

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

Florida Department of Education

Date Received by FDOE

Bureau of Academic Achievement through Language Acquisition
Florida Department of Education
325 West Gaines Street
501 Turlington Building
Tallahassee, Florida 32399-0400
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**DISTRICT PLAN FOR SERVICES TO ENGLISH
LANGUAGE LEARNERS (ELLs)**

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE:
Seminole County Public Schools		Minnie Cardona/ESOL Coordinator	(407) 320-0200
(4) MAILING ADDRESS:		(5) PREPARED BY: (If different from contact person)	
400 E. Lake Mary Boulevard, Sanford, FL 32773			
(6) CERTIFICATION BY SCHOOL DISTRICT			
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.			
I, _____, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.			
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed	_____ Date of Governing Board Approval
(7) District Parent Leadership Council Involvement			
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):			
Contact Information for District PLC Chairperson: Mailing address:			
E-mail Address:		Phone Number:	
Date final plan was discussed with PLC:		PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved	
_____ Signature of the Chairperson of the District PLC		_____ Date Signed by PLC Chairperson	

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



DISTRICT ENGLISH LANGUAGE LEARNER PLAN ASSURANCES AND CERTIFICATION

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0900 - 6A-6.0909; 6A; 6A-6.09091; 6A-1.09432, Florida Administrative Code (FAC.), and other applicable State Board of Education Rules;
- The requirements of the No Child Left Behind Act of 2001;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1980;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office of Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office of Civil Rights Standards for the Title VI Compliance.

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

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

Students entering Seminole County Public Schools (SCPS) register at their assigned school. Parents complete, with assistance in their language when feasible, the Student Entry Form that contains the Home Language Survey. The student entry form is available in English, Spanish, and Haitian Creole. The Home Language Survey is on each form.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

All students entering SCPS register at their assigned school. Parents complete, with assistance in their language when feasible, the Student Entry Form that contains the Home Language Survey. If only the first question is answered in the affirmative, the student is placed in the regular educational program pending testing. If more than one question is answered in the affirmative, the student is placed in the ESOL program with an ESOL endorsed or certified teacher. The student data is entered into the ESOL screen in the computer with an ESOL code of "T" until the aural/oral testing is administered within 20 school days. A copy of the entry form containing the completed Home Language Survey is sent immediately to the ESOL office. At the time of registration the "Programmatic Assessment" is done.

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

Most schools have a bilingual secretary, assistant, and/or ESOL teacher who can assist the parents if needed. The ESOL Department also has a Language Bank that the schools use to get the help they need in many languages. Parent or guardian of student entering Seminole County Public Schools will complete either the English or Spanish version of the Student Entry Form. The home language survey section of this form asks the three questions concerning the home, first, and primary language of the student as stipulated by the META Decree. Parents are explained about the program in a language they can understand, unless clearly not feasible. All K-12 students whose parents answer "YES" to any of three following questions from the District Registration Form:

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

When the parent responds "Yes" to one of three survey questions, the student must be further assessed for ESOL services upon entering school. The registrar or guidance counselor completes the "Programmatic Assessment" on any student whose parents answer

“Yes” to the questions on the Home Language Survey. The student is referred with a copy of the student entry form and the "Programmatic Assessment" by the school counselor/designee to the district designee (ESOL Teacher) or ESOL Testing Specialist for the administration of the aural/oral test. The ESOL Testing Specialist will give priority to the schools that are not ESOL centers so the students who meet criteria through the aural/oral testing will be transferred to an ESOL center as soon as possible.

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

☒ Registrar ☒ Guidance Counselor ☐ Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English.

Most schools have a bilingual secretary, assistant, and/or ESOL teacher who can assist the parents if needed. The ESOL Department also has a Language Bank that the schools use to get the help they need in many languages.

4) Student Data Collection

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

All students entering SCPS register at their assigned school. Parents complete, with assistance in their language when feasible, the Student Entry Form that contains the Home Language Survey. The student entry form is available in English, Spanish, and Haitian Creole. The Home Language Survey is on each form. All other pertinent information is also located on that form, such as native language, country of birth, how long in the US, parental contacts, and more. The data entry clerk inputs all the information into the data entry system, SASI.

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

☒ Registrar ☒ Data Entry Clerk ☐ Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

☐ Registrar ☐ ESOL Coordinator/Administrator ☒ Other (Specify)

The ESOL teacher at each ESOL Center, Guidance Counselor, and/or the ESOL Testing Specialist at the County Office are responsible for the English language assessment of potential ELLs for Seminole County Public Schools. The IDEA (Individualized Development English Activities) Oral Language Proficiency Test (IPT), by Ballard & Tighe, Inc. is the instrument used for grades K-12 to determine initial English Language proficiency levels.

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT I (below these scores eligible)	K-Initial	33		39%
IPT I (below these scores eligible)	K-2	47		55%
IPT I (below these scores eligible)	3-5	65		68%
IPT 2 (below these scores eligible)	6	55		46%
IPT 2 (below these scores eligible)	7-12	71		59%

(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) 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.

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

The enrollment form is given to the ESOL teacher the same day that the student registers. The ESOL teacher or designee will test the student with the IPT/Aural Test within 20 school days.

Any student whose parents answered "yes" to any questions on The Home Language Survey is referred by the school counselor/designee to the district ESOL Testing Specialist, the ESOL teacher, or guidance counselor at the site who does the entry assessment, for the administration of the Aural/Oral test. (The IPT 1 Oral Test will be used at the elementary level and the IPT II will be used at the secondary level. These tests are on the approved list of tests recommended by the State Department of Education.) If the student comes from another Florida school district, he/she will not be tested with the Aural/Oral Assessment. According to the Consent Decree, a student must be tested within 20 school days from the student entry date. The IPT Aural/Oral grades K-12, Reading, and Writing (grades 3-12) will be administered within the first 20 school days of entrance. A copy of the Student Entry Form must be sent to the ESOL Testing Specialist and to the ESOL teacher. The ESOL Testing Specialist will administer the Aural/Oral tests at the Non-ESOL centers. When an attempt to screen a student is made and the student is not available, a notification of attempt to screen (form V-921001) is sent home and a copy is kept in the student's cumulative folder. The testing data will be provided to the Data Entry Clerk of the school to enter into SASI.

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

The ESOL Compliance Specialist does queries every week to verify if any student has not been tested. The ESOL department has also trained the FTE clerks and ESOL teachers at all the schools to do their own weekly queries.

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

The ESOL Compliance Specialist and/or the ESOL Testing Specialist will go to the school and test the child if needed. When an attempt to screen is made and the student is not available, a notification of attempt to screen (SCPS form V-921001) is sent home.

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

Each school has an ESOL teacher or an ESOL contact or designee who assists new students for placement in the ESOL program upon completion of the registration form should the parent or guardian respond "Yes" to any of the survey questions. The student is tested within the 20 day period. If he/she passes the test the student will not qualify for the ESOL Program and is coded as "ZZ" (does not qualify).

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

The ESOL contact and/or designee will assess the English aural/oral proficiency of the student. Those students who do not meet the publisher's cut scores will be placed in the ESOL program.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
IRW Form 1C grade 3
IRW Form 2C grades 4-6
IRW Form 3C grades 7-12

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

The ESOL teacher or designee administers the IPT Reading and Writing within the 20 days of admintartion of the IPT Oral/Aural.

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

The ESOL Testing Specialist and the ESOL Compliance Specialist monitor that very closely. The information is collected in SASI and it is monitored for compliance by the district office. If a student comes to SCPS from another county in Florida, SCPS will make every effort to get their testing information from the other district. In the event that information is not received the student will be tested in SCPS. When the reading and writing are not administered in a timely manner, the ESOL Coordinator or the Testing Specialist contact the school immediately. The ESOL teacher will then test the student.

8) ELL Committee Intervention

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

A student may be classified as ELL and services may be provided in accordance with the district's ELL Plan or such a student may be referred to an ELL Committee for confirming his/her ELL status. In such a situation the ELL Committee may determine the student not to be ELL according to consideration of at least two of the following criteria:

- Extent and nature of prior educational and social experiences; and 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 home language according to appropriate local, state and national criterion-referenced standards
- Grades from the current or previous years
- Test results other than the aural-oral and reading/writing tests

WEB LINK: ESOL FORMS - <http://www.scps.k12.fl.us/esol/forms.cfm>

9) Native Language Assessment

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

☐ Yes ☒ No

If yes, describe the procedures implemented and list the instrument(s) used. _____

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

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

All students entering SCPS who have answered “YES” to any of the HLS questions must have a Programmatic Assessment Form (1233). Previous academic experiences and academic records are considered. In the absence of academic records, the decision for grade placement is based on parent/guardian and student interviews, social history, chronological age and physical size. The student’s best interest will be considered in the final placement decision. The guidance office can request the help of the ESOL teacher at the local school when conducting a parent interview, if necessary. If the parents do not speak English, the school can request translation assistance from the ESOL Department.

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

If a student comes to SCPS with no prior school experiences or limited experiences the student will first be placed by age and tested to see what he/she can do on the basics of that grade level, if not the ELL Committee will meet to discuss the alternative of placing the student in a different grade level. Written recommendation and observation by current teacher will be documented. The principal and the ESOL Coordinator determine the final placement with the student's best interest being foremost in importance.

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

The Guidance Counselors and ESOL teacher in each school will obtain the records in a timely manner. If the ESOL records are not obtained within two weeks, the ESOL Compliance Specialist will help the school get the information needed. If in the event the information can not be obtain within by the end of the third week, testing will commence for that student as to be within the 20 school days.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

The Guidance Counselor with the input from the ESOL teacher and/or the ESOL Department are those involved in determining appropriate grade level placement of an ELL. Once a student has been identified whether by the HLS or by the IPT as an ELL, that student is placed with an ESOL Endorsed or ESOL Certified Teacher and the ELL plan is initiated within 30 days. Academic records and/or report cards are used to determine placement. In the event the records of previous schools are not available, the ESOL contact or designee will interview the student and the parents of the student to determine the previous educational experiences of the individual.

10d) Grade Level and Course Placement Procedures – Grades 9-12

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

The Guidance Counselor with the input from the ESOL teacher and/or the ESOL Department are those involved in determining appropriate grade level placement of an ELL. Once a student has been identified whether by the HLS or by the IPT as an ELL, that student is placed with an ESOL Endorsed or ESOL Certified Teacher and the ELL plan is initiated within 30 days. ELLs would be placed in the correct grade level Language Arts through ESOL class. If the student is NES or LES that student may also be placed in the Developmental Language Arts class for his/her reading requirement. Academic records and/or report cards are used to determine placement. In the event the records of previous schools are not available, the ESOL contact or designee will interview the student and the parents of the student to determine the previous educational experiences of the individual. The ESOL teacher will use other district assessments, CELLA, and portfolios to assess proficiency levels. Students who do not bring documentation of prior educational experience will be assessed according to the same standards set by the ELL Plan and the District's Student Progression Plan found in the following URL: [http://www.scps.k12.fl.us/schoolboard/doc/Policy%20Files%20\(PDF\)/417.01.pdf](http://www.scps.k12.fl.us/schoolboard/doc/Policy%20Files%20(PDF)/417.01.pdf). Credit will be awarded based on parent and student interview and diagnostic tests. The ELL Committee will make the final decision. Any student who transfers from countries outside the US shall provide the school with an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student. The ESOL Department assists with interpreting transcripts that are in another language other than English. Guidance Counselors award the credits according to the graduation requirements.

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

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

Records of English language Learners who leave the district for another state or country during the school year are kept and students are re-evaluated after they have been gone for a period of at least one year. If a student leaves Seminole County Public Schools to go to another County in Florida, Seminole County accepts the ELL Plan from the other county. However, Seminole County uses the original HLS if the student has not left the state. If the student leaves the state or country for more than a year Seminole County will treat that student as a new student and retest the student if there are any Yeses on the HLS and a new ELL Plan will be developed if the student qualifies for ESOL services. The student will be administered the IPT Assessment.

12) ELL Student Plan Development

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

Once a student is in the ESOL Program either by the HLS or by testing, that student will have an ELL plan done within 30 days of entrance into the program. The ESOL teacher is responsible for setting up the ELL Committee meeting. A form 970 (invitation to the meeting) is sent home with the student. The parent signs and returns the form to the teacher. The ELL Student Plan includes the following elements: student's name and last name, home language survey date, classification date, basis of entry, entry date, plan date, re-evaluation

date, exit date, basis of exit, Re-Evaluation Dates, Re-Classification Date, Re-Classification Exit Date, Primary Language, Home Language, Monitoring Status, Student's Schedule/Program Models/ ELL Committee Signatures, Entry Testing Information, Progress Information, and an ESOL Forms Checklist. This plan is updated annually at the beginning of the school year as to reflect the student's current grade level.

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

The ESOL teacher and data entry clerk update the ELL Student Plan annually. The ELL plan is updated each time there are schedule changes that affect courses taken by the students. The ESOL Compliance Specialist monitors the plan dates of each school as to ensure that all plans are being done by the plan date needed.

13) Parent Notification

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

- ☐ Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- ☐ Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- ☒ Other (Specify) SCPS form 774 is sent home to parents showing testing and if the student qualifies for the ESOL program. This form is written in English and Spanish.

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

- ☒ English
- ☒ Spanish
- ☐ French
- ☐ Haitian Creole
- ☐ Portuguese
- ☐ Vietnamese
- ☐ Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

- ☒ Sheltered English Language Arts

- ☒ Sheltered Core/Basic Subject Areas
- ☒ Mainstream-Inclusion English Language Arts
- ☒ Mainstream-Inclusion Core/Basic Subject Areas
- ☐ One-Way Development Bilingual Education
- ☐ Dual Language (Two-Way Developmental Bilingual Education)

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

Sheltered English Language Arts (Elementary):

The Sheltered English Language Arts is the model used at some of the elementary schools in SCPS. The ELLs are scheduled for the Language Arts through ESOL class. The class meets the Sunshine State Standards. The instruction consists of English Language development activities and reinforcement in Language Arts using ESOL strategies and assessment modifications by an ESOL endorsed or ESOL certified teacher.

Mainstream-Inclusion (English):

Primarily at the Elementary level, the student is placed with an ESOL endorsed or ESOL certified teacher. Students receive the same core curriculum using ESOL strategies and modifications with the ELLs. In addition, the ESOL teacher collaborates with the regular teacher to ensure the best possible outcome for ELLs.

Sheltered English Language Arts (Middle and High):

The English Language Learners are scheduled for the Language Arts through ESOL class by the Guidance Counselor. These classes are taught by ESOL endorsed or ESOL certified teachers using the same curriculum as the non-ELL. ESOL strategies and extra support is used to meet the needs of ELLs.

Mainstream-Inclusion (Core/Basic Subject Areas):

Students are placed with ESOL endorsed or ESOL certified teachers for the Core subjects. Teachers use ESOL strategies and comprehensible instruction. These modifications are also noted in their daily plans.

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

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

SCPS follows the same process and timelines used for non-ELL students to verify that instruction provided to ELLs is equal in amount, sequence, and scope to that provided to non-ELL student. ELLs receive equal access to the regular curriculum, which is driven by the Sunshine State Standards. During FTE district audits, each ELLs' schedule is evaluated for equal time as the non-ELL and that they are taking the same courses as the non-ELL. In addition, the ESOL Curriculum Specialist and the ESOL Coordinator visit the schools to

ensure that the instruction provided to ELLs is equal in amount, sequence, quality, and scope of the regular curriculum.

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

The Administrator(s) at each school site ensures that the ELLs are taught by highly qualified teachers using appropriate ESOL strategies. To ensure delivery of comprehensible instruction, teachers of ELLs must document their ESOL strategies in their lesson plan books. The ESOL Department has provided teachers with an ESOL Strategies Checklist and each school site was also provided the A+RISE research-based ESOL strategies flashcards and in CD format.

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

- ☐ Region Administrator(s)
- ☒ District Administrator(s)
- ☐ School Level Administrator(s)
- ☐ Other (Specify) _____

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

- ☒ Student Portfolios
- ☒ FCAT Practice Tests
- ☐ Other Criterion Reference Test (Specify) _____
- ☐ Native Language Assessment (Specify) _____
- ☒ FCAT
- ☒ Other (Specify) Dibels, SRI, Other District mandated assessments including midterm and final exams in content area classes.

15) Student Progression

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

- ☒ Yes ☐ No

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

Page 20 of the SCPS Student Progression Plan and page 40.

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

The School Board of SCPS may only exempt students from mandatory retention for "good cause" as defined by Florida Statute 1008.25. Requests for "good cause" exemptions for students from the mandatory retention requirements shall be limited to the following:

a. English Language Learners who have had less than 2 years of instruction in English for Speakers of other Languages program.

b. students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

c. students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. SCPS administers SAT 9. The student must score 51% or higher to demonstrate acceptable performance. SAT 9 may be administered after FCAT, before the end of the current school year, or before the end of the Summer Learning Camp. However, the SAT 9 can only be administered one time per school year.

d. students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. The state portfolio guidelines apply to all students including ESE and ESOL students.

e. students with disabilities who participate in the FCAT and who have an individual IEP or a Section 504 Plan that reflects that the student has received the intensive remediation in reading, as required for more than two years but still demonstrates a deficiency in reading and was previously retained in Kindergarten, Grade1, Grade 2, or Grade 3.

f. students who have received the intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research as shown to be successful in improving reading among low performing readers.

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

The ELL Committee consists of a combination of four of the following:

1. School Principal and / or Assistant Principal,

2. Parent(s) or Guardian(s) of the student,

3. School Counselor or grade level counselor,

4. ESOL teacher,

5. Mainstream Classroom Teacher,

6. ESOL Coordinator and / or ESOL Compliance Specialist.

Based on the review of the ELL's academic proficiency and documentation supporting that the ELL has been provided with comprehensible instruction (appropriate for his/her level of English proficiency and equal in amount, sequence, and scope as that provided to non-ELLs), the ELL Committee, by majority decision and with parental input, may promote/retain the ELL.

The ELL Committee must convene at least one month before the retention of any ELL. Narratives showing all interventions and modifications will be discussed at the meeting. Using the proper documentation supporting any recommended retention and with the majority of the members of the ELL Committee, a decision will be made in the best interest of the student. The ELL Committee rarely recommends that a student less than two years in the program be retained.

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

The ESOL teacher or designee will set up an ELL Committee meeting with the parents. The SCPS form 970 will be sent home to invite the parents to the meeting. On the form the reason for the meeting will state possible retention.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

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

All ELLs Grades 3-10, in SCPS participate in the Florida statewide assessment, FCAT. Test Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to ELLs who are currently receiving services in a program

operated in accordance with an approved District LEP Plan. Permissible accommodations for ELLs are listed

below. The test may be administered with any one of these modifications or a combination of accommodations

that are determined to be appropriate for the particular needs of ELLs. However, all testing, with or without

accommodations, must be completed during the prescribed testing dates shown on the inside front cover of this manual.

Instruct test administrators to follow the testing procedures outlined in the rest of this manual and to give special assistance only to students who are eligible for assistance as stated in this appendix.

Flexible Setting. ELLs may be offered the opportunity to be tested in a separate room with an English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

Flexible Scheduling. ELLs may take a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

Additional Time. ELLs may be provided additional time; however, a session must be completed within one school day.

Assistance in Heritage Language. For the mathematics and science tests and the prompt portion of the writing test, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems and answer science test items. A student's questions must not be answered in a way that would lead the student to infer the correct answer to an item. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the entire prompt to the student. If the FCAT is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students. For the reading test, the ESOL or heritage language teacher may answer student questions about the general test

directions in such a way that would not lead the student to infer the correct answer to any of the items. The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks.

and from answering student questions about the passages, test items, and performance tasks.

In addition to the language above, the ESOL or heritage language teacher may answer student questions about

the general test directions in their heritage language. All student responses must be written in English.

Responses written in languages other than English will not be scored.

Approved Dictionary. ELLs must have access to an English-to-heritage language translation dictionary and/or

heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional

setting. However, a dictionary providing definitions written exclusively in the heritage language or in English

may not be used. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

The ESOL Coordinator and Testing Specialist meet with the ESOL Teachers from each school to explain the process of the CELLA testing. The District Testing Specialist, from the Accountability and Assessment Department, also meets and trains the coordinators on CELLA. This person also ensures that all documents are properly stored and sealed. All LY and LP students are tested with the CELLA. LF students that fall within the date range given to the districts from the ESOL Office at the State Department of Education will also be tested.

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

The Testing Coordinator and Specialist from the District office provides administrators and staff with a listing of the accommodations, appropriate dictionaries, and procedural training necessary to follow district testing guidelines. All the testing coordinators from the school sites are trained on FCAT procedures and accommodations. Each school site testing coordinator is responsible for the FCAT and the students taking the FCAT. Accommodations are as follows: extra time, flexible schedule, heritage to English dictionary, the opportunity to take the test with an ESOL endorsed or ESOL certified teacher.

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

☐ Yes ☒ No

If yes, describe the process for alternatively assessing ELL students. _____

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

Reading: _____

Math: _____

Writing: _____

Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

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

17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
CELLA	K-2		673-755	
CELLA	3-5		720-805	
CELLA	6-8		733-830	
CELLA	9-12		739-850	

(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) 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.

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:

http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):		
Writing:	CELLA	Grades K-12
Reading:	CELLA	Grades K-2

Level 3 FCAT	Grades 3-12

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

☐ Registrar ☒ ESOL Teacher/Coordinator ☒ Other (Specify) ESOL Testing Specialist

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

Exit: ELL Committee

ELL Committee may also exit students who are already served in another program that meets their needs (e.g. ESE students). In these cases, students will take all the IPT tests (Aural/Oral, Reading, and Writing).

The ELL Committee will meet to review and discuss the documentation presented and will make the recommendation to exit the student from the ESOL program.

The recommendation will be documented and placed in the student's green ESOL folder. The committee should use the following forms:

SCPS Form # 970 (Notice of ELL Staff Meeting)

SCPS Form # 775 (Dismissal Letter to Parents)

SCPS Form # 895 (ESOL Dismissal form)

SCPS Form # 1005 (ELL Committee Conference Report)

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

The ESOL teacher is responsible for updating the ELL folder. The ESOL Compliance Specialist goes to the schools to ensure that the correct information is being recorded.

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

Due to the new exiting criteria (CELLA), SCPS has opted to exit ELLs at the end of a school year, providing that the student has met all the criteria listed above for exit. The only exception to this rule would be a student who is ESE and the Committee feels that he/she is better served only in that program. In these cases, the student can be exited in the middle of the school year. If The ELL committee agrees that the student should be exited, all the appropriate ESOL forms will be completed.

Section 7: MONITORING PROCEDURES

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

The ESOL teacher and/or the Guidance Counselor is responsible for the required two-year monitoring follow-up. The ESOL Compliance Specialist will assist the Guidance Counselor in the event there is not an ESOL teacher at that center.

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

1. The LF students are monitored every grading period. However only the following are recorded on the 971 (Student ELL Plan)

First quarter after exit

Second quarter after exit

1 year from exit

2 years from exit

2. The reason we monitor every grading period is to keep a closer look at our LF students and bring them back into the ESOL program if needed before the end of the two year monitoring period.

In the Student ELL Plan there is a section for each monitor date and whether the progress is satisfactory or unsatisfactory. The person filling in the blanks will also initial the plan.

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

Check all that apply.

☒ Report Cards

☒ Test Scores

☒ Classroom Performance

☐ Other (Specify) _____

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

If the student's academic performance is not on grade level for more than one grading period, the ELL committee meets to discuss whether or not the student needs to be returned to the ESOL program provided that he/she is still within the two-year monitoring period.

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

If the ELL Committee decides to have the student come back into the program, a new plan will be developed at that time. The ESOL teacher is responsible for providing the Committee members with the old plan and he/she is responsible to write a new plan or revise the exiting plan. The information is provided to the FTE clerk who inputs the information into SASI.

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

If a former ELL re-enters the program, a Progress Monitoring Plan (PMP) will be initiated. On that PMP the strategies needed to help the student succeed will be stated.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

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

1. The majority of the ELLs in SCPS are Spanish-speaking students; therefore, SCPS provides home language communication to parents in Spanish. The majority of the ESOL teachers are bilingual (Spanish/English). In most schools instructional assistants and/or

trained Spanish speaking volunteers are placed in classes where there is need of assistance. There are many languages other than Spanish spoken by the ESOL students. No one school, at this point, has 15 ELLs that speak the same language in any of the other languages at any one school. If a parent needs assistance in any of the other languages, the ESOL Department Language Bank will provide an interpreter to assist in parent conferences. Every effort is made to provide translations for parents of students of other languages.

2. In addition, the district is using Tele-Parent, a web base communication tool, to send phone messages and e-mails to parents in their native languages.

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

- ☒ Temporary placement
- ☐ Delay in language proficiency testing
- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☒ Program delivery model options
- ☒ State and/or district testing
- ☒ Accommodations for testing (flexible setting)
- ☒ Annual testing for language development
- ☒ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☒ Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- ☒ Retention/Remediation
- ☒ Transition to regular classes
- ☒ Extension of ESOL instruction
- ☒ Exit from ESOL program
- ☒ Post-reclassification (LF) monitoring
- ☒ Reclassification of former ELL student
- ☒ Invitation to participate in an ELL Committee Meeting
- ☒ Invitation to participate in the Parent Leadership Council (PLC)
- ☒ Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- ☒ Free/reduced price lunch
- ☒ Parental choice options, school improvement status, and teacher out-of-field notices
- ☒ Registration forms and requirements
- ☒ Disciplinary forms
- ☒ Information about the Sunshine State Standards and the ELP Standards
- ☒ Information about statewide assessments
- ☒ Information about community services available to parents
- ☒ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☒ Other Student Code of Conduct; ELL Handbook

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

The Student Code of Conduct is translated in Spanish by the district office. The Student Code of conduct is given to each student at the beginning of the year. Most schools take a couple of class periods to explain the booklet to the student and the student takes it home to the parents. There is a letter to be signed by the parents stating that they received a copy and have read it.

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

☒ Yes ☐ No

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

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

1. SCPS welcomes parental involvement in the schools. Their volunteer services are invaluable. Parents are encouraged to participate in their children's school activities and in the existing school/parent organizations.

2. Parents are encouraged to keep abreast with their student's educational plan. The expectation is that the school-home connection will strengthen through meaningful parental advocacy and involvement.

3. Using Title I, Part A and Title III funds, training for the parents is provided in the following areas:

a. Procedural handbook District ELL Plan

b. Code of Student Conduct given in English and Spanish

c. Rights and Responsibilities of Parents

d. Passport to Success, a program developed for parents by the Department of Education.

e. Family Literacy workshops

f. Family Leadership Institute.

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

Parents are informed via newsletters, flyers, district and school websites, parent nights or other venues concerning the school's academic progress. Schools include specific goals and objectives to meet the academic and language needs of ELLs within their school improvement plan (SIP) to measure adequate yearly progress (AYP).

SCPS has a Continuous Improvement Model. In this model, the goals and objectives ensure that all ELLs are provided with the same high standards as non-ELLs. Individual schools follow the district plan to inform parents of ELLs of their child's ability to meet Adequate Yearly Progress (AYP). The information is sent home in English and Spanish.

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

Parents are able to go online to the SPCS website and download the Student Progression Plan which states all the rules for monitoring. If the parent can not go on line they may call the ESOL department and obtain a copy. Also at the District Parent Leadership Meetings, the ESOL Department explains these rights to the parents.

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

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

The ELL Committee consists of a combination of four of the following:

1. School Principal and / or Assistant Principal,
2. Parent(s) or Guardian(s) of the student,
3. School Counselor or grade level counselor,
4. ESOL teacher,
5. Mainstream Classroom Teacher,
6. ESOL Coordinator and / or ESOL Compliance Specialist.

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

- ☒ Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- ☒ Reclassification of former ELLs
- ☒ Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- ☒ Review of instructional programs or progress (after one semester)
- ☒ Parental concerns
- ☒ Exempting students classified as ELL for one year or less from statewide assessment program
- ☒ Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- ☒ Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- ☒ Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- ☒ Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- ☐ Other (Specify) _____

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

- ☒ School Level ☒ District Level

Describe the functions and composition of PLCs in your district.

Every school in SCPS has an ESOL Parent Leadership Council. These Parent Leadership Councils have been organized under the direction of the school administrators. At least 51% of the council members must be parents of ELLs. The role of the council is to discuss school issues and make recommendations to school and program officials.

In addition to a school council, there is District Parent Leadership Council. This council is comprised of representatives from all schools. This council provides a forum for parents to bring their concerns with a school or the school district in general. They are responsible for the district's monitoring procedures of ELLs and the ELL Plan. The council meets at least twice a year to discuss school and parent concerns. The parents are also asked to give input into the District ESOL Plan. At each meeting, the council receives an update on the ESOL program at the district and state level. Topics of vital importance are discussed at these meetings such as:

1. Homework collaboration between parents and students.
2. Discipline – Student Code of Conduct.
3. Parenting and English classes for adults.
4. College Readiness.
5. Community services.
6. The ESOL Procedural Handbook in Spanish and English.
7. Parent to Kid Program in partnership with the Title I Department.
8. Make & Take workshops.
9. Choices Department.
10. FCAT information.

Using Title I, Part A and Title III funds, training for the parents is provided in the following areas:

- a. Procedural handbook District ELL Plan
- b. Code of Student Conduct given in English and Spanish
- c. Rights and Responsibilities of Parents
- d. Passport to Success, a program developed for parents by the Department of Education.
- e. Family Literacy workshops
- f. Family Leadership Institute.

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

31) Indicate how your district involves the PLC in district/school committees. Not applicable

32) Indicate how your district PLC was involved in the development of the District ELL Plan. Parents from the DPLC were asked to be on the development committee to formulate the new plan.

32a) Does the district PLC approve of the District ELL Plan? ☒ Yes ☐ No

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

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fl DOE.org/aala/timeline.asp>

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

Teachers who need ESOL training are identified upon being hired by the Human Resources Department. The Human Resources office has new hires sign a form agreeing that they are committed to taking the ESOL requirements within the required time.

Every principal is also responsible for hiring their teachers with the ESOL endorsement or ESOL Certification. If a teacher does not have the correct ESOL hours needed the principals will have that teacher take one of the ESOL On-line classes needed for their ESOL requirement. Through the Professional Development web site, teachers can sign up for any of the ESOL On-line classes that are offered every ten weeks.

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

The ESOL Department in cooperation with the Professional Development Department and Human Resources keep records of those participants who take and complete the course work needed to meet the ESOL certification requirement. The ESOL On-Line Specialist keeps records of all the teachers and their ESOL points. Reports are run to ensure that all teachers that have an ELL either have their ESOL points or are working toward it. The ESOL Coordinator sends these reports to the Principals. In addition, teachers are notified if they need to take a course.

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

The ESOL Coordinator continues to provide training for administrators. The 60 hour training requirement for School-based administrators is an on-line ESOL course (Empowering ESOL for Administrators) that meets at least twice during the course for a face-to-face. The course facilitator is the District's ESOL Coordinator. The review of Compliance issues as they relate to schools is part of this training.

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

The 60 hour training requirement for School-based administrators and Guidance Counselors are on-line courses that meet at least twice during the course for face-to-face meetings. The course facilitators are ESOL Compliance Specialist and ESOL endorsed teachers. Insight into placement/ monitoring and exiting are all part of the training.

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. Not applicable

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

Bilingual paraprofessionals must have a High School Diploma or the equivalence or Florida Special Diploma, plus one of the following qualifications:

• Complete at least two years of study at an accredited institution of higher education (community college, college, or university)

OR

• Obtain an Associate's (or higher) degree

In addition, be fluent in the native language for which he/she is hired, and must attend ongoing required district training. Duties to include:

• Must be assigned to work with ELLs.

• Assist ELLs utilizing ESOL strategies in the subject content areas.

• Provide academic support for all ELLs in mainstream classes.

• Prepares materials to reinforce the regular classroom lesson under the teacher's direction.

• Participates in in-service activities involving program orientation, curriculum design, materials, and evaluation procedures.

• Interprets test questions and homework assignments for ELLs.

• Translates home/school communication to parents on an as needed basis.

• Other duties as assigned by the ESOL coordinator, and

• Assists with IPT Testing (Oral, Speaking, Reading, and Writing.

(<http://www.scps.k12.fl.us/hr/vacancy.cfm>).

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

Regular in-services are provided through meetings and professional development in the areas of Cross-Cultural Sensitivity, Consent Decree and Instructional Methodology. These assistants are assigned to meet the needs of the 15 or more ELLs who speak the same language. Assistants complete the required education by the No Child Left Behind Act by attending the 18 hour ASPIRE course offered by the ESOL Department of SCPS.

The ESOL On-Line Specialist and Professional Development keeps records of all the paraprofessionals and their ESOL points.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language.

The bilingual paraprofessional is evaluated by a native speaker of the language during the interview process.

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

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

In SCPS schools are accountable for all ELL's academic achievement. ELLs take statewide tests with approved state accommodations. Teachers evaluate student performance: monitoring grades, progress reports, report cards and other assessments such as DIBELS, SRI and CELLA.

The ESOL department monitors each school and helps them achieve the students' proficiency levels by assessing the needs of the students and helping teachers with trainings on how to meet those needs. CELLA reports are used to monitoring school's gains in language proficiency. The ESOL Coordinator will provide administrators with important information regarding the ELL language proficiency progress and in collaboration strategies will be implemented to increase language proficiency.

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

The District Data Analyst will work with the ESOL staff to assist in analyzing ELL data to ensure all linguistic/academic goals/objectives and proficiency expectations have been achieved.

The ESOL Coordinator conducts classroom observations to monitor effective use of supplementary ESOL strategies and appropriate implementation of program models and monitors supplementary training of teachers. Any area of concern is brought to the attention of the school's principal. Findings are discussed and recommendations for improvement are provided.

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

The Executive Directors will provide their principals with areas of concern. Recommendations will be provided for improvement of AMAOs.