

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
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 Tallahassee, Florida 32399-0400
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(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
The District School Board of Pasco County		Jeff A. Morgenstein Supervisor for Curriculum and Instructional Services ESOL and World Languages		(813) 794-2251	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
7227 Land O' Lakes Blvd. Land O' Lakes, FL 34638					
(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, Heather Fiorentino , 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		<u>October 7, 2008</u> Date Signed		<u>October 7, 2008</u> Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Maribel Hernández					
Contact Information for District PLC Chairperson: Mailing address: 4600 Eastwood Lane, Holiday, FL 34690					
E-mail Address: hmaribel09@yahoo.com Phone Number: (727) 841-7626					
Date final plan was discussed with PLC: September 19, 2008				PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved	
_____ Signature of the Chairperson of the District PLC				<u>September 19, 2008</u> 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, **Heather Fiorentino**, 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

October 7, 2008

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.

For English Language Learners (ELL) and non-ELLs, registration is conducted at all District School Board of Pasco County school sites and is identical in nature. Students register at their zoned school as determined by domicile. Registration packets include the *Home Language Survey* (MIS #580), provided in English and Spanish. Registration forms are maintained in the student's cumulative folder. School data entry operators input registration and *Home Language Survey* information to the District's student information management system. For families needing language assistance, ESOL bilingual instructional assistants or other bilingual staff provide heritage language support, where feasible.

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.

The *Home Language Survey* (MIS #580) is provided in English and Spanish and is contained as the first page of all new student registration packets. All those who are registering students complete a *Home Language Survey* unless an active survey from a school in the District is contained within the student's cumulative folder. Those who are registering students are directed to information on the reverse side entitled, *Parent Notification of ESOL Academic Review*. This serves as an overview of the process in place for surveys containing at least one affirmative response to the questions mandated under 6A-6.0902 (1)(a), (b) and (c), F.A.C. At registration, those registering students receive a copy of the completed *Home Language Survey* and *Parent Notification of ESOL Academic Review*. "Registration" refers to the date upon which the student's parent/legal guardian completes and submits the registration packet common to all schools within the District School Board of Pasco County.

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

Each school's registrar processes and provides to the school's ESOL Resource Teacher/ELL Chairperson a copy of those *Home Language Surveys* with at least one affirmative response to the questions mandated under 6A-6.0902 (1)(a), (b) and (c), F.A.C. These appear as questions 1, 2, and 3 on the *Home Language Survey*. All students whose *Home Language Survey* bears at least one affirmative response are scheduled for diagnostic testing for determination of need for ESOL services as detailed in Section 2 of this *District Plan for Services to English Language Learners*. The *Parent Notification of ESOL Academic Review*, provided in English and Spanish at registration, informs the parent/legal guardian that students with at least one affirmative response will be tested to determine ESOL services eligibility and appropriate placement to best meet the language, academic, and social development

needs of the student. The parent/legal guardian may not waive a student's right to be tested for delivery of ESOL services.

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.

To assist any non-English speaking parent/legal guardian or student with school registration, heritage language support is provided – where feasible – by faculty and staff, ESOL resource teachers, and ESOL bilingual instructional assistants. Schools also enlist the assistance of the district ESOL program office. The *Home Language Survey*, *Student Registration Form*, *Emergency Information Card*, *Student Residency Questionnaire/Domicile form*, *Student Health Information form*, and *Free and Reduced Price Meals* form are provided in English and Spanish.

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.

Document procedures and data collection is performed in accordance with the requirements set forth by the Florida Department of Education.

The District School Board of Pasco County *Home Language Survey* (MIS #580) contains all questions necessary to collect student demographic data. In accordance with the requirements of the Florida Department of Education, this form collects information on student's native language, country of birth, years of educational experience in the United States, etc. The *Home Language Survey* is revised to reflect any changes to data collection requirements as mandated by law.

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) ESOL Resource Teacher/ELL Chairperson

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 Oral K-6 (Ballard & Tighe)	K (initial)	A-C*	≤ 4**	
	K (redesig.) - 2	A-D*	≤ 4**	
	3-6	A-E*	≤ 4**	
IPT II Oral 7-12 (Ballard & Tighe)	7-12	A-E*	≤ 4**	

(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.

*Please refer to question 6a for information as to how the publisher score levels A-F correspond to NES, LES, and FES designations and numerical equivalents reported to in the student information management system.

**The scale score represents values from the *Conversion Chart for an Alphabetical Test Score to Numerical Score* found on page 141 of the *2008-2009 English Language Learners (ELLs) Database and Program Handbook* (<http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>).

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 ESOL Resource Teacher/ELL Chairperson conducts ELP assessment (i.e., aural/oral testing with IPT I for grades K-6, or IPT II for grades 7-12) within twenty (20) school days of the *Home Language Survey* date, or from the first day of student attendance if the survey was completed prior to the first day of attendance.

The IPT I and II Oral testing instruments report student results as score levels A-F. A publisher-provided designation chart interprets the letters as they relate to the student's grade when tested and delivers the designations NES (Non-English Speaking), LES (Limited English Speaking), and FES (Fluent English Speaking). In its student information management system, the District School Board of Pasco County records NES designations as either a 1 or 2 numerical equivalent, LES designations as either a 3 or 4 numerical equivalent, and FES designations as either a 5 or 6 numerical equivalent. Scoring the assessments and recording the ELL data is the responsibility of the ESOL Resource Teacher/ELL Chairperson. Data is input into the student information management system by the Data Entry Operator.

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?

Each school has an identified ESOL Resource Teacher/ELL Chairperson to whom the Registrar delivers all *Home Language Surveys* bearing at least one affirmative response to the questions mandated under 6A-6.0902 (1)(a), (b) and (c), F.A.C. (i.e., questions 1, 2, and 3 on the *Home Language Survey*). This provides all schools with a focused point of coordination ensuring and safeguarding the administration of the Listening and Speaking test (i.e., IPT I or IPT II) within twenty (20) school days of the completion of the *Home Language Survey*.

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.

In the event that the Listening and Speaking testing is not conducted within twenty (20) schools days of the completion of the *Home Language Survey*, the parent/guardian is notified using the *Notification of Assessment Delay*. As per 6A-6.0902 (2)(a)1a and b, the letter includes the reason for the delay and provides assurance that the student is receiving required ELL programming pending the outcome of testing. The *Notification of Assessment Delay* is sent in a language understood in the home, where feasible.

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

Any student in grades K-2 testing Fluent English Speaking (FES) on the IPT I Listening and Speaking test will remain in the standard, grade-appropriate basic program and be coded ZZ in the student information management system. The parent/legal guardian will be informed using the *Notification of Program Ineligibility* form. In accordance with 6A-6.0902 (2)(a)4, an ELL Committee meeting may be convened to further discuss the need for student receipt of ESOL services.

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.

Any student in grades 3-12 who scores NES or LES on the IPT I or IPT II Listening and Speaking test (Cf. chart above) will be considered an English Language Learner (ELL) to be served in the grade-appropriate core program of study with ESOL services, modifications, and accommodations as established under 1003.56 and 1011.62, F.S. Such students shall sit for annual assessments to determine progress towards English language proficiency as per 6A-6.0902 (4).

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

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

All students in grades 3-12 scoring FES on the IPT I or IPT II Listening and Speaking test are scheduled to take the IPT 1, IPT 2, or IPT 3 Reading and Writing tests appropriate to the students' grade level. The ESOL Resource Teacher/ELL Chairperson identified at each school coordinates this testing such that it occurs within the required timelines.

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.

In those circumstances where the IPT 1, IPT 2, or IPT 3 Reading and Writing tests for FES students in grades 3-12 are not administered within the required timelines, the ESOL Resource Teacher/ELL Chairperson provides the parent/legal guardian of such students a *Notification of Assessment Delay* expressing the reason for the delay, projected timeframe for completing testing, and the assurance of appropriate programming to meet the students' educational needs.

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.

In accordance with 6A-6.0902 (2)(a)4, an ELL Committee meeting may be convened to further discuss the need for student receipt of ESOL services. The parent/legal guardian, ESOL Resource Teacher/ELL Chairperson, other teacher, guidance counselor, or administrator may request that the ELL Committee meet. Recommendations regarding entry (placement) decisions are made in light of at least two of the criteria listed in 6A-6.0902 (2)(a)4 a-f, which are documented in the *ELL Committee Minutes* (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/appendix.pdf>). Though not required to attend, the parent/legal guardian is invited to the meeting by phone or in writing. A copy of the minutes is provided to the parent/legal guardian.

The ELL Committee shall not be required to convene for routine assessment, placement, and reclassification determinations.

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. Not applicable

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.

Assessment for English language proficiency (ELP) of students with at least one affirmative response on the *Home Language Survey* is conducted, and once determined to be an English Language Learner, students are placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. A document review is conducted at the school for students presenting record of academic history. If presenting foreign transcripts, correlation of the sending country's educational system with the U.S. education system is carried out using the *Guide to the Placement of Students Presenting Foreign Transcripts* available for download at the District's website (http://cis.pasco.k12.fl.us/SpecialPrograms/esol/transcript_guide.pdf). For those students presenting transcripts or report cards, the documents are evaluated and credits recorded in accordance with the District School Board of Pasco County *Student Progression Plan* (<http://www.pasco.k12.fl.us/pages/spp.pdf>). The guidance counselor and/or ESOL Resource Teacher/ELL Chairperson and/or registrar confer to complete a *Programmatic Assessment* (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/appendix.pdf>) on behalf of ELLs.

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

In cases where ELLs have limited or no prior school experience, students will be placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. Parent/legal guardian and student interviews are conducted to clarify the prior formal educational history of those students with limited classroom exposure. The guidance counselor and/or ESOL Resource Teacher/ELL Chairperson and/or registrar confer to complete a *Programmatic Assessment* (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/appendix.pdf>) on behalf of ELLs. This is conducted in accordance with the District School Board of Pasco County *Student Progression Plan* (<http://www.pasco.k12.fl.us/pages/spp.pdf>).

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.

Students with incomplete records or without records shall be placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. For students who enter without records or with incomplete records, the school registrar will contact by fax and by phone the last reported school of attendance for the student in order to request official records. Incomplete records shall be evaluated to the extent possible and credits recorded in accordance with the District School Board of Pasco County *Student Progression Plan* (<http://www.pasco.k12.fl.us/pages/spp.pdf>). Parent/legal guardian and student interviews shall be conducted to describe and document the scope of educational history of students whose records are incomplete or unobtainable. Where available, students shall be offered the opportunity to sit for equivalent end-of-course exams to demonstrate proficiency with the standards and benchmarks of the courses being claimed. The guidance counselor and/or ESOL Resource Teacher/ELL Chairperson and/or registrar confer to complete a *Programmatic Assessment* (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/appendix.pdf>) on behalf of ELLs.

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.

Assessment for English language proficiency (ELP) of students with at least one affirmative response on the *Home Language Survey* is conducted, and once determined to be an English Language Learner, students are placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. A document review is conducted at the school for students presenting record of academic history. If presenting foreign transcripts, correlation of the sending country's educational system with the U.S. education system is achieved using the *Guide to the Placement of Students Presenting Foreign Transcripts* available at the District's website (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/transcripts.pdf>). For those students presenting transcripts or report cards, the documents are evaluated and grade-level placement determined in accordance with the District School Board of Pasco County *Student Progression Plan* (<http://www.pasco.k12.fl.us/pages/spp.pdf>) and the guideline to place the student with attention to the grade articulation that the student would have received had the student remained in the previous school setting. Personnel involved to determine grade level placement are the ESOL Resource Teacher/ELL Chairperson, guidance counselor, administrator, and/or registrar.

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.

Assessment for English language proficiency (ELP) of students with at least one affirmative response on the *Home Language Survey* is conducted, and once determined to be an English Language Learner, students are placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. A document review is conducted at the school for students presenting record of academic history. If presenting foreign transcripts, correlation of the sending country's educational system with the U.S. education system is achieved using the *Guide to the Placement of Students Presenting Foreign Transcripts* available at the District's website (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/transcripts.pdf>). For those students presenting transcripts or report cards, the documents are evaluated and credits recorded in accordance with the District School Board of Pasco County *Student Progression Plan* (<http://www.pasco.k12.fl.us/pages/spp.pdf>) and the guideline to place the student with attention to the grade articulation that the student would have received had the student remained in the previous school setting. For those students who enter with no or incomplete records, the school registrar will contact by fax and by phone the last reported school of attendance for the student in order to request official records. Incomplete records shall be evaluated to the extent possible and credits shall be recorded in accordance with the District School Board of Pasco County *Student Progression Plan*. Students with incomplete records or without records shall be placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. Parent/legal guardian and student interviews shall be conducted to describe and document the scope of educational history of students whose records are incomplete or unobtainable. Where available, students shall be offered the opportunity to sit for equivalent end-of-course exams to demonstrate proficiency with the standards and benchmarks of the courses being claimed.

For grades 9-12, students' heritage language and literature studies from their home country are credited as English Language Arts, and their studies of English or a language other than their heritage language are credited as World Languages.

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.

For ELLs who withdraw from a District School Board of Pasco County school during the school year, and return during the same school year, no new ESOL assessment shall be initiated. All efforts shall be made to reinstate the school schedule that was in place prior to departure. Such students shall sit for the required annual assessment to determine progress towards English language proficiency as per 6A-6.0902(4) using the Florida Comprehensive English Language Learning Assessment (CELLA).

If an ELL has been away in another Florida school district for more than one school year (or equivalent semesters), all efforts shall be made by the registrar to secure

records related to ELL testing and services provided in the other district. The ESOL Resource Teacher/ELL Chairperson shall review these records to determine appropriate services, and, if necessary, schedule additional assessments as detailed in Sections 1 and 2 of this *District Plan for Services to English Language Learners*.

If an ELL has been away in another state or country for more than one school year (or equivalent semesters), the ESOL Resource Teacher/ELL Chairperson shall conduct new aural/oral and reading/writing assessments as detailed in Sections 1 and 2 of this *District Plan for Services to English Language Learners*.

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.

The Student ELL Plan exists as a folder within current and former ELL students' cumulative folder. Upon identification as an ELL, the school's ESOL Resource Teacher/ELL Chairperson initiates the Student ELL Plan. Within the folder resides required paperwork for documenting the delivery of ESOL services to students as determined by the prevailing *District Plan for Services to English Language Learners* (formerly known as the *District LEP Plan*) in effect for those years during which ESOL services are provided or monitored. The Student ELL Plan is developed in accordance with 1003.56(3)(e), F.S. and is updated annually by the ESOL Resource Teacher/ELL Chairperson who adds required documentation and inputs data relating to annual and programmatic assessments.

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 format of the Student ELL Plan folder is contained within the Appendix documents to the *District Plan for Services to English Language Learners* maintained at the District web site (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/appendix.pdf>). Once initiated for students identified as ELL, the ESOL Resource Teacher/ELL Chairperson conducts an annual update to reflect the current year's services which may include, but is not limited to: annual assessment information, student schedule, and programmatic assessment and changes. The annual update occurs at the beginning of the school year (as documented by student enrollment). For actions conducted during the school year, required documents are added to the Student ELL Plan folder as necessary.

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)

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.

ELLs in grades K-12 are served in the grade level/continuous progress inclusion classes for Language Arts (instructional model I), Reading (instructional model I), and core-content (instructional model C). These courses are equal in scope to those afforded non-ELLs. All students – ELL and non-ELL – study together in these classes, which are developed using Florida's Next Generation/Sunshine State Standards. NES and LES ELLs in grades 6-12 may be offered courses in Developmental Language Arts through ESOL (instructional model E). School administrators monitor fidelity of curriculum, standards, and inclusion or sheltered instructional models by conducting reviews of teacher lesson plans and classroom walk-throughs.

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

Please refer to the spreadsheet entitled, *Pasco_Instructional_Model_100108.xls*.

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.

The District School Board of Pasco County *Student Progression Plan* (<http://www.pasco.k12.fl.us/pages/spp.pdf>) mandates that the instruction provided to ELLs attending District schools be equal in amount, sequence, quality, and scope to that provided to non-ELLs, and that the required program of study reflect state and local requirements for elementary and secondary education grounded in the Next Generation/Sunshine State Standards. Through the inclusion instructional model (I), ELL and non-ELL students together learn the identical curriculum with ELLs being afforded appropriate modifications and accommodations for comprehensible instruction. School administrators monitor lesson plans documenting ELL modifications and accommodations.

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.

Teachers of ELLs document the use of ESOL instructional strategies by submitting a completed ESOL instructional strategies form each semester. Specific inclusion of ESOL instructional strategies contained within a teacher's or teaching team's lesson plans as submitted to a school administrator may be similarly accepted as a means of documenting the use of ESOL strategies to deliver comprehensible instruction to ELL students participating in these lessons. The use of ESOL instructional strategies to deliver comprehensible instruction to ELLs is verified each semester by the ESOL Resource Teacher/ELL Chairperson and/or a school administrator who monitors the ESOL instructional strategies forms and/or teacher lesson plans. A form for documenting the use of ESOL instructional strategies is contained within the Appendix documents to the *District Plan for Services to English Language Learners* (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/appendix.pdf>).

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) ESOL Resource Teacher/ELL Chairperson

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) CELLA

15) Student Progression

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

- Yes No

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

	Promotion	Placement	Retention
Elementary School	Section III.A.6	Section III.A.5	Section III.A.6
Middle School	Section IV.A.3	Section IV.A.3	Section IV.A.3 Section IV.A.7
High School	Section V.A.14	Section V.A.14	Section V.A.14

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.

In Section III.A.6 of the District School Board of Pasco County *Student Progression Plan*, mandatory grade 3 retention applies to any student deemed deficient in reading. Good cause exemption to mandatory retention is recognized for ELLs who have had fewer than two years (total) of instruction in the District’s English for Speakers of Other Languages (ESOL) program. Such students are considered *promoted with instructional support* and are served by a Progress Monitoring Plan.

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

When a decision is pending for a recommendation of promotion or retention of an ELL, the ESOL Resource Teacher/ELL Chairperson convenes the ELL Committee. In accordance with 1008.25, F.S., the ELL Committee makes a formal retention or promotion recommendation regarding an English Language Learner (ELL) based upon stakeholder input and academic progression.

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

The parent/legal guardian is invited to participate in the ELL Committee meeting convened to discuss the retention or promotion of an ELL. The parent/legal guardian is provided a copy of the minutes in a language understood in the home, where feasible. Retention letters sent home by the school are provided in English and Spanish. The parent/legal guardian is provided information about additional educational opportunities (e.g., extended school year).

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

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

The District School Board of Pasco County requires that all ELLs participate in FCAT assessments appropriate to the grade of student enrollment. Each school's Testing Coordinator schedules assessments for the building. The Testing Coordinator consults with the ESOL Resource Teacher/ELL Chairperson to determine best grouping arrangements for ELLs and to plan for the appropriate, allowable test accommodations.

As per 6A-6.0902 (4)(a), F.A.C., all students classified as ELLs (LY) and former ELLs (LF) whose dates of receipt of ESOL services/exit from ESOL services fall within those parameters published by FDOE as being required to take the CELLA, shall be assessed annually on the CELLA. The ESOL Resource Teacher/ELL Chairperson ensures that all ELLs are assessed for English language proficiency using the CELLA.

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 ESOL Resource Teacher/ELL Chairperson at each school completes and provides to the parent/legal guardian of each ELL a *Notification of State Assessment* form that indicates the recommended, allowable test accommodations to be employed. These forms are used to determine the grouping of ELLs into flexible settings wherein additional appropriate, allowable test accommodations are provided (e.g., flexible time, heritage language support with instructions, access to a word-to-word English heritage language dictionary). On each student's test materials, the test administrator/proctor fills in the oval indicating that test accommodations were provided. On the CELLA, use of a dictionary is not an allowable accommodation. For ELLs with an Individual Education Plan (IEP), Transitional Individual Education Plan (T/IEP), or 504, appropriate and allowable accommodations are made if addressed within those documents (e.g., Braille or large-print materials).

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. Not applicable

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: Not applicable

Math: Not applicable

Writing: Not applicable

Science: Not applicable

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.

As per 6A-6.0903 (2)(a) 1 and 4, F.A.C., the District School Board of Pasco County will use the following criteria as its standards for student exit from ESOL services:

Grades K-2. CELLA composite score (on grade level), and CELLA Reading proficient scale score (on grade level). (6A-6.0903 (2)(a) 1.)

Standard 1: The Comprehensive English Language Learning Assessment (CELLA) oral skills (listening and speaking), reading, and writing scale scores shall be added to determine the composite score at grade level. To be considered for exit from ESOL services, an ELL in grades K-2 must earn a CELLA English Proficient Composite Score for on grade level testing that is equal to or greater than that adopted by the State Board of Education. *

-and-

Standard 2: A CELLA Reading scale score in the proficient range adopted by the State Board of Education must be earned for on grade level testing. *

Grades 3-12. FCAT Reading achievement level of proficient (3 or greater), and CELLA oral skills (listening and speaking) and CELLA Writing scale scores of proficient for the grade cluster for on grade level testing. (6A-6.0903 (2)(a) 4.)

Standard 1: To be considered for exit from ESOL services, an ELL in grades 3-12 must earn an achievement level of proficient (i.e., 3 or greater) on the Florida Comprehensive Assessment Test (FCAT) in Reading (Next Generation/Sunshine State Standards test).

-and-

Standard 2: CELLA oral skills (listening and speaking) and CELLA Writing scale scores in the proficient range adopted by the State Board of Education must be earned for on grade level testing. *

* As per 6A-6.0902 (4)(e), F.A.C., “the Commissioner shall annually review the CELLA performance data, the CELLA cut scores and the CELLA English proficiency levels. After consulting with experts in the fields of second language acquisition and assessment, and other stakeholder groups, the Commissioner shall recommend to the State Board of Education whether to maintain the existing cut scores and proficiency levels or make changes as may be necessary to the scores, proficiency levels or other requirements of this rule.” Any changes adopted by the State Board of Education shall be reflected in the considerations for exit made each year in which changes are applied.

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		739-835*	

(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.

* The scale scores reported in the above table reflect those published in 2008. As per 6A-6.0902 (4)(e), F.A.C., “the Commissioner shall annually review the CELLA performance data, the CELLA cut scores and the CELLA English proficiency levels. After consulting with experts in the fields of second language acquisition and assessment, and other stakeholder groups, the Commissioner shall recommend to the State Board of Education whether to maintain the existing cut scores and proficiency levels or make changes as may be

necessary to the scores, proficiency levels or other requirements of this rule.” Any changes adopted by the State Board of Education shall be reflected in the considerations for exit made each year in which changes are applied.

17b) Reading and Writing Proficiency Assessment

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.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
CELLA Reading Grades K-2*
FCAT Reading Grades 3-12
CELLA Writing Grades 3-12*

* As per 6A-6.0902 (4)(e), F.A.C., “the Commissioner shall annually review the CELLA performance data, the CELLA cut scores and the CELLA English proficiency levels. After consulting with experts in the fields of second language acquisition and assessment, and other stakeholder groups, the Commissioner shall recommend to the State Board of Education whether to maintain the existing cut scores and proficiency levels or make changes as may be necessary to the scores, proficiency levels or other requirements of this rule.” Any changes adopted by the State Board of Education shall be reflected in the considerations for exit made each year in which changes are applied.

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

- Registrar ESOL Teacher/Coordinator Other (Specify) ESOL Resource Teacher/ELL Chairperson

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

In accordance with 6A-6.0903 (2)(c), an ELL Committee meeting may be convened to discuss the reassessment of an ELL. The parent/legal guardian, ESOL Resource Teacher/ELL Chairperson, other teacher, guidance counselor, or administrator may request that the ELL Committee meet. Recommendations regarding exit from ESOL services are made in light of at least two of the criteria listed in 6A-6.0902 (2)(a) 4 a-f, which must be documented in the *ELL Committee Minutes* (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/appendix.pdf>). Though not required to attend, the parent/legal guardian is invited to the meeting by phone or in writing. A copy of the minutes is provided to the parent/legal guardian. The ELL Committee shall

not be required to convene for routine assessment, placement, and reclassification determinations.

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 Resource Teacher/ELL Chairperson is responsible for updating ELLs' exit data in the Student ELL Plan and, in conjunction with the school's data entry operator, updates the data maintained in the student data management system. Appropriate notations are made within the Student ELL Plan and their corresponding data elements entered electronically. During data verification following the fall and spring survey periods, the ESOL Resource Teacher/ELL Chairperson addresses anomalies identified in exception reports generated by Information Services.

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

For an ELL whose exit determination is made in the middle of a student grading period, the ESOL Resource Teacher/ELL Chairperson and/or the ELL Committee shall make recommendations for the programmatic needs of the student. As appropriate, language arts and core-academic classes (instructional models I and C) shall be maintained, though without additional ESOL modifications/accommodations. If necessary, recommendations for referral to other instructional programs (or a combination thereof) shall be made. Attention will be paid to the *Student Progression Plan*. For students in grades 9-12, a focus will remain upon the ability to earn credits toward fulfilling graduation requirements.

Section 7: MONITORING PROCEDURES

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

The ESOL Resource Teacher/ELL Chairperson is responsible for conducting the two-year monitoring of former ELLs.

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

As per 6A-6.0903(3)(a), once ELLs have been reclassified (exited from ESOL services) and determined to be former ELLs, the two-year monitoring process begins. The first review takes place with the first report card after the reclassification date. The second review occurs at approximately halfway through the first year after exit. The third review is recorded at the end of the first year after exit. The final monitoring review is conducted two-years from the date of exit from receipt of ESOL services. In cases where the review date would fall at a point not aligned with a standard grading period, the ESOL Resource Teacher/ELL Chairperson shall exercise reasonable discretion to assure that a meaningful reflection of student progress is provided by a previous or upcoming grading period. At each juncture, the review is noted in the

Student ELL Plan with a corresponding electronic entry to the student information management system.

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

Former ELL two-year monitoring is conducting using one or more of the following:

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) Progress Reports

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

For a former ELL whose performance is not on grade level or for whom there is an academic concern, the parent/legal guardian, ESOL Resource Teacher/ELL Chairperson, other teacher, guidance counselor, or administrator may request to convene the ELL Committee. With parent participation by telephone or in person, the ELL Committee shall consider recommendations for additional appropriate programming such as ESOL or other needed programs.

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.

The school's ESOL Resource Teacher/ELL Chairperson is responsible for initiating a new Student ELL Plan for those former ELLs reclassified as ELL for re-entry to the receipt of ESOL services. The ESOL Resource Teacher/ELL Chairperson, in conjunction with the school's data entry operator, makes notations on the Student ELL Plan with corresponding electronic entries to the student data management system. As a result of the recommendations of the ELL Committee meeting held to reclassify the student as ELL, programmatic assessment is conducted to assure appropriate academic placement.

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

Inclusion language arts, reading, and core academic classes (instructional models I and C) with teacher-implemented ESOL modifications and accommodations shall be established in order to assure the delivery of comprehensible instruction. A focus on English language proficiency development will be instituted – where appropriate – through inclusion or sheltered instruction (instructional models I and E). Interventions targeting the student's identified needs (e.g., reading skills development) will be implemented for differentiated learner support.

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.

All schools maintain a copy of the *School Opening Alert* in English and Spanish, which details the right to enroll in public school and to receive a free, appropriate, public education as guaranteed under Plyler v. Doe (1980) and related judicial decisions and legislative requirements. Throughout the school year, parent/legal guardian notification and communication is conducted in English and in a language understood in the home, where feasible. All documents for school-to-home communication used by the ESOL Resource Teacher/ELL Chairperson are available in English and Spanish. For day-to-day communication needs at school, administrators call upon the ESOL Bilingual Instructional Assistant, where available, to translate materials. For meetings or other events, ESOL staff members provide heritage language support, where feasible. The district-level ESOL supervisor or designee arranges for heritage language interpretation services, unless otherwise not feasible.

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 _____

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

The District School Board of Pasco County publishes its *Code of Student Conduct/Código de conducta del estudiante* for distribution to students and families. This publication contains a section entitled, "Student Rights and Responsibilities"/«Derechos y responsabilidades del estudiante». The *Code of Student Conduct* is published in the annual student planner given out to students in grades 6-12 on the first day of attendance each school year. A listing of student rights is contained within the *Student Progression Plan* in print and online versions.

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. Not applicable

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.

The ESOL Resource Teacher/ELL Chairperson at each school or school cluster organizes twice yearly meetings of the Parent Advisory Council (PAC), a school-based Parent Leadership Council entity. At these meetings of parents/legal guardians of ELLs from one or more schools, the ESOL Resource Teacher/ELL Chairperson conducts an orientation to the delivery of ESOL services throughout the District School Board of Pasco County, training on how to access school and community services, and training regarding models of ELL English language and academic achievement. Invitations, agendas, literature, and presentations are provided with heritage language support, to such an extent as is feasible.

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

Each year, every school publishes and distributes to all student households a school profile/perfil de la escuela brochure in English and Spanish. The brochure contains data on the school's administrative and instructional staff, percentage of out-of-field teachers, FCAT results, school grade, and Adequate Yearly Progress (AYP) statistics. The *School Profile Accountability Report* (SPAR) is accessible at the school and at the District Office for parents and other stakeholders requesting (additional) copies.

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.

Information regarding the assurance of services provided, maintained, and monitored to be in compliance with equal access and state and federal civil rights legislation and court orders is provided to parents/legal guardians through District Advisory Council meetings (Pasco's Parent Leadership Council).

The District School Board of Pasco County has established a provision of Equity Responsibilities (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol/appendix.pdf>) that is distributed to schools in order to maintain a process for student and parent/legal guardian complaints and grievances. The implementation of programs to ensure equity compliance is provided oversight by school principals who are instructed to distribute and review information with all employees who have contact with students. Those filing a complaint or grievance at the school level may, if dissatisfied with the findings, appeal to district staff and/or the school board.

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

All students served by the District School Board of Pasco County have equal access to programs and facilities without distinction between those served as ELLs or not. ELLs enroll in their neighborhood schools with access to the same school choice options available to non-ELLs. ELLs needing the support afforded by programs other than ESOL are referred through similar means as non-ELLs, with plans in place (e.g., Gifted Plan B, Multicultural Background Questionnaire) to provide for the language and cultural needs of the student and parent/legal guardian involved in the referral process. Equal access to appropriate educational programs is assured through the student scheduling and course selection process wherein all courses and programs of study available to non-ELLs are equally available to ELLs. The provision of qualified instructional personnel is assured through the certification, endorsement, and ESOL training process as detailed in Section 10 of this Plan and contained in the District School Board of Pasco County *Add-On Certification Program: English for Speakers of Other Languages ESOL Endorsement*, and as amended (http://cis.pasco.k12.fl.us/SpecialPrograms/esol/esol_add_on.pdf).

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

- Administrator or designee*
- ESOL Resource Teacher/ELL Chairperson*
- ESOL teacher (classroom teacher who delivers ESOL instruction to ELLs)*
- Guidance counselor*
- Parent/legal guardian (invited but not required to be present)
- Classroom teachers (if providing input)
- ESOL bilingual instructional assistant (if providing input)

- Psychologist, social worker, speech language pathologist, et al. (if providing input)

*Signature required on ELL Committee minutes

Note that in certain schools (e.g., centers, charters) the same individual may play several of the roles listed above. An effort is made to convene an ELL Committee comprised of a representative group to engage in the decision-making process.

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.

Note: The District School Board of Pasco County refers to its school-based Parent Leadership Councils as the Parent Advisory Council (PAC), and to its district wide Parent Leadership Council as the District Advisory Council (DAC).

The PAC is organized by the ESOL Resource Teacher/ELL Chairperson of each school or school cluster and held once each semester. The PAC is composed of the ESOL Resource Teacher/ELL Chairperson and the parents/legal guardians of ELLs enrolled at the school.

The DAC is organized by the District Supervisor for Curriculum and Instructional Services for ESOL and World Languages and the District ESOL Resource Specialist in

conjunction with the DAC Chairperson(s). The DAC Chairperson is a parent/legal guardian of an ELL enrolled in one of the schools. (Where appointed, this is true of the Co-Chairperson.) The remaining membership consists of one or more parent/legal guardian representatives from each school. ESOL professionals, other educators from the District, and community members are invited to attend.

The functions of the PAC and DAC may include the following.

- Inform parents/legal guardians of their students' educational rights under state and federal law;
- Provide information on school and district initiatives, meetings, and workshops relevant to the development of educational programs for ELLs and non-ELLs;
- Guide parents/legal guardians to support services, courses, and Title III programs that are of benefit to their students and families;
- Provide a link between district, school, administration, teachers, and the home;
- Address parent/legal guardian concerns regarding ELL education; and
- Offer guidance on advocacy needs on behalf of ELLs.

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.

(The District complies with this definition.)

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

Families of ELLs are encouraged to participate in a variety of committees. The District and schools provide information on parent involvement activities through newsletters, announcements, flyers, web site postings, and telephone communication. Communications are produced in English and in a language understood by families, where feasible.

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

During the 2007-2008 academic year, information regarding the District ELL Plan authoring process and content was shared at the fall 2007 and spring 2008 ESOL District Advisory Council (DAC) meetings. Parent input was requested via open forum and small group sessions. As the plan was being developed during fall 2008, a meeting was held with DAC representation to review the content of the Plan and to make revisions based upon parent input.

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.fldoe.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.

ESOL training timelines, explanations of categories (1, 2, 3 and 4), course descriptions, courses offerings, and certification and endorsement procedures are provided to employees:

- At the district web site (<http://cis.pasco.k12.fl.us/SpecialPrograms/esol.html>)
- In the district brochure, *The ABC's of ESOL Teacher Training* (http://cis.pasco.k12.fl.us/SpecialPrograms/esol/Brochure_train.pdf)
- Within the publication, *The ESOL Teacher's Survival Guide, 3rd Edition* (http://cis.pasco.k12.fl.us/SpecialPrograms/esol/ESOL_Survival_Guide_2008_3rd_Ed.pdf)
- Through the AVATAR Professional Development Management System (<https://avatar.pasco.k12.fl.us>)

Once per semester, the Supervisor for Curriculum and Instructional Services for ESOL and World Languages secures the *Official Teacher Notification* report (SP097), which provides a detailed page for each teacher serving an ELL listing the teacher's certification and endorsement areas, the names of ELLs being served and in which class(es), ESOL coursework completed, and ESOL training options. The school's ESOL Resource Teacher/ELL Chairperson reviews the report with each teacher, indicates the training requirements that must be met and by what deadline, and shares information regarding the delivery of comprehensible instruction to the students being served. The report is signed by the teacher and counter-signed by the school administrator. Signed reports are returned to the district's ESOL Resource Specialist who builds a training-required database. From this database, teachers are sent a follow-up memorandum outlining the training requirements and timelines established by the Florida Department of Education and the course offerings scheduled by the District. In addition to this process, those Category 1 teachers who are out-of-field in ESOL are reported to Human Resources and to the school board for the issuance of a permit. Fulfillment of the requirements of the permits is monitored by the ESOL Resource Specialist in conjunction with the Supervisor for Human Resources, Certification Specialists, and the Supervisor for Employee Relations.

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 Resource Specialist maintains a database of teachers requiring training that is built from the semiannual *Official Teacher Notification* reports. The names of those Category 1 teachers who are out-of-field in ESOL are entered into a Human

Resources database of issued out-of-field permits. As teachers complete mandated training, it is recorded in the professional development inservice history. The ESOL Resource Specialist cross-references the training-required and out-of-field databases to note that training has been completed and permits fulfilled. The ESOL Supervisor reports to Employee Relations the names of teachers not completing training within the required timelines. Teachers who have completed requirements for ESOL endorsement or ESOL certification complete and submit to their Certification Specialist the CG-10 Certification Application Form. This is processed as per Florida Department of Education guidelines to permit teachers to add the appropriate endorsement or certification to their professional teaching certificate. Teachers adding ESOL certification by subject area exam are monitored for the completion of 120 ESOL-specific inservice points. (Cf. Technical Assistance Paper 2005-03.)

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 Supervisor for Curriculum and Instructional Services for ESOL and World Languages maintains a database of all school-based administrators, their date of hire into an administrative capacity, and their timeline for completing state mandated 60-hour ESOL training. The course, *ESOL for Administrators*, is offered once or twice per academic year in order to meet the needs of school-based administrators. The Supervisor for Curriculum and Instructional Services for ESOL and World Languages contacts administrators individually to direct them to enroll in and complete the state-mandated training and reports completed hours of training to be input to the professional development inservice history and cross-references this in the administrator database. An annual report is submitted to the Assistant Superintendent for Curriculum and Instructional Services. (Cf. Technical Assistance Paper 2005-03.)

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

The Supervisor for Curriculum and Instructional Services for ESOL and World Languages maintains a database of all guidance counselors, their date of hire into that role, and their timeline for completing state mandated 60-hour ESOL training. The course, *ESOL for Guidance Counselors*, is offered once or twice per academic year in order to meet the needs of the target group of educators. The ESOL Resource Specialist contacts each guidance counselor individually to direct them to enroll in and complete the state-mandated training and reports completed hours of training to be input to the professional development inservice history and cross-references this in the guidance counselor database. An annual report is submitted to the Assistant Superintendent for Curriculum and Instructional Services. (Cf. Technical Assistance Paper 2005-03.)

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.

An ESOL bilingual instructional assistant must have the following qualifications:

1. High School Diploma or equivalent;
2. Instructional Assistants (ESOL/Bilingual) must be bilingual and biliterate in English and the language represented by at least 15 students of the same language background; and
3. Associate's Degree; or
4. 60 hours of college/university level course work; or
5. Demonstrated proficiency on district assessment.

The school board approved job description may be viewed at the District School Board of Pasco County Employment Opportunities web page.

http://www.pasco.k12.fl.us/employment/pages/noninst_jobdesc/IA_ESOL_bilingual.pdf

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

At the start of each school year, district office personnel responsible for ESOL services conduct training for ESOL bilingual instructional assistants. The ESOL Resource Specialist at the district office maintains a sign-in sheet of attendees. The training includes the following.

- Understanding the scope of ESOL services
- English language proficiency assessments (e.g., IPT, CELLA)
- Strategies for supporting the classroom teacher in the use of appropriate ESOL modifications and accommodations
- Heritage language instructional support in the content classroom
- State assessments (e.g., FCAT) and allowable heritage language support
- Interpreting for the parent/legal guardian
- Translation skills to support school-to-home communications

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

During the interview process, the principal – if not familiar with the language being advertised – includes another professional able to gauge the applicant's proficiency in the target language. This individual may be a World Language teacher, ESOL Resource Teacher, ESOL bilingual instructional assistant, other bilingual school employee, or bilingual district office personnel, who makes a recommendation to the principal regarding candidates' target language proficiency.

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.

Upon receiving student and school CELLA reports, the ESOL Resource Teacher/ELL Chairperson discusses student English language proficiency needs with teachers and administrators in order to plan and implement strategies for ELL English language proficiency development for the academic year. School plans are presented to the ESOL Supervisor as part of a scheduled ESOL Resource Teacher meeting.

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.

Upon receiving student and school FCAT reports, the ESOL Resource Teacher/ELL Chairperson discusses student academic proficiency needs with teachers and administrators in order to plan and implement strategies for ELL academic achievement for the academic year. These are part of the Progress Monitoring Plan established by the school.

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.

For schools and the district failing to meet NCLB Title III AMAO's 1 and 2 for two consecutive years, the District School Board of Pasco County will begin steps to develop a system improvement plan. Such steps shall be planned, designed, and a timetable for implementation developed in accordance with Title III of the No Child Left Behind Act.

Sch#	School Name	Instructional Model(s)
0021	Rodney B. Cox Elementary	I, C
0031	Pasco High School	E, I, C
0032	Trinity Elementary School	I, C
0057	Seven Springs Middle School	E, I, C
0059	Denham Oaks Elementary School	I, C
0060	Chester W. Taylor Elementary	I, C
0061	Pasco Elementary School	I, C
0063	Wesley Chapel High School	E, I, C
0065	James M. Marlowe Elementary	I, C
0069	Chasco Middle School	E, I, C
0070	Chasco Elementary School	I, C
0071	Pasco Middle School	I, C
0072	Sunray Elementary School	I, C
0073	J. W. Mitchell High School	E, I, C
0074	Centennial Middle School	E, I, C
0082	Oakstead Elementary School	I, C
0083	Gulf Highlands Elementary	I, C
0084	Double Branch Elementary	I, C
0085	Trinity Oaks Elementary School	I, C
0086	Dr. John Long Middle School	E, I, C
0089	Paul R. Smith Middle School	E, I, C
0090	Wiregrass Ranch High School	E, I, C
0091	West Zephyrhills Elementary	I, C
0092	New River Elementary School	I, C
0093	Gulf Trace Elementary School	I, C
0100	Charles S. Rushe Middle School	E, I, C
0101	Sunlake High School	E, I, C
0102	Raymond B. Stewart Middle	E, I, C
0103	Crews Lake Middle School	E, I, C
0110	Veterans Elementary School	I, C
0131	Zephyrhills High School	E, I, C
0132	Woodland Elementary School	I, C
0201	Sanders Memorial Elementary	I, C
0211	Mitty P Locke Elementary	I, C
0242	Harry Schwettman Education	I, C
0251	San Antonio Elementary School	I, C
0261	Gulf Middle School	E, I, C
0271	Richey Elementary School	I, C
0301	Hudson Elementary School	I, C
0311	Cotee River Elementary School	I, C
0321	Lacoochee Elementary School	I, C
0331	Gulf High School	E, I, C
0341	Schrader Elementary School	I, C
0342	Bayonet Point Middle School	E, I, C
0351	Fox Hollow Elementary School	I, C
0361	Quail Hollow Elementary School	I, C
0401	Centennial Elementary School	I, C
0411	Seven Springs Elementary	I, C
0421	Deer Park Elementary School	I, C
0451	Mary Giella Elementary School	I, C

0461	Thomas E. Weightman Middle	E, I, C
0471	River Ridge High School	E, I, C
0472	River Ridge Middle School	E, I, C
0501	Northwest Elementary School	I, C
0521	Hudson High School	E, I, C
0601	Shady Hills Elementary School	I, C
0701	Cypress Elementary School	I, C
0801	Land O' Lakes High School	E, I, C
0901	Anclote Elementary School	I, C
0902	Pine View Elementary School	I, C
0911	Gulfside Elementary School	I, C
0921	Pine View Middle School	E, I, C
0931	Ridgewood High School	E, I, C
0932	Calusa Elementary School	I, C
0941	Moon Lake Elementary School	I, C
0951	Hudson Middle School	E, I, C
0961	Lake Myrtle Elementary School	I, C
0991	F.K. Marchman Technical Center	I, C
2061	Sand Pine Elementary School	I, C
2071	Wesley Chapel Elementary	I, C
2081	Longleaf Elementary School	I, C
2091	Seven Oaks Elementary School	I, C
4081	Wilson Academy	I, C
4181	Sunshine Youth Services	I, C
4231	Athenian Academy of Pasco	I, C
4301	Dayspring Academy	I, C
4302	Academy at the Farm	I, C
4307	Countryside Montessori Academy	I, C
4323	Imagine School at Land O' Lakes	I, C
5242	PACE for Girls of Pasco	I, C
6081	San Antonio Boys Village	I, C
6242	Mandala Treatment Center	I, C
7071	James Irvin EC / MMEC	I, C
7081	Juvenile Detention Center	I, C
7282	New Port Richey Marine Institute	I, C
8242	Marine Institute	I, C