

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)**

FDOE INTERNAL USE ONLY

Bureau of Academic Achievement through Language Acquisition  
 Florida Department of Education  
 325 West Gaines Street  
 501 Turlington Building  
 Tallahassee, Florida 32399-0400  
 Contact Person: Mark Drennan  
 Phone: (850) 245-0893  
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<b>(1) NAME OF THE DISTRICT:</b>	<b>(2) CONTACT NAME/TITLE:</b>	<b>(3) CONTACT PHONE:</b>
School Board of Polk County	Chane Eplin, ESOL Director	863-647-4700

<b>(4) MAILING ADDRESS:</b>	<b>(5) PREPARED BY: (If different from contact person)</b>									
PO Box 391 Bartow, Florida 33831	<table border="0"> <tr> <td>Gary Pratt</td> <td>Lourdes Suarez</td> <td>Pam Helveston</td> </tr> <tr> <td>Mary Kolling</td> <td>Tony De Souza</td> <td>Angel Crum</td> </tr> <tr> <td>Doris Young</td> <td>Alfredo Gonzalez</td> <td></td> </tr> </table>	Gary Pratt	Lourdes Suarez	Pam Helveston	Mary Kolling	Tony De Souza	Angel Crum	Doris Young	Alfredo Gonzalez	
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Mary Kolling	Tony De Souza	Angel Crum								
Doris Young	Alfredo Gonzalez									

**(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, Dr. Gail McKinzie, 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): Jacqueline Lizardi

Contact Information for District PLC Chairperson:  
 Mailing address: 1025 Biltmore Drive  
 Winter Haven, FL. 33881  
 E-mail Address: [Jlizardi01@yahoo.com](mailto:Jlizardi01@yahoo.com)      Phone Number: 863-969-8011

Date final plan was discussed with PLC: 10/01/08      PLC  approved     not approved

\_\_\_\_\_  
 Signature of the Chairperson of the District PLC      Date Signed by PLC Chairperson

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



**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, Dr. Gail McKinzie, 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.

All students who attend Polk County Schools register for attendance at the individual school sites, which are determined by home address. At the time of registration, students and their parents/guardians are assisted in their home language by school personnel, unless clearly not feasible. Also, a translated registration form is available in Spanish and Haitian Creole, while registration forms in many other languages may be accessed through TransACT. TransACT is an online translation library of school forms correlated with No Child Left Behind available to the entire district through the ESOL department.

### **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.

As part of the initial registration packet, each student in Polk County Schools receives a Home Language Survey form, separate from the general registration form. This form is written in three languages (English, Spanish and Haitian Creole) and is available in 8 languages through TransACT. The HLS form is administered to all students by the school's registrar, secretary or guidance counselor. Parents are encouraged to sign the HLS at the time of registration. Any student with a "Yes" response to one or more questions on the HLS will be assessed for ESOL program eligibility within 20 school days. All HLSs with a "Yes" response are forwarded to the designated assessor at each school to begin assessment procedures for determining ESOL program eligibility. Students with "No" answers to ALL questions on the HLS are placed in the regular program and the HLS is filed in the students' cumulative record file. A copy of the HLS is forwarded to the district ESOL office. Once the parent/guardian answers "Yes" to any of the survey questions, the ESOL contact at the school site is responsible to provide the parents with information regarding the ESOL program (in the appropriate language when feasible), which includes goals of the program, different instructional options, timelines for completion and required content.

**2a)** Describe the procedures that are implemented for processing all affirmative responses to the HLS. The HLS form is administered to all students by the school's registrar, secretary or guidance counselor.

All students with a "Yes" on the HLS will be appropriately identified as Limited English Proficient in order to ensure provision of appropriate services. An administrator or guidance counselor will complete the Programmatic Academic Assessment form following a thorough review of each student's prior school records, transcripts, parent and/or student interview, results of native language testing and/or other testing, with consideration of age appropriate placement. All HLSs with a "Yes" response are then forwarded to the designated assessor at each school to begin assessment procedures for determining ESOL program eligibility. Each student will be assessed with the Idea Oral Language Proficiency (IPT) Oral Test within 20 school days. Students in grades 3-12 who test fluent on the IPT Oral test are administered the IPT Reading/Writing Test within 20 days of the oral test to determine

their English proficiency level. When all assessments are completed and ESOL Program eligibility is determined, the HLS along with all other forms, is placed in the student cumulative folder, and copies are sent to the district ESOL office.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.  
 Registrar  Guidance Counselor  Other (Specify) Paraprofessional

### **3) Provision of Understandable Communication**

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

The ESOL department, in conjunction with Workforce Development, developed *The ABC Handbook*, which is written in eight languages, to assist schools in communicating with non-native speakers.

Also, the ESOL Department has provided district translation procedures, which include the provision of translators/interpreters from the District ESOL office when feasible.

The district also has TransACT, an online translation library of school forms correlated with No Child Left Behind available to the entire district through the ESOL department. Two of the forms used for parents enrolling their children are in Attachment B. The first form is posted at the school site and the second form is available to parents to pick the language they speak so an appropriate interpreter might be contacted.

### **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.

Each school's registrar, guidance secretary or terminal operator will collect and report student demographic data. Student residence is verified with two proofs of residence to determine that the student is registering at the zoned school. Health records are reviewed to determine appropriate immunization history. A birth certificate, record of baptism, insurance policy in effect for more than 2 years, a doctor's notarized statement, a transcript of birth with a parent's sworn affidavit, a Bible record of birth with a parent's sworn affidavit, a passport or certificate of arrival, school records from 4 years prior, or a MSRTS form for migrant children. A registration packet is handed to each student and/or parent/guardian. School and district forms are provided in the home language when feasible. When information has been collected, the school terminal operator enters all information onto the student information services database, Genesis. Home language information for student and parents is entered by the district ESOL office following receipt of the HLS.

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

Registrar  Data Entry Clerk  Other (Specify) District ESOL TRST

## 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) School Based Administration/Guidance Counselors/Paraprofessionals/ESOL Teacher

### 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 <sup>(1)</sup> (Number needed to score LES/NES)	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IPT Aural/Oral Test	K	Level A/B - <11 Level C - < 27		
	1 - 2	Level A/B - <11 Level C - <27 Level D - <44 Level E - <38		
	3 - 5	Level A/B - <11 Level C - <27 Level D - <44 Level E - <38 Level F - <77		
	6	Level A/B - <11 Level C - <27 Level D - <44 Level E - <57		
	7 - 12	Level A/B - <11 Level C - <27 Level D - <44 Level E - <57 Level F - <78		

(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 assessment procedures to determine ESOL eligibility begin with the ESOL assessor. Screening of each student's oral/aural proficiency shall be completed within four weeks (20 school days) of the student's initial enrollment in school. Students who have pre-registered for school and who have answered "Yes" on the HLS will be assessed on the oral/aural instrument for program eligibility within 20 school days of the first day of school. The trained assessor conducts the oral/aural screening using the IPT Oral Test. A child enrolled in grades K-12 who scores NES or LES on the IPT Oral Test will be placed in the ESOL program and receive services equal in amount, sequence and scope, to that provided to non-LEP students. Students in grades K-2 scoring FES on the IPT Oral Test are placed in the regular program unless it is determined by an ELL Committee that the student would benefit from ESOL services. In Polk County, students in grades 3-12 who score FES on the IPT Oral Test are also given the IPT Reading/Writing Test within 20 school days of the oral test to evaluate English proficiency level and eligibility for ESOL services. Students who score at or below the 32<sup>nd</sup> percentile in BOTH reading and writing will be considered eligible for the ESOL program. Students who score at or above the 33<sup>rd</sup> percentile in reading and/or writing may be enrolled in the regular program. An ELL Committee meeting may be called to review and determine ESOL program placement.

**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?

Prior to the beginning of classes, all schools participate in an annual ESOL Procedures Training where they are instructed as to the importance of testing students within 20 school days with the IPT Oral Test. Ongoing training throughout the year continues to emphasize that oral testing is administered within 20 days of registration. When a student enrolls and completes the HLS, a copy of the Home Language Survey is immediately sent to the ESOL district office. All students with a "Yes" answer are coded "T" for temporary placement. A monthly report initiated from the ESOL office notifies schools of students who are coded "T" with their test date. ESOL assessors are reminded that students with no test date recorded need to be tested promptly.

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

If a student is not administered the Aural/Oral test within 20 school days of registration, a Notice of Assessment Delay form is sent to the parents informing them of the reason for the delay and the date when the test will be administered. This form is available to the schools through Public Folders in various languages. This form is also sent to the ESOL district office, and a copy is filed in the student's cumulative folder. The ESOL district office generates a monthly list of students coded "T" who have not been tested within the 20-day period to the school administration with a request for immediate action.

**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.

Students in grades K-2 scoring FES on the IPT Oral Test are placed in the regular program unless it is determined by a LEP Committee that the student would benefit from 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.

Students who score limited English proficient on the Listening and Speaking Test are automatically placed into 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 32<sup>nd</sup> percentile on the reading or writing portion of a norm-referenced test would qualify a student for entry into the ESOL program.

<b>Name of Reading and Writing Instrument(s):</b>
IPT Reading Test
IPT Writing Test

**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?

In Polk County, students in grades 3-12 who score FES on the IPT Oral Test are also given the IPT Reading/Writing Test within 20 school days of the oral test to evaluate English proficiency level and eligibility for ESOL services. Students who score at or below the 32<sup>nd</sup> percentile in reading or writing will be considered eligible for the ESOL program. Students who score at or above the 33<sup>rd</sup> percentile in reading and/or writing may be enrolled in the regular program. An ELL Committee meeting may be called to review and determine ESOL program placement.

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

If a student is not administered the Reading/Writing test within 20 school days of the Oral/Aural test, a Notice of Assessment Delay form is sent to the parents informing them of the reason for the delay and the date when the test will be administered. This form is available to the schools through Public Folders in various languages. This form is also sent to the ESOL district office and a copy is filed in the student's cumulative folder. The ESOL district office generates a monthly list of students who have not been tested with the Reading/Writing test within the 20-day period to the school administration with a request for immediate action.

### **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.

Each school will have a functioning English Language Learner (ELL) Committee to reflect the definition and requirements of Rule 6A-6.0901; Florida Statute 233.058, as amended by Section 41. Each ELL Committee will appoint a committee chairperson. An ELL Committee is defined as a school-based committee. The membership of this committee in each school is as follows: administrator/designee, ELL chairperson, ESOL teacher, home language teacher, if any, guidance counselor, ESOL paraprofessional if needed for translation, social workers, school psychologist, or other educators as appropriate, parents. Parents shall be invited to participate in determining appropriate programming for the ELL student. If parents cannot attend the ELL Committee meetings regarding their child, it is the school's responsibility to inform parents of all actions and recommendations by the committee. Parents must receive copies of all program forms in their native language where feasible. The ELL Committee shall be convened at any time during the post-reclassification monitoring period when a former ELL student shows a consistent pattern of continuing under-performance on appropriate tests and/or grades. A student who is determined not to be LEP through oral/aural testing does not need to be further assessed if he or she is enrolled in Kindergarten, first, or second grade. Such a student may, at any time, be referred to an ELL Committee if his/her progress in a regular class is viewed as not appropriate nor equal to that of his/her non-ELL peers. A student who is determined not to be LEP through oral/aural testing, and who is enrolled in grades 3-12, must be further assessed as described in the assessment and entry sections of the District's LEP Plan. A student who scores at the 33<sup>rd</sup> percentile or above in both the reading and writing sections of the IPT Reading/Writing Test, is determined not to be ELL, and no further assessment is required. This student may at any time be referred to the ELL Committee if his/her progress in a regular class is viewed as not appropriate or not equal to that of his/her non-ELL peers. A student who scores at the 32<sup>nd</sup> percentile in either reading or writing is referred to the ELL Committee for review. In such instances the ELL Committee reviews and recommends programming. The ELL Committee will also look at the students' CELLA Total Proficiency Score and the CELLA Reading Proficiency Score each year to determine if exiting the student from ESOL is appropriate. The ELL Committee will use the CELLA Proficiency scores and other data to make its determination. [www.polk-fl.net/esol](http://www.polk-fl.net/esol)

### **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.

Procedures have been developed for the Spanish speaking students to be given the IDEL, the Spanish version of the DIBELS. Also, students in the Dual Language Program take the Spanish IPT Oral Test to measure progress.

## **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.

When awarding credit for foreign students that enroll in Polk County Schools with prior credits from non-US high schools, the students' transcripts from their home countries are submitted to the District Director of Secondary Education for translation and verification of grade level and/or credits. When a transcript lists "English" for students from another country where the language is not English, this should be accepted as a foreign language transfer credit. Conversely, when a language course in their native language is listed, this shall be considered as a language arts credit, as this would have been the course where the students learned to read, write and analyze literature, etc. in their native language, which is the same or equivalent to the language arts credit for students enrolled in a US high school. These procedures will ensure that students do not fall behind on the learning of English or other credits, simply because they came from a high school in another country and studied in a language other than English.

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

If no records are available, students will be placed according to the age appropriate grade level (See Academic Programmatic Assessment Form).

**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.

At the time of registration, an administrator or guidance counselor will complete the Programmatic Academic Assessment form following a thorough review of each student's prior school records and transcripts (when available), parent and/or student interview, results of native language testing, if feasible, and/or other testing. The results of this assessment will be used to determine grade level placement and eligibility for remediation, gifted or other categorical programs. Any student with a "Yes" response to one or more questions on the HLS will then be assessed with the IPT Oral Test for ESOL program eligibility within 20 school days. Students in grades 3-12 who test fluent on the IPT Oral test are administered the IPT Reading/Writing Test within 20 days of the oral test to determine their English proficiency level.

### **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.

#### **K-5**

All students identified as ELL shall be provided equal access to appropriate programs provided by the district to non-ELL students. Every school must have a process in place and established procedures to provide eligible ELL students with comprehensible instruction equal and comparable in amount, scope,

sequence, and quality to that provided to non-ELL students. Programming shall be documented in the form of an LEP Student Plan. Initial eligibility recommendations are made based on the English language proficiency test results and Programmatic Academic Assessment to determine academic performance. In some specific cases, the ELL Committee makes the final decision on students' placement following the Consent Decree guidelines, Section 3, Pages 15-16, Letter C. The guidelines state that an ELL Committee may determine a student to be ELL or non-ELL according to the consideration that at least two of the criteria listed below, in addition to the results of the assessment in listening /speaking:

- Extent and nature of prior educational and social experiences; and student interviews.
- Written recommendations and observations 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 those from the assessment of listening/speaking, including but not limited to, assessment of reading/writing.

If no records are available, students will be placed according to the age appropriate grade level.

## **6-8**

All students identified as ELL shall be provided equal access to appropriate programs provided by the district to non-ELL students. Every school must have a process in place and established procedures to provide eligible ELL students with comprehensible instruction equal and comparable in amount, scope, sequence, and quality to that provided to non-ELL students. Programming shall be documented in the form of a LEP Student Plan. Initial eligibility recommendations are made based on the English language proficiency test results and Programmatic Academic Assessment to determine academic performance. In some specific cases, the ELL Committee makes the final decision on students' placement following the Consent Decree guidelines, Section 3, Pages 15-16, Letter C. The guidelines state that an ELL Committee may determine a student to be ELL or non-ELL according to the consideration that at least two of the criteria listed below, in addition to the results of the assessment in listening /speaking:

- Extent and nature of prior educational and social experiences; and student interviews.
- Written recommendations and observations 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 those from the assessment of listening/speaking, including but not limited to, assessment of reading/writing.

If no records are available, students will be placed according to the age appropriate grade level.

## **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 9<sup>th</sup>-12<sup>th</sup> 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.

## **9-12**

All students identified as ELL shall be provided equal access to appropriate programs provided by the district to non-ELL students. Every school must have a process in place and established procedures to provide eligible ELL students with comprehensible instruction equal and comparable in amount, scope, sequence, and quality to that provided to non-ELL students. Programming shall be documented in the form of a LEP Student Plan. Initial eligibility recommendations are made based on the English language proficiency test results and Programmatic Academic Assessment to determine academic performance. In some specific cases, the ELL Committee makes the final decision on students' placement following the Consent Decree guidelines, Section 3, Pages 15-16, Letter C. The guidelines state that a ELL Committee may determine a student to be ELL or non-ELL according to the consideration that at least two of the criteria listed below, in addition to the results of the assessment in listening /speaking:

- Extent and nature of prior educational and social experiences; and student interviews.
- Written recommendations and observations 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 those from the assessment of listening/speaking, including but not limited to, assessment of reading/writing.

In cases where no records are available for students entering high school in 9-12 grades, students will be placed according to age appropriateness as well as parent and/or student interviews. The credits earned from the placement date are used for graduation.

When awarding credit for foreign students that enroll in Polk County Schools with prior credits from non-US high schools, the students' transcripts from their home countries are submitted to the District Director of Secondary Education for translation and verification of grade level and/or credits. When a transcript lists "English" for students from another country where the language is not English, this should be accepted as a foreign language transfer credit. Conversely, when a language course in their native language is listed, this shall be considered as a language arts credit, as this would have been the course where the students learned to read, write and analyze literature, etc. in their native language, which is the same or equivalent to the language arts credit for students enrolled in a US high school. These procedures will ensure that students do not fall behind on the learning of English or other credits, simply because they came from a high school in another country and studied in a language other than English.

## **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.

The files of students who withdraw are maintained at the district office. When a student returns to the district after more than a school year has passed, the student is reassessed to determine if placement into the ESOL program is appropriate. If records are available from another county/state indicating the

student exited from the ESOL program, the student will be placed in the two year follow-up for monitoring.

## 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.

LEP Plans are prepared when a student first enters the ESOL program. The ESOL teacher and/or ELL Committee are responsible for initiating and developing the LEP Plan. A Plan Date is reported as a component of the required ESOL data in the district's student information management system (Genesis). The student's LEP Plan becomes the primary constituent of the ELL student's program review and monitoring. A hard copy is kept in the ELL folder in the student's cumulative file, and the ESOL office maintains a second copy. All ELL documents will be kept in the student's cumulative folder and will be updated to reflect current services each year for the elementary and each semester for the middle and high schools.

**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.

All LEP Plans will be kept in the student's cumulative folder and will be updated to reflect current services. A Procedures Checklist is given to each school and an email is sent from the District ESOL office during FTE week as a reminder to the schools to print these plans. The District TRSTs check for current services on the LEP Plan. LEP folders are checked during or after Reading Fidelity Checks. The assistant principal of the school is responsible for ensuring the printing and filing of the LEP Plan.

## 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) Other Languages available through TransACT.

## 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.

The focus of instruction shall be substantive subject matter knowledge, parallel and comparable to that provided to non-ELL students in basic subject areas, consistent with state-required curriculum frameworks and student performance standards. ESOL instruction in all academic areas is provided primarily in the basic classroom through the use of adaptive and modified curriculum materials designed to make instruction comprehensible. Research-based instructional strategies for all students include: ESOL strategies, cooperative learning, flexible scheduling, cross-age tutoring, interest centers, use of manipulatives and visuals, direct instruction in reading, developmental writing, computer-assisted instruction, and other best practices. Both ELL and non-ELL students are served together in this setting. The instruction in Polk County's program model is aligned with the Florida Sunshine State Standards, Course Descriptions, Curriculum Framework, and Core Curriculum. Schools with at least 15 or more students who speak the same language have access to home language instruction through the use of paraprofessionals or resource teachers proficient in the native language and trained to assist in ESOL basic subject area instruction. In instances where there are sufficient numbers of ELL students in a given grade, Language Arts Through ESOL classes may be provided if needed. ESOL Reading / Writing / Listening / Speaking and/or Combined Skills may be offered as an elective credit for the ELL students who need additional reinforcement of English skills. These elective course frameworks may reflect the enhancement of language skills through literacy education. Making academic content comprehensible, challenging, and of interest for the ELL students will necessitate engaging simultaneously in language-learning and content-learning, an essential component of sound grade level instruction for ELL students.

**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.

See Attachment A

**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.

Each ELL student enrolled in any program offered by Florida schools is entitled to equal access to programming which is appropriate to his/her level of English proficiency, academic achievement and special needs. The district's ESOL Director, along with the MIS Department personnel and the school ESOL contacts, will monitor the students' schedules to ensure students have been provided equal access to the core subjects. Core subjects are defined as Reading, Language Arts, Mathematics, Science, Foreign Language, Civics, Government, Economics, History and Geography. Four times a year, in October, February, June, and July, the district surveys the names of students enrolled under particular courses and program numbers along with the minutes of instruction per week. ESOL weighted funding may be claimed in Language Arts, Mathematics, Science, Social Studies and Computer Literacy for courses (or instructional time) delivered using ESOL and/or home language strategies when the teacher is teaching ELL students and has completed or is in the process of completing required training. ESOL District Staff will implement on-site school monitoring to verify that instruction provided is equal in amount, sequence and scope to non-ELL students.

**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.

Sunshine State Standards are followed in planning and implementing lessons with the county's ELL students and non-ELL students. Teachers are required to document in their planbooks ESOL strategies being used in the classroom. At the beginning of the school year, ESOL Resource Specialist Trainers meet with teachers and administrators to address appropriate instructional guidelines. Throughout the school year additional trainings are offered to address best approaches for incorporating comprehensible instruction for ELL students. All ELL students participate in state assessments. The results are disaggregated and evaluated to determine appropriate programming for each student. Teachers will utilize ESOL accommodations as an integral part of the core instruction of ELL students. The following accommodations will be used in the classroom on a regular basis: bilingual dictionaries, unlimited time to complete exams, access to a heritage language teacher or paraprofessional, and testing in a separate room. Several schools have developed after school and/or evening programs that reinforce skills learned in the classroom offered to ELL students, non-ELL students and their parents. Content and strategies incorporate the Sunshine State Standards and Benchmarks.

**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) CELLA/ IPT

### **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.

Section II, Pages 34-35 ( <http://www.polk-fl.net/districtinfo/departments/schoolbased/documents/SPP.pdf> )

**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.

As the result of the Florida Consent Decree (META Agreement), certain considerations should be made when targeting an ELL student for retention. All retentions are reviewed by the principal and the promotion/retention team at the school; the principal then makes a recommendation in writing to the superintendent. The superintendent shall accept or reject these recommendations in writing.

Retention and Good Cause Indicators for Promotion of ELL students.

Before ELL students are identified for retention the following "good cause indicators" should be considered:

- Students currently in the ESOL program (code LY) who have been receiving ESOL services for two years or less
- Educational background
- Time in the country
- Academic progress during school year (reference to ESOL strategies)
- Cultural adjustment
- Home support
- Age appropriateness
- Progress with Language Arts/ESOL benchmarks
- Progress with English language proficiency
- Progress based on interventions recommended in Academic Success Plan
- Programmatic Assessment data
- Mobility (migrant)
- Assessment data in the native language

ELL students must not be failed if instructional strategies, materials and assessment have not been modified to meet their linguistic and academic needs. Documentation shall be provided to show how comprehensible instruction and second language acquisition strategies were part of the curriculum provided to the student. Students in the ESOL program cannot be retained based solely on their English language proficiency because of the rights of ELL students with regard to retention, promotion, and equal access to all education programs. The parents of ELL students must be notified of the student's academic progress in a timely manner. Any student who does not meet the District's expected level of the mastery must be provided remediation.

Good cause decisions are based upon the rationale that although the student has not achieved the performance expectations for regular promotion conditions exist that indicate retention would be more adverse for the student than promotion. ELL students cannot be retained based solely on their English language proficiency. This is a civil right and constitutional issue that protects the rights of ELL students with regard to retention, promotion and equal access to all educational programs.

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

Any ELL student who is being considered for retention should be referred to the ELL Committee and an Academic Success Plan must be completed. The ELL Committee shall serve as the Academic Success Plan Committee for all LY students if they are being considered for retention. Parents shall be invited to be part of the ELL Committee/Academic Success Plan Committee to determine interventions and remediation strategies for the ELL student. The majority of the members in the ELL Committee must be in agreement with decisions made. Parents shall be given a copy of the ELL Committee's recommendation. The ELL Committee minutes will document the meeting and the recommendation.

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

Parents receive an invitation to the ELL Committee meeting and are notified of all decisions if they are unable to attend. This form is available to the schools through Public Folders in various languages. Each school holds a student promotion/retention meeting for all students, including ELL students, if the students are not progressing towards promotion standards.

## **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.

Polk County has adopted a No Exemption Policy for the Statewide Assessment Program. School-based administrators are responsible for ensuring that every ELL student participates in the Statewide Assessment Program.

**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.

All test administrators receive training from District Staff on accommodations for ELL students and the administration of statewide assessments. Special accommodations include:

- ELL students may be given additional time beyond the time limit specified in the test administration manual for administration of the test to non-ELL students. ELL students may also take the test during several brief sessions within one school day. Students must not be permitted to continue testing from one day to another.
- ELL students may be given access to an English to heritage language / heritage language to English dictionary. The dictionary would be familiar to ELL students because of its regular availability in instructional settings. A dictionary written exclusively in the heritage language or English shall not be provided.
- ELL students may be given the opportunity to be tested in a separate room with the ESOL or heritage language teacher serving as test administrator.
- The ESOL or heritage teacher may answer student questions about the general test directions in the student's heritage language, but the teacher is prohibited from reading the prompt to the student or answering questions about the prompt.

To ensure accommodations are an integral part of the core instruction of ELL students, teachers incorporate these accommodations with ELL students on a regular basis in the classroom. The FCAT Modification form is filed in the student's ELL folder, and a copy is sent to the District ESOL Office. As part of FCAT testing procedures, the test administrator also records the accommodations on the appropriate FCAT record.

**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.

A student may be eligible for exit based upon teacher recommendation/observation. When this happens, the child's name is given to the ESOL assessor who is responsible for the reevaluation process and procedures designed to determine exit eligibility. English proficiency shall be determined by reassessing the student utilizing the Oral/Aural Assessment for grades K-12 and a Reading/Writing Assessment for grades 3-12. A student who has been classified as Limited English Proficient and enrolled in an English for Speakers of Other Languages program may be reassessed utilizing additional information at the request of a teacher, counselor, administrator or parent. The ELL Committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that other instructional programs or combination of instructional programs better meet the needs of the student. If it is determined, after reviewing data presented to the committee, that the student may exit the program, an ELL Recommendation Form must be completed and signed by the ELL Committee members present at the time of the meeting. The documentation of the assessment instruments used and the justification for such action shall be retained as part of the ELL student file. Copies will be given to the parents in the native language, when feasible.

A student assessed in grades K-2 who has been designated as ELL based on the aural/oral test results may exit the program when the aural/oral proficiency results are those of Fluent English Speakers (FES). The program exit date and the code of LF will be entered into the District's data collection system.

### **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 <sup>(1)</sup> (Number needed to score FES.)	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
ITP Aural/Oral Test	K	Level A/B - >10 Level C - > 26		
	1 - 2	Level A/B - >10 Level C - >26 Level D - >43 Level E - >37		
	3 - 5	Level A/B - >10 Level C - >26 Level D - >43 Level E - >37 Level F - >76		
	6	Level A/B - >10 Level C - >26 Level D - >43 Level E - >56		

	7 - 12	Level A/B - >10 Level C - >26 Level D - >43 Level E - >56 Level F - >77		
CELLA Listening/Speaking	K-2	Composite Score 2050 & > Reading Score 690 & >		
CELLA Listening/Speaking	3-5	Composite Score 2150 & > Reading Score 734 & >		
CELLA Listening/Speaking	6-8	Composite Score 2200 & > Reading Score 759 & >		
CELLA Listening/Speaking	9-12	Composite Score 2250 & > Reading Score 778 & >		

(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 33<sup>rd</sup> 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](http://www.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf).

<b>Name of Reading and Writing Instrument(s):</b>
IRW Reading Test
IRW Writing Test
CELLA Reading Assessment
CELLA Writing Assessment

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) Guidance Counselor, ESOL Paraprofessional, Assistant Principals

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

The ELL Committee will review all available academic and other relevant information and will recommend that the student either continue to receive services as appropriate in the ESOL program or that the student exit the ESOL program and receive all instructional services through the regular program. Academic and relevant information should include:

- Portfolio with student work
- Language proficiency scores
- Academic performance data (grade level)
- Writing samples that demonstrate proficiency and performance in English

- Performance on norm referenced standardized English test
- Grades in mainstream classroom
- Teacher's written comments on the student's classroom performance based on documentation and data

The ELL Committee may not convene if the appropriate information has not been gathered to make a professional decision based on accurate data. The ELL Committee shall not exit a student who scores at or below the 32 percentile on the district approved reading/writing language proficiency test. If the ELL Committee determines that the student has not attained the performance level required for the grade to achieve academically through English, the student may continue to receive ESOL services until determined that he/she may exit the ELL program. If it is determined that the student may exit the program, the ELL Committee Recommendation form and the Exit Letter must be completed and signed by the ELL Committee members present at the time of the meeting. A decision cannot be made unless the majority of the members are in agreement with the decision. The ELL Committee may not convene if the principal or designee is not present.

A copy of the ELL Committee Recommendation form and the Exit/Monitoring Letter must be filed in the ELL student file and a copy given to the parents in the native language, when feasible.

**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 person responsible for updating the ELL student exit data in the LEP Plan is the terminal operator at each school, and the person responsible to ensure this process is completed is the District ESOL TRST assigned to the school.

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

A student may be eligible for exit during the middle of a grading period based upon teacher recommendation/observation. When this happens, the child's name is given to the ESOL assessor/teacher who is responsible for the reevaluation process and procedures designed to determine exit eligibility. The student will be given the aural/oral test once again and a reading/writing test for students in grades 3-12 who score FES on the aural/oral exam. If the student scores at the 32<sup>nd</sup> percentile or below, in either reading or writing, the results are referred to the ELL Committee for review. It is the responsibility of the teacher to have documentation of academic and other relevant information for the ELL Committee's possible exit meeting. The guidance counselor ensures that the principal or designee will be present, the parents have been invited, the ESOL teacher has gathered the required data to make a professional decision based on accurate data, and that documentation of the assessment instruments used and the justification for such action shall be retained as part of the ELL student file. A decision cannot be made unless the majority of the members are in agreement with the decision. If a student exits the program, an ELL Committee Recommendation form must be completed and signed by the ELL Committee members present at the time of the meeting, and an Exit Letter must be completed. Parents are provided with documentation of the meeting in the native language, when feasible.

## 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 performance of the former ELL student shall be reviewed periodically to ensure parity of participation once he/she has been reclassified. These reviews shall take place automatically at the student's first report card and semiannually during the first year after exiting, and at the end of the second year after exiting. Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall result in convening of an ELL Committee with parental participation to assess the student's need for additional appropriate programming as ESOL or other needed programs. The ELL Committee will review the academic progress of former ELL students periodically. The date of the review will be recorded on the appropriate form (Grade Follow-up Form). A copy will be placed in the student's ELL folder and a copy sent to the ESOL department in the district office.

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

The monitoring process is similar throughout the District although schools utilize various individual plans as detailed below:

- Classroom teachers or homeroom teachers monitor report cards and refer students to the ELL Committee for consideration as needed.
- ESOL teachers consult with subject area teachers and may call an ELL Committee meeting to reclassify students as needed.
- ESOL paraprofessionals or counselors monitor report cards and refer students to the ELL Committee for consideration as needed.

The academic progress of former ELL students will be reviewed periodically by the ELL Committee. The official review will take place:

- At the end of the first marking period after exiting from the ESOL program
- At the end of the first semester after exiting from the ESOL program
- At the end of the second semester of the first year after exiting from the ESOL program
- At the end of the second semester of the second year after exiting from the ESOL program

Upon completion of the two-year monitoring period, if the student is determined to have reached consistent parity of participation with English proficient peers, the LF code will be changed to LZ on the district's data collection system. Any consistent pattern of either under-performance on appropriate tests, failing grades, or significantly below grade level academic performance will be recorded on the ELL Committee Recommendation form. The ELL Committee may recommend the student for additional appropriate programming.

**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 during the monitoring process the student is not satisfactorily progressing academically and the ELL Committee concludes by reviewing the data that this lack of progress is the result of limited English proficiency and premature exit, the student may be reclassified as “LY,” and be re-entered in an ESOL class, and an appropriate student LEP Plan for students reclassified as Limited English Proficient is prepared. The reclassification date will be recorded on the District’s data collection system. Students reclassified as “LY” will follow exit procedures when they meet exit criteria and will be monitored again for the full two years. The basis and date of reclassification entry shall be written on the ELL Committee Recommendation Form.

**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 ESOL teacher/paraprofessional or guidance counselors are responsible for initiating a new LEP Student Plan, updating the student data and ensuring the appropriate placement. A copy of the ELL Committee Recommendation form is placed in the student’s ELL file, and a copy is sent to the district office. Alternative interventions in instruction must be explored, discussed, documented and implemented. Parents must receive written documentation of decisions in the native language when feasible.

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

Generally, when former ELL students re-enter the ESOL program, they remain in inclusion classes with native English-speaking students but where ESOL strategies are integrated into the daily lesson plans. They may be enrolled in an additional reading class, receive one-on-one assistance from an ESOL paraprofessional, they may receive extended day tutoring in their courses in which they most need help, or receive other assistance as needed by an intervention team.

## **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.

Interpreters are used as needed in order to ensure effective oral and written communication with the families at the beginning of the school year. Interpreters are available whenever possible at the time of registration to assist families with the registration process. Likewise, schools may contact the District Office translator to arrange for interpretation services for any ELL Committee meetings and/or parent/teacher conferences if an interpreter is not available at the school site. In addition, when the family is identified as having language needs, efforts are made to help the family acquire adequate language skills through enrollment in adult education.

The district has purchased the TransACT Translation Library license. Every school in Polk County has access to the TransACT Translation Library. The Library has “Generic” forms translated in over 20 languages. In the Eduportal section of TransACT, many of the Polk County specific forms can be found in our three main languages. Another way of facilitating communication with our parents/guardians who speak other languages is by utilizing the “ABC Handbook,” a guide locally prepared by the ESOL staff that is a cross-referenced list of the most commonly used phrases in the parent/school setting. This handbook has translations in our eight most commonly spoken languages and is provided by the district ESOL Office to every school. The ESOL district office provides translations and interpreters in Spanish, Haitian Creole, French, Portuguese, Vietnamese, German, Swedish, Norwegian, Greek, Italian when services cannot be provided by the school.

**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
- 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 Code of Student Conduct is provided for parents in English, Spanish, and Haitian Creole. This document is sent home with every student at the beginning of the school year and requires a parent signature to verify the parents have reviewed the students' rights and responsibilities with their children.

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.**

The district provides professional development to school staff by providing workshops in the following areas: learning at home, parenting skills, and parent leadership. This is performed throughout the school year.

The FCAT Backpack for Parents

This is a learning at home training initiative developed to train teachers and parents to assist the needs of the ELL students and prepare them to pass the third grade reading portion of the FCAT. The backpacks include: New Tools Textbook, CD Story Book, Cassette, and Picture Dictionary and Dictionary Activity Book.

Fresh Start & Parenting Workshop

This training is focused on adults as learners and teaches English language skills and tutoring skills to help adult learners become partners in their children's education, and empower adult learners and help families to get them on track for success.

Hispanics in the USA/Hispanos en EE.UU

This workshop is designed to provide parents with tools to help their teenager at home with reading, writing, and career development. The workshop provides school staff with skills and materials in how to empower parents with coaching skills necessary to assist their teen in preparing for high school graduation. Participants will learn how to connect the *Hispanics in the USA* books and activities from the classroom to the home.

Parent Assuring Student Success Workshop

In this workshop teacher-attendees will learn how to help parents improve their ability to enhance a positive attitude toward learning and provide a productive learning environment for their children.

Families Building Better Readers (FBBR)

During this workshop teachers and parents learn the importance of consistence in reading practice at home; they learn 10 simple, quick, and effective activities that set their child up for successful reading practice. Participants learn how to build their child's confidence as a reader and gain resources for helping their child practice reading at home.

Dual Language Program: How to Plan a Dual Language Program School Orientation

This interactive workshop will assist schools as to how to inform and educate parents in promoting their dual language mission program, address various concerns, and to provide accountability.

In this presentation the district provides schools with bilingual resources for the parents, such as bilingual dictionaries, *If your Child Learns in Two Languages* and *The Biliteracy for a Global Society*.

### Parent Leadership Program

These workshops build capacity to parent community leaders in how to support and outreach resources for their communities. The district provides participants with guest speakers and informs participants of types of assistance available locally to assist families in supporting the success of their children.

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

Under No Child Left Behind Act, all students in Florida are tested using the Florida Comprehensive Assessment Test to determine each group's level of proficiency. The district provides parents/guardians information on their child's school's adequate progress via a letter sent by the superintendent of schools. This letter contains information about AYP, how schools make AYP, what happens if the school doesn't make AYP, and the district's [www.polk-fl.net](http://www.polk-fl.net) and the Florida Department of Education websites <http://web.fldoe.org/NCLB/reportcard/>, for additional information. Attached to the letter, parents will find a parent School Report Card detailing specific information about the school's progress. Also included with the letter is information about options for students at Title I schools not making AYP.

**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.

The district provides information to the parents through the Code of Student Conduct. This booklet contains the appeal process as well as the rights and responsibilities of the student in Section III, pages 17-24.

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

Each ELL student enrolled in any program offered by Florida schools is entitled to equal access to programming which is appropriate to his/her level of English proficiency, academic achievement and special needs. The district's ESOL Director, along with the MIS Department personnel and the school ESOL contacts, will monitor the students' schedules to ensure students have been provided equal access to the core subjects. Core subjects are defined as Reading, Language Arts, Mathematics, Science, Foreign Language, Civics, Government, Economics, History and Geography. Four times a year, in October, February, June, and July, the district surveys the names of students enrolled under particular courses and program numbers along with the minutes of instruction per week. ESOL weighted funding may be claimed in Language Arts, Mathematics, Science, Social Studies and Computer Literacy for courses (or instructional time) delivered using ESOL and/or home language strategies when the teacher is teaching ELL students and has completed or is in the process of completing required training. ESOL District Staff will implement on-site school monitoring to verify that instruction provided is equal in amount, sequence and scope to non-ELL students.

## Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

Each school shall have an ELL Committee Chairperson and a functioning ELL Committee to reflect the definition and requirements of Rule 6A-6.0901; Florida Statute 233.058 as amended by Section 41.

An ELL Committee is defined as a school-based committee. The membership of this committee (6A-6.0901(5)) in each school is as follows:

- \*1. Administrator/designee
- \*2. ELL Chairperson
- \*3. ESOL Teachers(s) (Those who provide ESOL instruction to ELL students)
- \*4. Home language teacher(s), if any
- \*5. Guidance Counselor
- 6. ESOL Paraprofessional
- 7. Social workers, school psychologists or other educators as appropriate for this situation
- 8. Parents are invited and encouraged to attend LEP Committee meetings

\* Indicates minimum representation for ELL Committee meetings.

**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 32<sup>nd</sup> 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 32<sup>nd</sup> 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.

The school-based Parent Leadership Council shall be established at the beginning of the school year and at least two meetings shall be conducted during the school year. The purpose of the PLC is to encourage parental involvement and participation in the implementation of ELL programming and academic achievement initiatives. The school-based PLC shall be provided resources to provide training and orientation to parents of ELL students. Each school-based PLC is directed to choose a parent representative to the school PTA/PTO and to the school SAC Committees. In addition, each school-based PLC chooses one parent member to be a representative on the district level ESOL Parent Leadership Council. The district Parent Leadership Council encourages its members to participate in other district-level committees.

**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.

A majority of the Parental Involvement Councils are composed of parents of ELL students.

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

Polk County involves the ESOL Parent Leadership Council members by inviting them to serve on the District PTA committee, District Advisory Council, school-based PTA committees, and the School Advisory Councils.

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

The chairman of the PLC was sent a copy of the District ELL Plan to review prior to a scheduled meeting with the Director of ESOL and his staff concerning the development of the District ELL Plan. At this meeting the Chairman of the PLC was asked for input/suggestions/concerns in the development of the District’s ELL Plan. The following concerns were given by the District PLC Chairman:

- CELLA should not be used to exit students, it is too easy.
- School site administrators and ELL personnel should be trained in forming PLCs at the schools (train the trainer format)
- The IPT Oral test for Kindergarten level is too easy and should not be used as the only criteria for students not being placed in ESOL or exited from ESOL.

**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.

Responsibilities for developing, implementing and monitoring personnel procedures for the ESOL program are jointly shared by the Division of Learning, and the department of Human Resource Services as designated by the Superintendent. All district teachers and administrators are notified of in-service requirements through district flyers, brochures, memos, email and the school board web site. Specifically targeted teachers, identified through district FTE records, receive individualized notification of their training eligibility status.

Basic ESOL teachers are identified as those who provide instruction in language arts to Limited English Proficient students. The DOE, ESE and/or elementary education certify them in ESOL K-12, English, and the appropriate foreign language as specified. Teachers who provide language arts instruction are in training to obtain the ESOL endorsement or already have the ESOL endorsement on their certificate. ESOL teachers who instruct ELL students in basic subject areas are appropriately certified in mathematics, science, social studies or computer literacy, and are required to complete a 60-hour ESOL in-service component. ESOL teachers who instruct ELL students in areas other than English, mathematics, science, social studies or computer literacy are certified in their appropriate subject area and are required to complete an 18-hour in-service component. Participation in each of the above listed ESOL trainings is a condition of employment.

When a teacher has been identified with an ELL assignment that requires the ESOL in-service training, the ESOL District Office generates and issues an ESOL Plan of Study, which is sent to the school-based administrator for the teacher with the ELL assignment. The administrator will then notify the teacher and have the Plan of Study given to him/her directly. The teacher will then be required to sign and date (along with the school-based administrator) the original Plan of Study and return it to the ESOL District Office for filing and documentation of the teacher's acknowledgement that he/she has been activated into the requirement for ESOL in-service training. The ESOL Plan of Study outlines the date of the ELL activation, the corresponding ESOL category required as a result of the assignment, the listing of all the required class (es) for the category tagged and the corresponding due date(s) for which the completion of the required ESOL in-service(s) must be met.

Once teachers have been assigned an ELL student, they receive an official notice of ELL student placement as mentioned above through the ESOL Plan of Study. The information is pulled monthly from records that are official student records that are reported to the Department of Education each year. A list of those teachers is then given to the department of Human Resource Services by the ESOL office. The department of Human Resource Services issues the out-of-field appointments for those of language arts.

**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.

Once a Limited English Proficient student has been assigned to a teacher at a local school, the terminal operator enters the information into the Genesis general input database system at each local school. When the assigned ELL student (LY status: students that are ELL) is confirmed, the information is stored and uploaded into an ESOL LEP file listing in Genesis for all new ELL assignments for each new school year. The SAP system at the district would then pull and download this file from Genesis and the information of each newly tagged teacher with an ESOL assignment. This information is then uploaded directly into screen pa/20 (HR Master Data Display) inside a new Info Type that has been created specifically for ESOL teacher records. Subsequent updates of all new incoming information for ongoing new ELL assignments throughout the school year are updated real-time from Genesis to SAP. All local school-based administrators and/or the local school terminal operators can access this information at any time. Residing on both databases lies the full detail of each individual teacher with an ELL assignment that has been defined in his/her issued ESOL Plan of Study. When each required ESOL in-service has been successfully completed, the information would be posted to the district's Professional Development Scheduler (PDS) database system. SAP would then import this updated information directly into the teacher's ESOL Plan of Study housed in SAP. This updated data would be reflected with the completion date (s) of each in-service (s) upon fulfillment of the training. When information is required for a teacher's current ESOL training status, the teacher would be able to receive a print out of his/her current status directly from the SAP system (screen pa/20) by simply requesting it at his/her local school. The teacher may also contact the ESOL District Office directly for this same information of status standing.

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

School-based administrators will be provided the new 60-hour ESOL training through a contract with an outside professional development organization or the training will be taken online through cteched & nefec.

The district pulls a school-based administrator's ESOL records from SAP screen pa/20 (HR Master Data Display). Herein lies the administrator's current ESOL records that are a combination of former and ongoing information of completed ESOL in-service training that were formerly housed on the Mainframe system. From this new ESOL Info Type on SAP, the ESOL office is able to track the school-based administrator's current ESOL ongoing training status. Subsequent updates of all new incoming information for ongoing completed training throughout the school year are updated real-time from the Professional Development Scheduler (PDS) system directly into SAP. All local school-based administrators and/or the local school terminal operators can access this information at any time.

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

Guidance counselors will be provided the new 60-hour ESOL training through a contract with an outside professional development organization, or through the district ESOL office.

The district pulls a Guidance Counselor's ESOL records from SAP screen pa/20 (HR Master Data Display). Herein lies the counselor's current ESOL records that are a combination of former and ongoing information of completed ESOL in-service training that were formerly housed on the Mainframe system. From this new ESOL Info Type on SAP, the ESOL office is able to track the Guidance Counselor's current ESOL ongoing training status. Subsequent updates of all new incoming

information for ongoing completed training throughout the school year are updated real-time from the Professional Development Scheduler (PDS) system directly into SAP. All local school-based administrators and/or the local school terminal operators can access this information at any time.

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

Instruction is provided in Spanish for our Dual Language students. To determine proficiency an applicant will participate in an oral interview with the principal and, if necessary, a heritage language speaker. The applicant will also write an essay in their heritage language to be reviewed by a native speaker of their heritage language.

**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.

Schools with at least 15 LY students of the same language background provide a bilingual/biliterate paraprofessional proficient in the students' home language and in English, in order to assist in basic subject area tutorials. Paraprofessional positions will be identified by principals and advertised within the District according to district procedures. In addition, local newspaper advertising may be used to inform possible qualified paraprofessionals of ESOL opportunities, and they are recruited at ESOL Parent Nights. Responsibilities include but are not limited to:

- Assist ELL students in basic subject area classes
- Function as a liaison between classroom teacher and ELL student
- Assist in providing home/language communication between the school and parent

As a result of changing requirements because of the NCLB Act, paraprofessionals that actually serve as instructional aides, and who serve ELL students in a school receiving Title I funds, must possess a two-year college education or demonstrate through testing an equal level of competency. The District has informed the paraprofessionals and the schools, and a number of paraprofessionals are attending Polk Community College to meet these requirements. The District and the Community College have jointly worked out a special schedule to assist in this endeavor so that the bilingual aides meet the definition of highly qualified personnel as outlined in Title I, NCLB. Section 1 – IDENTIFICATION Currently, Polk County Schools does not have a link to any job descriptions. This will be started during the 2009-2010 school year.

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

Training is provided to the paraprofessionals assigned to work with ELL students under the supervision of classroom teachers. The general training focuses on practical considerations of working

in tutorial or small group settings in order to provide support and reinforcement of instructional strategies taught by teachers in basic subject areas. This training, The Aspire Curriculum, was developed by the Center for Applied Linguistics and is designed to prepare ESOL paraprofessionals to collaborate with teachers to help ELL students achieve in the classroom. The focus of the Aspire curriculum prepares paraprofessionals to use a limited number of flexible strategies that teachers are generally familiar with, and to collaborate with teachers to use these strategies with students to support the teacher's instruction. In this module, teachers learn what paraprofessionals have learned to do, so that subsequently teachers and paraprofessionals can collaborate in a minimum amount of time. For example, a teacher and paraprofessional might decide that the paraprofessional will introduce a new story (or content area topic) to the ELL students using webbing (to identify their prior knowledge and language) before the teacher teaches the class. Following the lesson, the paraprofessional will revisit the pre-lesson webbing with the ELL students (working on vocabulary and comprehension), while the teacher works with other students in an activity that requires higher levels of English proficiency. More specific training is also offered to paraprofessionals in the areas of computer programs for ELL students that are available in the school computer labs, and in general instructional strategies such as CRISS and Kagan.

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

To determine proficiency an applicant will participate in an oral interview with the principal and, if necessary, a heritage language speaker. The applicant will also write an essay in their heritage language to be reviewed by a native speaker of their heritage language.

## **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.

The School District of Polk County uses performance accountability best practices to ensure that all schools are complying with State and Federal laws. The district has clearly stated goals and measurable objectives that can be achieved within budget for each major educational and operational program. All schools are held accountable for the achievement of individual subgroups. All ELL students participate in statewide assessments with the approved State accommodations. The schools review CELLA and IPT scores to determine ELL progress or proficiency. The district has implemented fidelity checks that include the ESOL requirements and that focus on ensuring the academic success of ELLs in Polk Schools.

**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.

Classroom teachers evaluate student performance by monitoring classroom grades, progress reports and report cards throughout the year. Additional monitoring of student progress is accomplished using alternative/authentic assessment based on portfolio development. Parent conferences and meetings are

translated by a person in the parents' home language, for the purpose of programmatic assessment and determining individual student needs. These ongoing monitoring processes assist in the evaluation of appropriate instructional programming. Fidelity checks will ensure that teachers are using ESOL strategies and are providing comprehensible input to the ELLs in Polk Schools. Also, teachers participate in a "data day," during which they carefully review students' individual test scores to determine needs and adjust curriculum as necessary. Another goal is for the ESOL department to work with principals and senior directors to add a required goal for the teacher evaluation tool, a goal that relates directly to the academic achievement of the ELLs in classes.

**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.**

In 2008-2009, SINI schools will reduce the number of non-proficient students in subgroups that did not make AYP (i.e., Black, Hispanic, ED, ELL, and SWD students) to reach AYP targets of 65% in Reading and 68% in Math. Support for leadership teams in schools in the implementation of Florida's Continuous Improvement Model (FCIM) will include technical assistance in data analysis and revision of School Improvement Plans (SIP). Each SIP will be evaluated by a team of peers, and district staff will provide ongoing guidance through the year for the implementation and evaluation of plans. Learning Focused Solutions (LFS) will be the tool used to assist with the implementation of FCIM.

Research-based programs and materials available to each school address identified needs. The district maintains a system to review and approve research-based activities and programs to address fundamental teaching and learning needs in classrooms, enabling schools to focus on the specific academic problems of their low-achieving students. That review system, Purchasing and Utilizing Resources Effectively (PURE), focuses the acquisition of new training and materials on identified needs (SIP) as well as on expected learning outcomes based on credible research.

In SINI schools, eligible students receive tutoring from state-approved providers (SES), through individual schools' extended learning programs, and through School Improvement Initiative grant-funded activities offered in summer school prior to the opening of the school year and in after school activities.

Corrective Action Schools (SINI 3 & 4) receive training in Standards Based instruction and consultation through LFS to address specific areas in which each school did not make AYP. SINI 4 schools will begin to work with a School Support Team (SST) that combines district resources with school-based resources. This team supports the communication to parents and staff around Planning for Restructuring and participates in the development of the initial Plan for Restructuring for each of these schools.

Restructuring schools (SINI 5) will continue to work with established SST's which provide resources and guidance to the school. Through LFS, the district will continue to provide intensive school based coaching and conferencing. The district will also increase the level of monitoring at these schools. An evaluation instrument has been developed to ensure the effectiveness of LFS implementation.

Polk County's seven lowest performing Title I SINI 5 schools will focus on building capacity through supported data analysis, teacher reflection, and planning for change. To identify root causes for inadequate achievement and to develop a robust plan based on research-proven solutions, administrators and teachers at each school will work with SST members to study the book, Failure Is

Not an Option: Six Principles that Guide Student Achievement in High-Performing Schools, by Alan M. Blankstein. This will focus on developing a supportive climate for significant culture and performance change in each school.

Schools in Need of Improvement (SINI 3, 4, and 5) implement a Saturday Extended Learning Program, a Summer Extended Learning Program, and an Acceleration Program for low performing students at their school sites. Saturday and Summer programs will focus on meeting the learning needs of low achieving students. Schools will target students based on low academic performance. Prior to the administration of the FCAT, Polk's SINI schools will provide a six-week Saturday Camp to low performing students. Students participating in this program are expected to increase their ability to perform on the Reading and Math portions of the FCAT. Summer Camps provide an opportunity to extend the year for low performing students. Students will have more time to become successful with skills they need to master. Acceleration Programs will occur prior to the start of each school year, using LFS Strategies to review critical curriculum pieces to be taught through the first term of the school year. For the most at-risk students, this will provide background knowledge needed to learn concepts/skills and to accelerate their learning.

Schools in Need of Improvement (SINI 3, 4, 5) will have resources for high quality team planning to effect high-quality implementation of LFS in each classroom. All teachers at these schools have received extensive training from LFS, but focused collaborative planning time will help maximize the implementation of these high-yield strategies.

Attachment A – Instructional Model(s)

School	E	S	I	C	O	T	Z
Alta Vista Elementary (0331)	Y		Y	Y		Y	
Alturas Elementary (1041)			Y	Y			
Auburndale Central Elementary (0851)			Y	Y			
Auburndale Senior (0811)	Y		Y	Y			
Babson Park Elementary (1421)			Y	Y			
Bartow Elementary Academy (0941)			Y	Y			
Bartow Middle (0931)	Y		Y	Y			
Bartow Senior (0901)	Y		Y	Y			
Ben Hill Griffin Elementary (1921)			Y	Y			
Berkley Accelerated Middle (8142)			Y	Y			
Berkley Charter (1951)			Y	Y			
Bethune Academy (0391)			Y	Y			
Bill Duncan Excel Center (2001)			Y	Y			
Blake Academy (1861)			Y	Y			
Bok Academy (1601)			Y	Y			
Boone Middle (0321)	Y		Y	Y			
Boswell Elementary (1811)			Y	Y			
Brigham Academy (0531)			Y	Y			
Caldwell Elementary (0861)			Y	Y			
Carlton Palmore Elementary (0061)			Y	Y			
Chain of Lakes Collegiate High (8133)			Y	Y			
Chain of Lakes Elementary (0933)			Y	Y			
Churchwell Elementary (1841)			Y	Y			
Cleveland Court Elementary (0081)			Y	Y			
Combee Elementary (0091)			Y	Y			
Compass Middle Charter (0932)			Y	Y			
Crystal Lake Elementary (0101)	Y		Y	Y			
Crystal Lake Middle (1501)	Y		Y	Y			
Daniel Jenkins Academy High (0312)			Y	Y			
Daniel Jenkins Academy Middle (0311)			Y	Y			
Davenport School of the Arts (0401)			Y	Y			
Denison Middle (0491)			Y	Y			
Discovery Academy of Lake Alfred (1961)			Y	Y			
Dixieland Elementary (0131)			Y	Y			
Donald E. Woods Excel Center (0421)			Y	Y			

Doris A. Sanders Learning Center (0092)			Y	Y			
Dr. N.E. Roberts Elementary (1851)			Y	Y			
Dundee Elementary (1781)			Y	Y			
Dundee Ridge Middle (1981)	Y		Y	Y			
Eagle Lake Elementary (1701)			Y	Y			
Eastside Elementary (0361)	Y		Y	Y		Y	
Elbert Elementary (0591)			Y	Y			
Floral Avenue Elementary (0961)			Y	Y			
Fort Meade Middle-Senior (0791)	Y		Y	Y			
Foundation Charter (8051)			Y	Y			
Frostproof Elementary (1291)	Y		Y	Y			
Frostproof Middle-Senior (1801)	Y		Y	Y			
Garden Grove Elementary (1711)			Y	Y			
Garner Elementary (0601)			Y	Y			
Gause Academy (1491)			Y	Y			
Gause Riverside Academy (1492)			Y	Y			
George Jenkins Senior (1931)	Y		Y	Y			
Gibbons Street Elementary (0981)			Y	Y			
Griffin Elementary (1231)			Y	Y			
Haines City Senior (1791)	Y		Y	Y			
Harrison School for the Arts (0033)			Y	Y			
Hartridge Academy (8121)			Y	Y			
Highland City Elementary (1061)			Y	Y			
Highlands Grove Elementary (1281)			Y	Y			
Hillcrest Elementary (1361)			Y	Y			
Horizons Elementary (1362)			Y	Y			
Inwood Elementary (0611)			Y	Y			
Janie Howard Wilson Elementary (1401)			Y	Y			
Jesse Keen Elementary (1241)	Y		Y	Y		Y	
Jewett Middle Academy (0711)			Y	Y			
Jewett School of the Arts (0712)			Y	Y			
Karen M. Siegel Academy (0661)			Y	Y			
Kathleen Elementary (1221)			Y	Y			
Kathleen Middle (1191)	Y		Y	Y			
Kathleen Senior (1181)	Y		Y	Y			
Kingsford Elementary (1151)			Y	Y			
Lake Alfred Elementary (0651)			Y	Y			
Lake Alfred-Addair Middle (1662)	Y		Y	Y			
Lake Gibson Middle (1761)	Y		Y	Y			
Lake Gibson Senior (1762)	Y		Y	Y			
Lake Marion Creek Elementary (1831)			Y	Y		Y	

Lake Region Senior (1991)	Y		Y	Y			
Lake Shipp Elementary (0621)			Y	Y			
Lake Wales Senior (1721)			Y	Y			
Lakeland Highlands Middle (1771)			Y	Y			
Lakeland Senior (0031)	Y		Y	Y			
Laurel Elementary (1611)			Y	Y		Y	
Lawton Chiles Middle Academy (0043)			Y	Y			
Lena Vista Elementary (0841)			Y	Y			
Lewis (0771) Anna Woodbury (0802)Elem.	Y		Y	Y			
Lincoln Avenue Academy (0251)			Y	Y			
Loughman Oaks Elementary (1941)	Y		Y	Y			
Mark Wilcox Center (9210)			Y	Y			
McKeel Academy (1671)			Y	Y			
McKeel Elementary (1682)			Y	Y			
McLaughlin Middle (1341)	Y		Y	Y			
Medulla Elementary (0181)			Y	Y			
Mulberry Middle (1161)	Y		Y	Y			
Mulberry Senior (1131)	Y		Y	Y			
New Horizons (9221)			Y	Y			
North Lakeland Elementary (0201)			Y	Y			
Oscar J. Pope Elementary (1521)			Y	Y			
Padgett Elementary (1451)			Y	Y			
Palmetto Elementary (1702)			Y	Y		Y	
PCC Collegiate High (8131)			Y	Y			
Philip O'Brien Elementary (0151)			Y	Y			
Pinewood Elementary (1731)			Y	Y			
Polk Avenue Elementary (1351)			Y	Y			
Polk City Elementary (0881)			Y	Y			
Polk Halfway House (9207)			Y	Y			
Polk Life and Learning Center (0962)			Y	Y			
Polk Virtual School (7004)			Y	Y			
Purcell Elementary (1141)			Y	Y			
R. Bruce Wagner Elementary (0191)			Y	Y			
Ridge Career Center (1691)			Y	Y			
Ridge Community Senior (0937)	Y		Y	Y			
Ridgeview Global Studies Aca. (0441)			Y	Y			
Rochelle School of the Arts (0261)			Y	Y			
Roosevelt Academy (1381)			Y	Y			
Sandhill Elementary (0341)			Y	Y		Y	
Scott Lake Elementary (1681)			Y	Y			
Sikes Elementary (1821)			Y	Y			

Sleepy Hill Elementary (1271)			Y	Y		Y	
Sleepy Hill Middle (1971)	Y		Y	Y			
Snively Elementary School of Choice (0631)			Y	Y		Y	
Socrum Elementary (1901)			Y	Y			
South McKeel Elementary Academy (1692)			Y	Y			
Southwest Elementary (0231)			Y	Y			
Southwest Middle (0051)	Y		Y	Y			
Spook Hill Elementary (1371)			Y	Y			
Stambaugh Middle (0821)	Y		Y	Y			
Stephens Elementary (1751)			Y	Y			
Summerlin Academy (0905)			Y	Y			
Tenoroc Senior (1051)	Y		Y	Y			
Traviss Career Center (1591)			Y	Y			
Union Academy Magnet (0971)			Y	Y			
Valleyview Elementary (1891)			Y	Y			
Wahneta Elementary (0681)			Y	Y		Y	
Wendell Watson Elementary (1881)			Y	Y			
Westwood Middle (0571)			Y	Y			
Winston Elementary (1251)			Y	Y			
Winter Haven Senior (0481)	Y		Y	Y			

## **School Board of Polk County**

### **Welcome to Our School!**

Welcome to our school. We want you and your family to feel comfortable here.

We need to know some things about your child to help us at school. We have some forms for you to fill out. We translated them into your language. Please fill them out in English if you can.

If you need help, you can take them with you and have a friend or relative help you. If you are unable, we might be able to find a translator for you at another time.

We hope your child enjoys our school. Let us know how we can help when you have concerns about your child. Welcome to our school!



<b>English</b>	☞ Please point to the language you understand.
<b>Albanian</b>	☞ Ju lutem tregoni se cilën gjuhë e kuptoni.
<b>Amharic</b>	☞ እባክዎ ወደ የማረጋገጥ ቋንቋ ያመልክቱ።
<b>Arabic</b>	☞ يرجى الإشارة إلى اللغة التي تفهمها.
<b>Armenian*</b>	☞ Մասնագույց արեք ձեր հասկացած լեզուն.
<b>Bosnian</b>	☞ Molimo vas da navedete koji jezik razumijete.
<b>Cambodian</b>	☞ សូមបង្ហាញទៅភាសាដែលលោកអ្នកយល់។
<b>Chinese</b>	☞ 請指出您所懂的語言。
<b>French</b>	☞ Veuillez indiquer la langue que vous comprenez.
<b>Gujarati*</b>	☞ કૃપા કરી તમે જે ભાષા સમજતા છે તેની સામે આંગળી ચીંધો.
<b>Haitian Creole</b>	☞ Montre lang la ki-w pale.
<b>Hebrew*</b>	☞ הנך מתבקש/ת/ה לצביע על השפה שאותה את/ה מדבר/ת ומבין/ה.
<b>Hmong</b>	☞ Taw rau yam lus uas koj to taub.
<b>Japanese</b>	☞ 理解できる言語を指で示してください。
<b>Korean</b>	☞ 이해하실 수 있는 언어를 표시해 주십시오.
<b>Laotian</b>	☞ ກະລຸນາຊີ້ໃສ່ພາສາທີ່ທ່ານເຂົ້າໃຈ.
<b>Portuguese</b>	☞ Favor apontar para o idioma que entende.
<b>Punjabi</b>	☞ ਕਿਰਪਾ ਕਰਕੇ ਤੁਸੀਂ ਜਿਹੜੀ ਭਾਸ਼ਾ ਸਮਝਦੇ ਹੋ ਉਸ ਵੱਲ ਇਸ਼ਾਰਾ ਕਰੋ।
<b>Russian</b>	☞ Пожалуйста, укажите на язык, который вы понимаете.
<b>Somali</b>	☞ Fadlan tilmaan luqada aad ku hadasho.
<b>Spanish</b>	☞ Indique el idioma que usted entiende.
<b>Tagalog</b>	☞ Manyaring ituro sa wika na inyong naiintindihan.
<b>Thai</b>	☞ กรุณาชี้ไปที่ภาษาที่คุณเข้าใจ
<b>Tigrigna</b>	☞ በደንብ ነገ እትርድኡዎ ቋንቋ ያመልክቱ ግበሩሉ።
<b>Urdu</b>	☞ مہربانی فرمائیں زبان کا نشانہ دیجئے جو آپ سمجھتے ہیں۔
<b>Vietnamese</b>	☞ Xin chỉ vào ngôn ngữ nào mà quý vị thông hiểu.

\*Language NOT available in the TransACT Parent Notifications Collections