

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**

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 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).

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 9-12**

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

High School Student Progression Plan - (Grades 9-12) 2016-2017  
Promotion: pp. 25-26, Placement: pp. 14-15, Retention: pp. 25

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 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 LEA**

*Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.*

*Moving from one Florida LEA to another:*

*Moving from another state to Florida LEA:*

*Moving from another country to Florida LEA.*

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, based on the

student's DEUSS (Date Entered US School) date, 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 title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.*

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

Please include a [link](#) to the ELL Student Plan.

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).

The plan contains student's demographic data, program entry information, DEUSS date, 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. FSA-ELA). For students who have exited the ESOL program, the plan contains program exit information and Post-Reclassification Monitoring dates.

The ESOL liaison/contact is responsible for updating the ELL data reporting elements when there is a change to a student's program placement, schedule, or an ELL Committee Meeting held.

Teachers differentiate instruction based on students' language proficiency needs and document strategies used in their lesson plans. Teachers also provide feedback on the performance of ELLs at the end of every grading quarter for monitoring purposes. Teachers may participate in the ELL Committee Meeting to assist in developing appropriate instructional goals, objectives, and strategies based on student language and academic needs.

#### **Section 4: Comprehensive Program Requirements and Student Instruction**

##### **Instructional Models**

*In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) [Database Manuals](#). (Check all that apply)*

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

*Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.*

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 (FLDOE) 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 site administrators (i.e., principal and/or assistant principal) review teacher lesson plans and conduct classroom walk-throughs to monitor fidelity and implementation of school's instructional ESOL models.

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

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

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

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

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

The School Board of Sarasota County, Florida, has established and implemented policies, 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 Florida Standards benchmarks, grade level expectations, course descriptions, and district curriculum frameworks. In addition, these policies, programs, and procedures 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.

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.

Teachers with ESOL students must be in compliance or endorsed to receive ELLs in their classrooms. Each school site has an ESOL Liaison/Contact to ensure student needs are being met at the school and in classrooms. Student report cards are monitored every grading period and students at risk are identified and placed in RtI process.

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 Florida Standards for the appropriate language proficiency level of the student. School administrators or designee review teacher lesson plans regularly to ensure that comprehensible instruction is occurring and conduct classroom walk-throughs to monitor implementation.

*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)

District and state extant data is utilized to review impact of instructional programs at the district level. Online supplemental applications for ELLs, such as Imagine Learning, Help Math, and Rosetta Stone provide various reports on student progress and usage. Professional development offerings on implementing WIDA strategies for classroom instruction. The Parent outreach facilitator has made a positive impact at assigned schools with parents on supporting their student at home and in school. Each district school analyzes ELL gains and effectiveness of instructional programs at the school level. Schools develop goals, objectives and strategies in their School Improvement Plans to target student achievement. After school and summer programs funded through Title III collect student data, progress reports, and program documentation are submitted to the district ESOL office.

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

X Student Portfolios

Other Criterion Referenced Test (Specify) \_\_\_\_\_

Native Language Assessment (Specify) \_\_\_\_\_

LEA/school-wide assessments (Specify) \_\_\_\_\_

Other (Specify) iReady grades K-8, FCAT Practice Tests, CELLA, FAIR, EOCs

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).

FCAT

## Student Progression

*Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?*

X Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

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) 2016-2017

Promotion: pp. 8-10

Placement: pp. 7-8

Retention: pp. 10-13

Middle School Student Progression Plan - (Grades 6-8) 2016-2017

Promotion: pp. 6

Placement: pp. 6

Retention: pp. 10

High School Student Progression Plan - (Grades 9-12) 2016-2017

Promotion: pp. 25-26

Placement: pp. 14-15

Retention: pp. 25

No (Specify) \_\_\_\_\_

*Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention.*

*Include how parents or guardians are notified of LEA good cause decisions.*

*Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.*

**GRADE THREE MANDATORY RETENTION GOOD CAUSE EXEMPTIONS** Students cannot be promoted to grade 4 unless they score Level 2 or higher on the FSA-ELA or meet a Good Cause exemption. Students without an FSA score must also meet a Good Cause exemption to be promoted to grade 4. 1. Requests for Good Cause exemptions for grade 3 students from the mandatory retention shall be submitted to the school principal with appropriate documentation. The principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the principal determines that the student meets the requirements for a Good Cause exemption and should be promoted, the principal shall make such recommendation in writing to the superintendent. The superintendent or designee shall accept or reject the principal's recommendation in writing. 2. Good Cause exemptions for grade three retentions shall be limited to the following: [FS1008.25(6)(b)(1-7)] • Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) program based on initial date of entry into a school in the United States.

No promotion or retention decision may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision (see VIII, B.) affecting ELL/LEP students.

As stated in the Student Progression Plan, "a team of professional staff must conduct a case review for students being considered for retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

The principal, with input from the school-wide support team (SWST), IEP committee, ELL/LEP committee and/or other professional staff, may waive the promotion requirements for students other than grade three students in reading by meeting any of these good cause conditions:

1. Previous retention – a student who has had a prior retention.
2. Alternative Programs – a student being considered for placement or currently placed in an approved special program such as ESE, dropout prevention, Section 504, or ESOL may be considered for an exemption. Good cause shall be based on documentation from an ELL/LEP committee meeting, Section 504 meeting, ESE staffing or IEP review committee. The documentation must contain the recommendation and reasons for the student's exemption.
3. Attendance – a student with problems of a unique nature that causes extended absences.

## MID-YEAR PROMOTION OF STUDENTS RETAINED IN GRADE THREE

- A. Any student in Grade 3 who has been retained at least once in grades K-3 may be eligible for mid- year promotion.
- B. On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria:  
Evidence of mastery of each standard on the Grade 3 FSA English Language Arts assessment through a state approved alternative assessment or the district portfolio. The portfolio assessments provide an accurate picture of the student’s ability and only includes student work that has been independently produced in the classroom. The district portfolio follows the guidelines established by the Florida Department of Education and has been approved by Just Read Florida!
- C. For mid-year promotion after November 1:
  - 1. Retained Grade 3 students may be recommended for mid-year promotion based on student’s mastery of third grade tested Florida Standards for English Language Arts through the district reading portfolio and beginning mastery of the Florida Standards for fourth grade consistent with the month of promotion to fourth grade. Core reading program materials as well as other progress monitoring tools maybe used to assess beginning mastery.
  - 2. These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.
- D. For all mid-year promotions:
  - 1. The principal will recommend mid- year promotion for all eligible students. The executive director for elementary schools will review and sign all mid -year promotion recommendations.
  - 2. The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented and monitored for the entire academic year.

## X. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR

- A. Grade 3 students who are not promoted mid-year will continue to be monitored three times annually through the i-Ready Reading Diagnostic or the FAIR-FS assessment.
- B. Students who have been retained once in grade 3 will continue to participate in a 90 minute reading block and receive additional instructional time.

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in [FS 1003.56]. Services will be provided as outlined in the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.”

Principals call and or meet with parents or guardians to personally discuss Good Cause Exemption decisions and possible alternatives if the student does not qualify for Good Cause Exemptions. The principal may offer alternative solutions such as Summer Reading Camp, completion of a reading portfolio, and/or SAT10 assessment for mid-year promotion.

## **Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)**

### **Statewide Assessment**

*Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:*

The Director of Research, Assessment, and Evaluation (RAE) is responsible for making sure that all ELL students participate in statewide assessments (FSA, ACCESS2.0, EOC etc.). Our District policy is that all ELL students will participate in the statewide assessment programs.

Research and Assessment Department offers TOT trainings for personnel administering state assessments. Each school trains their personnel to ensure proper procedures and administration of assessments. Documentation of test schedules and location for testing is kept at each school.

#### **Statewide content area assessments:**

*ACCESS for ELLs assessment programs:*

*What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?*

The 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.

*Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.*

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. Documentation of test schedules and location for testing is kept at each school. This letter is available for the major languages represented in the District (Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese).

## **Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)**

*Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.*

At the beginning of the school year, for each active ELL in grades K-12, ESOL Liaisons/Contacts review Teacher Feedback Form and end-of-year report card to determine if there are any academic concerns. In addition, liaisons review individual ACCESS and FSA-ELA scores to determine if students meet State criteria to exit (see below).

- ACCESS for ELLs 2.0 scores
  - Achieve Composite Overall Proficiency Level of 5.0 or greater and Proficiency Level of 4.0 in each test domain (L,S,R,W)
  - Alternate ACCESS for ELLs (1-12) achieve a Composite Overall Proficiency Level of P1 or greater.

AND

K-2: no other assessment is required.

3-9- Must also meet exit criteria based on:

- FSA-ELA: Passing score (level 3 or greater) or FSAA Passing scores

10-12 - Must also meet exit criteria based on:

- FCAT 2.0 Reading or FSA-ELA or FSAA
- a score on the 10th grade FSA-ELA, or a score on the FSAA, or 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.

For students whose DEUSS Date (Date Entered into US School) falls between October 1st and the end of the school year, the ELL Committee will meet no earlier than thirty (30) days prior to the third anniversary of the student's DEUSS date, and no later than the anniversary date, to re-evaluate progress towards English proficiency since ACCESS, FSA-ELA, and FSAA scores cannot be used after September 30th for reevaluation/exit purposes. ELLs who do not meet the criteria for proficiency after 3 years in the ESOL program will be reevaluated annually; and yearly thereafter at the end of the 4th, 5th, and 6th years. The Committee decision will be based on analyses of students' academic performance including recent scores of State approved language proficiency assessments (i.e., IPT, IRW) as applicable for grade level, 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

If the ELL Committee determines the student is not English proficient, ESOL services will be extended. If ELL Committee determines the student is English proficient, student will exit; parents' opinion will be considered in final decision.

If services are extended, the Committee will refer the student for appropriate remedial, compensatory, special and supportive service evaluations, and programs. 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, F.A.C. . 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. Exit information will be entered into the Student Information Services system by one of the following: registrar, data entry contact, or ESOL Liaison/Contact.

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

- X School/LEA based testing administrator  
ESOL Teacher/Coordinator
- X Other (Specify) ESOL Liaison/Contact, ESOL Paraprofessional, or staff member assigned by the school principal; who is trained on procedures for administering the approved language proficiency assessment(s) for exit.

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

The ELL Committee is involved in making exit decisions for students whose third year anniversary, based on DEUSS Date (Date Entered into US School) falls between October 1st and the end of the school year. The ELL Committee will meet no earlier than thirty (30) days prior to the third anniversary of the student's DEUSS date, and no later than the anniversary date, to re-evaluate progress towards English proficiency since ACCESS, FSA-ELA, and FSAA scores cannot be used after September 30th for reevaluation/exit purposes. ELLs who do not meet the criteria for proficiency after 3 years in the ESOL program will be reevaluated annually; and yearly thereafter at the end of the 4th, 5th, and 6th years. The Committee decision will be based on analyses of students' academic performance including recent scores of State approved language proficiency assessments (i.e., IPT, IRW) as applicable for grade level, 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.

At any other time during the school year, 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 recent scores of state ap-

proved language proficiency assessments (i.e., IPT, IRW) as applicable for grade level, 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.

If the ELL Committee determines the student is not English proficient, ESOL services will be extended. If ELL Committee determines the student is English proficient, student will exit; parents' opinion will be considered in final decision. If services are extended, the Committee will refer the student for appropriate remedial, compensatory, special and supportive service evaluations, and programs. 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, F.A.C. . 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. Exit information will be entered into the Student Information Services system by one of the following: registrar, data entry contact, or ESOL Liaison/Contact.

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

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).

For an ELL who meets exit qualifications in the middle of a grading period, an ELL Committee Meeting may determine an exit date at the end of the grading period if it affects student scheduling or grading requirements for the grading quarter or end of term.

### **Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)**

*During the required two-year monitoring period, what is the title of person(s) responsible for:*

*Conducting the follow-up performance of former ELLs?*

*Updating the student ELL plan?*

*Reclassification of ELL status in data reporting systems?*

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

X Report Cards

X Test Scores

X Classroom Performance

X Teacher Input via Teacher Feedback form

Other (Specify) \_\_\_\_\_

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 by the ESOL Liaison/Contact on the Post-Reclassification Monitoring Form (#008-94-ESOL), and on the last Student ELL Plan. Reclassification or Post-Reclassification Monitoring data will be entered by the data clerk or ESOL Liaison/Contact into the student's Language Tab on the District's Student Information System.

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

- First Report Card- First full grading period after exit
- First Semi-Annual Review End of second full grading quarter after exit
- Second Semi-Annual Review End of the third full grading quarter after exit
- End of Second Year Two years from the exit date

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

The ELL Committee will convene whenever an exited student shows any consistent pattern of under-achievement, lack of academic progress, and/or is not on-grade level, based on 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. Upon reclassification of a former ELL, a new Student ELL Plan will be developed by the ESOL Liaison/Contact to reflect the ELL Committee decision to re-classify the student into the program and reclassification data will be entered by the data clerk or ESOL Liaison/Contact into the student's Language Tab on the District's Student Information System.

### **Compliance of ELL Plan and Student Performance**

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

The School Board of Sarasota County, Florida, 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 compliance 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 for compliance 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.

The ELL Committee will convene whenever an exited student shows any consistent pattern of under-achievement, lack of academic progress, and/or is not on-grade level, based on 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 (RtI, after-school tutoring), 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.

District and state extant data is utilized to review impact of instructional programs at the district levels. Online supplemental applications for ELLs, such as Imagine Learning, Help Math, and Rosetta Stone provide various reports on student progress and usage. Professional development offerings on implementing WIDA strategies for classroom instruction. At assigned schools, the ESOL Parent Outreach Facilitator provides parents with resources for supporting their student at home and in school. Each district school analyzes ELL data to determine gains and effectiveness of instructional programs at the school level. Schools develop goals, objectives and strategies in their School Improvement Plans to target student achievement and needs for students in the lowest quartile. After school and summer programs, funded through Title III, collect student data, progress reports, and program documentation is submitted to the district ESOL office.

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

School sites, parents and stakeholders have access to the District ELL Plan online through the district website at <http://sarasotacountyschools.net/departments/esol/default.aspx?id=2552>.

The District Parent Leadership Council composed of members from the various school PLCs, and District Parent Advisory Council (PAC) provide forums for parents to share their concerns at the District level, and allows for parental input into the District ELL Plan. Parent feedback will be collected via a survey. The District Parent Advisory Council (PAC) may also convene at least twice a year to plan and develop the agenda for the District PLC.

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

The School Board of Sarasota County, Florida, 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 compliance 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 compliance 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 conducts 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 or guardians of ELLs in their home language.*

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: Written translations of standard forms and informational letters that are sent to parents are provided in Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese.

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. The District uses the “Talk & Listen” system to provide interpretation services at informational meetings. The District ESOL office has provided schools with a phone communication system which allows teachers to send pre-recorded messages in 21 languages, on a variety of topics, to parents or guardians of ELL students. The District also provides schools access to Connect Ed, which allows principals and district personnel to send recorded messages to families, provided there is an interpreter available, or uses the built in translation option ConnectEd provides. Parents are encouraged to attend educational meetings and Parent/Teacher Conferences that pertain to their child during which schools provide interpreters when feasible.

*Describe parent outreach activities that inform parents of how they can be involved in their children’s education and how they can assist their children to learn English and meet state academic standards.*

The Parent Outreach Facilitator (POF) is an important member in reaching out to a rapidly growing population of ELL parents in offering support to ELL parents and schools with highest ELL demographics. The Parent Outreach Facilitator supports elementary schools with the largest ELL populations of district schools. Supplemental materials for home are provided to support academic and language development.

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.

Parents are encouraged to participate in other parent organizations such as Parent Teacher Organization (PTO), Parent Teacher Association (PTA), School Advisory Council (SAC), and Volunteer and Partnership Office (Team Up). 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 LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):*

X Delay in language proficiency testing

X Results of language proficiency assessment

X Program placement

X Program delivery model option(s)

X Extension of ESOL instruction

X Exit from ESOL program

X Post-reclassification of former ELLs monitoring

X Reclassification of former ELLs

X State and/or LEA testing

X Accommodations for testing (flexible setting)

X Annual testing for language development

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

Exemption from FSA in ELA for ELLs with DEUSS less than one year

X Retention/Remediation/Good Cause

X Transition to regular classes or course change

X Invitation to participate in an ELL Committee Meeting

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

X Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities

X Free/reduced price lunch

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

X Registration forms and requirements

X Disciplinary forms

X Information about the Florida Standards and the English Language Development (ELD) Standards

X Information about community services available to parents

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

X Report Cards\* Report cards are available only in Spanish and English. Interpreters are made available at schools upon parent request.

Other (Specify) \_\_\_\_\_

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

**Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)**

*What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)*

X LEA Level

X School Level

*Please address the functions and composition of the PLC:*

*The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.*

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

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

*Does the LEA PLC approve of the District ELL Plan? X Yes No*

*If no, please provide explanation for PLC's non-approval.*

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, Volunteer & Partnership, 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 may be convened at least twice a year, minimally yearly, to plan and develop the agenda for the District PLC.

**Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)**

*Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.*

*Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.*

*Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.*

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

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. The Human Resources Department sends a follow-up letter 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.

The ESOL Office disseminates the schedule of specific required training courses being offered throughout the year and teachers may register for courses via the Professional Development System.

*Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.*

The District provides the 60-hour ESOL training for school-based administrators yearly as an online course through Professional Development or they may take the required ESOL course through an approved vendor such as CtechEd or Beacon Educator. 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. 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.

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

ESOL Teacher Trainers develop and provide workshops to ESOL Liaisons/Contacts, paraprofessionals, and content area teachers on English Language Development Standards and best practices. Teacher Trainers are also available to support district schools' professional development needs.

*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.* Does not apply

*A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.*

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

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 English and in the heritage language of the students served.*

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.

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

### **Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)**

*Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.*

ELLs considered for extension will be assessed with IPT/IRW. If student’s anniversary date is between Spring ACCESS2.0 window and October 1, of the following school year, the student’s ACCESS 2.0 and applicable FSA/FSAA scores or concordant scores will suffice; a more recent assessment is not required. If ACCESS2.0 and FSA scores are not available, the student will be assessed using the IPT/IRW

language proficiency assessments, based on their grade level, and an ELL Committee Meeting will be held. If the ELL Committee determines the student is not English proficient, ESOL services will be extended. If the ELL Committee determines the student is English proficient, student will exit; parents' opinion will be considered in final decision. If services are extended, the Committee will refer the student for appropriate remedial, compensatory, special and/or 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 specific needs of the student. Documentation supporting Consent Criteria used by the Committee for the decision made will be attached to the ELL Committee Meeting Form. The form will include meeting minutes, topics discussed, recommendations, and narrative description of basis for the decision; documentation will be kept in student's ESOL file.

For students whose DEUSS Dates (Date Entered into US School) fall between October 1st and the end of the school year, a state approved language proficiency assessment (i.e. IPT, IRW) will be administered and the ELL Committee will meet no earlier than thirty (30) days prior to the third anniversary of the student's DEUSS date, and no later than the anniversary date, to re-evaluate progress towards English proficiency since ACCESS, FSA-ELA/FSAA scores cannot be used after September 30th for reevaluation/exit purposes. ELLs who do not meet the proficiency criteria after 3 years in the ESOL program will be reevaluated annually; and yearly thereafter at the end of the 4th, 5th, and 6th years. The Committee decision will be based on analyses of students' academic performance including recent scores of State approved language proficiency assessments (i.e., IPT, IRW) as applicable for grade level, 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 specific needs of the students.

If the ELL Committee determines the student is not English proficient, ESOL services will be extended. If ELL Committee determines the student is English proficient, student will exit; parents' opinion will be considered in final decision.

If services are extended, the Committee will refer the student for appropriate remedial, compensatory, special and/or supportive service evaluations and programs. 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, F.A.C. . 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. Exit information will be entered into the Student Information Services system by one of the following: registrar, data entry contact, or ESOL Liaison/Contact.

At any other time during the school year, 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 recent scores of State ap-

proved language proficiency assessments (i.e., IPT, IRW) as applicable for grade level, 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 specific needs of the students.

### **Listening and Speaking Proficiency Assessment**

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

Listening and Speaking Assessment(s) are: IPT I Oral K-6, IPT II Oral 7-12 (may be used for 6<sup>th</sup> graders).

### **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.*

Reading and Writing Assessment(s) are: IPT 1 Reading & Writing (Ballard & Tighe) Grade 3, IPT 2 Reading & Writing (Ballard & Tighe) Grades 4-6, IPT 3 Reading & Writing (Ballard & Tighe) Grades 7-12