

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

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Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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

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<b>(1) NAME OF THE DISTRICT:</b>	<b>(2) CONTACT NAME/TITLE:</b>	<b>(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:</b>
Sumter County School District	Jennifer Wyatt	352-793-2315 ext.-50201  Jennifer.Wyatt@sumter.k12.fl.us

<b>(4) MAILING ADDRESS:</b>  2680 West CR 476 Bushnell, FL 33513	<b>(5) PREPARED BY: (If different from contact person)</b> <b>First Name:</b> <b>Last Name:</b> <b>Mailing Address:</b> <b>Phone No:</b>
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**(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, Richard Shirley , 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) Chairperson representing the District ELL Parent Leadership Council (PLC)**

**Name of Chairperson representing the District ELL PLC: Jennifer Wyatt**

**Contact Information for District PLC Chairperson:**

**Mailing address: 2680 West CR 476 Bushnell, FL 33513**

**E-mail Address: Jennifer.Wyatt@sumter.k12.fl.us Phone Number:352-793-2315**

**Date final plan was discussed with PLC: Fall 2023**

\_\_\_\_\_  
Signature of the Chairperson of the District PLC

\_\_\_\_\_  
Date Signed by PLC Chairperson

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

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castañeda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyler v. DOE*, 1982;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Richard Shirley, 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.

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**Superintendent's Signature**

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**Date Signed**

## **Section 1: Identification (Rule 6A-6.0902, F.A.C.)**

### **Enrollment Procedures and Administration of the Home Language Survey (HLS).**

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

A Home Language Survey is included in each registration packet at each school. The registrar makes sure that the parent or student completing the packet has completed and signed the HLS unless the parent or student has copies of the cumulative file records from the previous school containing a completed HLS. Bilingual personnel assist with the process when necessary.

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

The same procedure is followed for each student that enrolls.

Into what languages are the HLS translated?

Spanish

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

The HLS is available in a Spanish version. If the parent or student completing the enrollment packet does not speak or read English, every effort is made to have staff or community volunteers available to assist in the completion of the HLS and enrollment packet.

How do you identify immigrant students?

Immigrant students are identified as part of the new student registration process and completion of the Home Language Survey.

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

The DEUSS is included as part of the basic student record completed during the registration process.

Please include a link to your HLS.

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

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

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

- Registrar
- ESOL Coordinator/Administrator
- Other (Specify)

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

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

The district utilizes the WIDA Online Screener to assess student's English language proficiency level.

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

All school ESOL coordinators have a flowchart that shows the procedures to be followed when students enter school with a Yes on the Home Language Survey. At the beginning of each school year, a training session is held to review district and state procedures and requirements with the School ESOL Coordinators. ESOL Coordinators complete the WIDA Screener Online: Administration and Speaking: WIDA Screener online training modules for their school's grade level. A roster of those attending the beginning of year training and Coordinator's Certificate of Completion for the online assessments are kept in addition to copies of all training materials.

If the WIDA Online Screener is not given within the timeline, the School ESOL Coordinator documents the reason for the delay and provides evidence that the student is receiving services during the delay as well as a specific timetable for completing the assessment. The School ESOL Coordinator mails the documentation to the parents in the language they understand, unless clearly not feasible, no later than 30 days after initial enrollment. A copy of the documentation is kept in the student's ESOL file.

## **Reading and Writing Proficiency Assessment**

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

The district utilizes the WIDA Online Screener to assess student's English language proficiency.

At the beginning of each school year, a training session is held to review district and state procedures and requirements with the School ESOL Coordinators. ESOL Coordinators complete the WIDA Screener Online: Administration and Writing: Scoring WIDA Screener online training modules for their school's grade level. A roster of those attending the training is kept as well as copies of all training materials.

### **3. ELL Committee**

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

### **Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)**

The ELL Committee, which includes various stakeholders involved in the student's education, such as parents, teachers, administrators, ESOL Coordinators and support staff, will meet to determine placement into the ESOL program when there is a discrepancy in the test/assessment data. The Committee will review the student's prior educational experience, written recommendation from current and/or previous staff, level of mastery of basic competencies and skills in the English language or the student's heritage language, grades from current or previous years, and test results other than those listed above such as i-Ready. Parents receive copies of all documents whether or not they are in attendance of the meeting.

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

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

Each school documents prior schooling experiences through previous school records, transcripts, telephone calls to previous schools, information provided by the parent as part of the enrollment process and current class room performance and assessments. Based on information provided by the parent, all previous schools are contacted in writing and by telephone, if necessary, in an effort to locate student records. Bilingual staff or bilingual community volunteers are used to assist, if needed.

Every effort is made to place the child as closely as possible to his or her appropriate age group. The ELL Committee may be convened to assist in determining the placement of ELL students with limited or no prior school experiences, if needed.

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

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

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

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

Each school tries to obtain documentation of previous schooling experience through school records, transcripts, and any previous school reports that the parent may have. This information is taken into account in planning and providing appropriate instruction to the student. Each school shall award equal credit for courses taken in another country or a language other than English as they would for the same course taken in the United States. A Language Arts class taken in a foreign country should transfer as an English I, II, III, or IV credit. An English class taken in another country should transfer as a WL transfer. (since it was a foreign language to the transferring student—English is not a foreign language in FL schools, so must use WL transfer 0700980 WORLD LANG TRANS 1 These codes are found on CCD site--

<https://www.fldoe.org/core/fileparse.php/7746/urlt/2324CCD-Basic9-12.pdf>.

For foreign born students, the same district policies that apply to students born in the United States shall be followed regarding age appropriate placement. School counselors evaluate all transcripts, including foreign transcripts. When necessary, they work with the ESOL Coordinator and ESOL support staff for translation. School counselors maintain written documentation for evaluations of transcripts.

### **Re-evaluation of ELLs that Previously Withdrew from the LEA**

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

The student's previous school is contacted to see if there are any ELL records available for the period before the child was withdrawn. If records are available, they are

reviewed. If no records are available, the student will be served in the ESOL program, and an ELL meeting will be scheduled as soon as possible to develop an ELL Plan. No new testing will be required to determine continued eligibility. However, if the child is beyond the third year of service, then the appropriate assessment(s) will be given, and an extension meeting will be scheduled to determine if the student still needs the assistance of the ESOL program. Regardless of where a student re-enrolls from, the school makes every attempt to obtain ELL records.

### **ELL Student Plan Development**

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

The ESOL Coordinator assigned to each school is responsible for facilitating the development of the ELL Student Plan. The plan is updated at least annually to reflect current ESOL services. However, interim ELL meetings may be held to discuss the student's progress. At that time, the ESOL Coordinator may make recommendations to address identified problems that the student is experiencing. This interim meeting may occur any time after the student has been served for one semester.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The ELL Individual Student Plan includes the original date of entry into ESOL, the student's anniversary date, the classification date, the student's date of entry into school in the United States, the student's oral/aural proficiency level, test name, and the date of the administration of the test as well as other programmatic assessment data (FSA, FSAA, IPT Reading and Writing, Access for ELLs Kindergarten, Access for ELLs 2.0, test data, current classroom performance, and parent/student interview. The plan outlines the recommendations of the ESOL Coordinator and teacher as well as ~~and~~ additional services/program accommodations if the student continues to be eligible for the program. A copy of the student's schedule and parent notification of placement are attached to the plan as well as notification if the student's reading/language arts teacher is out of field. Parents receive copies of all documents whether or not they are in attendance of the meeting.

Please include a link to the ELL Student Plan.

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

### **Instructional Models**



In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

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

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

ESOL Coordinators, and district supervisors are all responsible for seeing that instruction provided to ELL students throughout the district is equal in amount, sequence, quality and scope to that provided to non-ELL students. This information is relayed during staff development, district-wide principals' meetings, Student Progression Plan, school ESOL Coordinators' meetings.

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

ELLs are placed in the general education classroom. Sumter offers only mainstream-inclusion courses. School administrators look for the use of ESOL strategies and comprehensible instruction during daily walk-throughs, review of lesson plans and formal evaluations. The district requires all teachers hired after January 1, 1996 to complete the ESOL requirement for their area(s) of certification and employment within a specified time frame.

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

Student data is analyzed at the district and school level for all students, including ELLs. If a student is having difficulty linguistically or academically, additional supports, such as one on one instruction or remediation will be provided.

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

ELLs are fully included in all programs, services and facilities that are available to non-ELLs, which are monitored for fidelity by school and district administrators.

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

Teachers are required to document the use of ESOL instructional strategies in their lesson plans; the school administration reviews those plans and looks for the use of strategies during walk-throughs and observations. The delivery of comprehensible input is also verified through the effective use and scheduling of the school's ESOL aide(s) if there are 15 or more ELL students of the same heritage language background at the school. Administrators also check to see if teachers are using additional curricular materials designed for use with ELLs.

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

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

School based administrators review teacher's lesson plans and provide feedback on best practices, as well as provide support for ELLs in the classroom as needed.

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

Student Portfolios

Other Criterion Referenced Test (Specify) i-Ready, FSA, FSAA, EOCs

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

LEA/school-wide assessments (Specify) i-Ready

Other (Specify) district-wide assessments, I-Ready, IXL, fluency probes, Scholastic Reading Inventory, STAR and Accelerated Reader, MAZE Probes, Benchmark Assessments, Access for ELLs Kindergarten, ACCESS for ELLs 2.0, Alternate ACCESS for ELLs

### **Student Progression**

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

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

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

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

As defined in Section 1008.25(6), F.S., ELs who have had less than 2 years of instruction in an ESOL program based on the initial date of entry into a school in the United States may be considered for promotion as a Good Cause Exemptions for students in Grade 3 without meeting levels of performance for pupil progression or because of a prior retention in third grade. An ELL committee with parents, teachers and administrators must be convened to determine a Good Cause promotion is in the best interest of the child.

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

The ELL Committee may meet on any ELL that is in danger or retention and makes a recommendation on retention or good cause promotion based on the individual student data. The parent is part of the school's retention meeting or ELL Committee meeting and included in all discussions. The meeting is documented in the ELL Conference Notes and added to the student's ELL folder.

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

### **Statewide Assessment**

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

Statewide content area assessments:

The School Testing Coordinator is responsible for ensuring that all ELLs are assessed at each school. No ELL students are exempt from statewide assessment programs. Test booklets are assigned to each student, and make-ups are held until all are tested. The School Testing Coordinators keep notes and lists of names of students who need to make up portions of tests. These notes and lists are then turned into the district testing coordinator along with an accounting of each test booklet.

The school testing coordinators attend a district in-service each year. At that meeting, testing procedures are reviewed. Accommodations for all eligible programs are also reviewed. Current lists of ELL students are given to the school testing coordinators at that time. The data clerk at each school can also run updated lists from the district database so that the schools have current lists of ELL students enrolled at their school. Each School ESOL Coordinator also keeps a current list of ELL students. Parents of ELL students are notified of the opportunity to have their child tested in a separate room via a letter in English and Spanish. If parents choose this option, they sign and return the letter, and the School Testing Coordinator makes sure that the child is tested in a separate setting. Other allowable accommodations for ELL students may be provided in the regular classroom or the separate setting based on the parent's preference. The testing procedure requires that a test booklet be tied to each student enrolled at the school. All supporting documentation is sent to the District Testing Coordinator at the close of the testing window.

ACCESS for ELLs assessment programs:

Each school has a designated Access for ELLs test coordinator and testing team. The team attends a district in-service training on the requirements and implementation of the Access for ELLs assessment with the District Test Coordinator and the District ESOL Coordinator. All test administrators are required to complete all the Access for ELLs on-line trainings prior to administering the assessment.

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

School Testing Coordinator for ACCESS for ELLs

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

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

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

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

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) School ESOL Coordinator

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

The Committee will review the student's academic record, the extent and nature of the prior educational experiences, written recommendation and observation by current/previous staff, levels of mastery of basic competencies or skills in English and/or heritage language, grades from current or previous years and test results from assessments other than those listed above such as i-Ready.

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

1. For students in grades K-2, the statewide English Language Proficiency Assessment (Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0) is the only assessment required. The English language proficiency level shall be a 4.0 composite score or greater and at least a 4.0 in the domain of reading. For students with significant cognitive disabilities taking any administration of the alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater.
2. For students in grades 3-9, earning a passing score (Level 3 or higher) on the grade level ELA Reading assessment, or the statewide alternate assessment, **and** scores "Proficient" (4.0 composite score or greater and at least a 4.0 in the domain of reading) at the applicable grade level on each statewide English Language Proficiency Assessment (ACCESS for ELLs 2.0). For students with

significant cognitive disabilities taking any administration of the alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater.

3. For students in grades 10-12, earning a passing score on the grade 10 statewide ELA/Reading assessment or, for eligible students, as passing score on the statewide alternate ELA assessment, sufficient to meet applicable graduation requirements. Student may also meet applicable graduation requirement by earning an equivalent concordant score. Students **must also** score "Proficient" (4.0 composite score or greater and at least a 4.0 in the domain of reading) at the applicable grade level on each statewide English Language Proficiency Assessment (ACCESS for ELLs 2.0). For students with significant cognitive disabilities taking any administration of the alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater.

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

The student's current test scores and other curricular assessment data such as performance on reading tests, work samples, and other classroom assessments, current and previous grades, and interviews with the current teacher and other staff working with the student are reviewed in order to make a determination that the student is no longer in need of the ESOL program.

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

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

Conducting the follow-up performance of former ELLs?  
Updating the student ELL plan?  
Reclassification of ELL status in data reporting systems?

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) \_\_\_\_\_

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

If the former ELL student is being served in a program for students with disabilities and is making progress even though performing below grade level, the student's progress will continue to be monitored. If the former ELL student does not have a disability, then the ELL Committee will meet to consider the student's need for additional appropriate services and determine if the student needs to be reclassified. If the student is reclassified as ELL, a new Student ELL Plan will be developed. When former ELLs are reclassified and re-enter the ESOL program, a new Student ELL Plan is developed at the ELL Committee meeting. The School ESOL Coordinator is responsible for adding the reclassified student to the ESOL list and seeing that the appropriate placement is made, and services are initiated. The School ESOL Coordinator is also responsible for updating the data. The ELL Committee may recommend a referral to another program and/or the development of a progress monitoring plan. The student continues in the general education classroom with Mainstream-Inclusion English Language Arts and Mainstream-Inclusion Core/Basic Subject Area model of instruction, use of ESOL strategies, and placement with an ESOL endorsed teacher (may necessitate a change in teacher). If the school has an ESOL aide on staff, then the aide will assist the student in core academic areas if needed. If the school does not have an ESOL aide on staff, then the district ESOL Home Educator (supported by Title III) will serve the child at least weekly. After school tutoring may be recommended as an intervention and is supported by our Title III grant. Participation in other after school programming may also be recommended.

### Compliance of ELL Plan and Student Performance

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

LEP Plans and student data is reviewed at the district level by the district program coordinator and the ESOL Specialists.

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

The ELL Plan will be posted on the district website and provided and reviewed at ELL PAC meetings.

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

The District ESOL Coordinator reviews the District ELL Plan with principals at the first principals' meeting of the school year each year. The District ESOL Coordinator also reviews the plan with the School ESOL Coordinators at the beginning of the school year.

## **Section 8: Parent, Guardian, Student Notification and Rights**

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
  - a. detailing the right that parents have to have their child immediately removed from such program upon their request;



- b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Once a student is identified as an ELL, parents are provided a notice describing the educational program.

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

Once the school is aware of the parent/guardian's need for assistance in the home language, bilingual school staff, community volunteers and the district Home Educator provide assistance to parents/guardians in their home language. The district also has a dedicated ESOL hotline with voicemail that parents may call for assistance. This information is included in each registration packet and goes home again with students the first day of school. Once a school is aware of the need, arrangements are made to provide assistance with registration, parent conferences, translation of written correspondence between home and school, and any general informational meetings that parents are invited to attend.

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

The district Home Educator sets up parent trainings in the district and invites them via school newsletters and flyers.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

- X Results of language proficiency assessment
- X Program placement
- X Program delivery model option(s)
- X Extension of ESOL instruction
- X Exit from ESOL program
- X Post-reclassification of former ELLs monitoring
- X Reclassification of former ELLs
- X State and/or LEA testing
- X Accommodations for testing (flexible setting)
- X Annual testing for language development
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)

- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- X Retention/Remediation/Good Cause
- Transition to regular classes or course change
- X Invitation to participate in an ELL Committee Meeting
- X Invitation to participate in the Parent Leadership Council (PLC)
- X Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- X Free/reduced price lunch
- X Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements
- Disciplinary forms
- X Information about the Florida Standards and the English Language Development (ELD) Standards
- X Information about community services available to parents
- X Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards\*
- X Other (Specify) The student code of conduct. An attachment is added to notices home when translating is not feasible asking those parents that the school has identified as needing communication in another language to call the ESOL hotline or the school. In those instances, bilingual staff are available.

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

All parents have on-line access to student grades through the district's student database system. The district has a link available to translate student information into the parent's preferred language.

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

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

- X LEA Level
- School Level

Please address the functions and composition of the PLC:

Sumter's PLC is composed of the District ESOL Coordinator, the ESOL Home Educator, the Pre-K Social Worker, Pre-K Specialist and 10-20 parents, depending on attendance. This council provides input into the Title III grant and the District ELL Plan

and relays questions and concerns about the ESOL program from other parents and the community.

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

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

Two members serve on the Title I Parent Advisory Committee for Sumter County Schools. All members are encouraged to participate on school and district committees.

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

Input and approval for the District ELL Plan is request at the PLC

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

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

The PLC was unable to meet in the spring of 2022. The PLC will meet in fall 2022 to approve the plan. If the PLC does not agree to the plan, edits will be made.

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

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

As part of the teacher contract, each teacher hired since January 1996 is required to complete his or her ESOL requirements within a specified timeline. The teacher receives a copy of this document at signing. Beginning elementary, ESE, reading, language arts or English teachers have six years from the date of employment to complete the ESOL endorsement. Teachers who are not considered "Beginning Teachers" have five years to complete their ESOL requirements. Teachers can earn the K-12 ESOL Certification by passing the ESOL subject area test and completing 120 hours of ESOL in-service within three years. The district Staff Development office keeps track of each teacher's ESOL in-service history and notifies the principals each month of each teacher's current status. Teachers are also reminded by email by the staff development office of their immediate need to satisfy their ESOL requirements. Training schedules are provided monthly to all teachers and are available on the district website. ESOL training is provided year round including summer months.

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

The Director of Staff and Professional Development informs each teacher and administrator of the ESOL training requirements and opportunities and keeps documentation for each individual in the professional development records.

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

The Director of Staff and Professional Development informs each teacher and administrator of the ESOL training requirements and opportunities and keeps documentation for each individual in the professional development records.

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

The Director of Staff and Professional Development informs each teacher and administrator of the ESOL training requirements and opportunities and keeps documentation for each individual in the professional development records.

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

The Director of Staff and Professional Development informs each administrator of the ESOL training requirements and opportunities and keeps documentation for each individual in the professional development records.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

The Director of Staff and Professional Development informs each counselor and administrator of the ESOL training requirements and opportunities and keeps documentation for each individual in the professional development records.

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

The ESOL Program Coordinator will annually share the ELD standards and best practices with both ESOL Specialists and the district literacy coach.

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.

NA

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

The primary job responsibilities of the bilingual paraprofessional is to provide instructional support to ELLs in during classroom instruction with the exception of ELA and Reading courses. All district aides are required to meet the standards of highly qualified paraprofessionals. This means that they are required to document a high school diploma, or GED, an AA degree or 48 hours of college credit, or pass a district test that documents that the individual possesses the ability to read, write and compute math in English. The ESOL paraprofessional must be bilingual in English and the home language of the students to be served and must relate well to with children who have limited English proficiency or who are non-English speaking. The performance responsibilities are: assist the basic subject area teacher(s) in supervising ESOL learning activities; carry out learning activities as prescribed by the teacher(s); assist with seatwork and individual learning activities; assist teacher(s) in correcting ELL students' homework and class work; assist with administering and assessing standardized and teacher made tests; assist with maintaining files and records relevant

to ELL students' work and interest; and perform other duties as assigned by the teacher(s) and principal. The ESOL paraprofessionals often assist in translating for parents/guardians who need those services.

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

All district aides are required to meet the standards of highly qualified paraprofessionals. This means that they are required to document a high school diploma, or GED, an AA degree or 48 hours of college credit, or pass a district test that documents that the individual possesses the ability to read, write and compute math in English. The ESOL paraprofessional must be bilingual in English and the home language of the students to be served and must relate well to with children who have limited English proficiency or who are non-English speaking. The performance responsibilities are: assist the basic subject area teacher(s) in supervising ESOL learning activities; carry out learning activities as prescribed by the teacher(s); assist with seatwork and individual learning activities; assist teacher(s) in correcting ELL students' homework and class work; assist with administering and assessing standardized and teacher made tests; assist with maintaining files and records relevant to ELL students' work and interest; and perform other duties as assigned by the teacher(s) and principal. The ESOL paraprofessionals often assist in translating for parents/guardians who need those services.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

All ESOL paraprofessionals go through an interview process at the school and must document an AA degree or 48 hours of college credit, or pass a district test that documents that the individual possesses the ability to read, write, and compute math in English.

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

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

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

The School ESOL Coordinator schedules extension meetings throughout the school year for students who have been enrolled in the ESOL program for three or more years. The meeting to consider extension of services shall be convened no earlier than 30 days prior to the anniversary date of the student's initial enrollment date and no later than the anniversary date. The ELL Committee considers the student's Access for

ELLS and FSA scores for students with an anniversary date before October 1 for determination of extension. If the anniversary date is after October 1, the School ESOL Coordinator administers the WIDA Online Screener no earlier than 30 school days prior to the anniversary date. The ELL Committee includes the test results as part of a review of the student's academic record to determine extension of services and possible referral to an appropriate remedial, compensatory, special and supportive service evaluation and program.

If a student is classified as an English Language Learner (ELL) after being enrolled in the English for Speakers of Other Languages (ESOL) Program for three (3) years, an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The three-year count starts from The Date Entered U.S. School (DEUSS). The ELL Committee shall be convened no earlier than thirty (30) days prior to the third anniversary of the student's initial enrollment date, and no later than the anniversary date. This assessment and ELL Committee re-evaluation of the ELL whose English competency does not meet the criteria for proficiency after 3 years in the ESOL program shall be completed annually thereafter at the end of the 3rd, 4th and 5th years and documented prior to his or her enrollment in each additional year beyond the 3-year base period.

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

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

Access for ELLs

### **Reading and Writing Proficiency Assessment**

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

Access for ELLs