

# District English Language Learners (ELL) Plan

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Rule 6A-6.0905  
Form ESOL 100  
(May 2017)

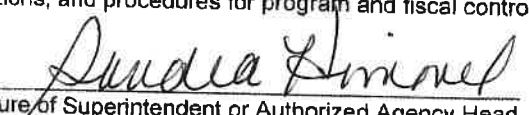
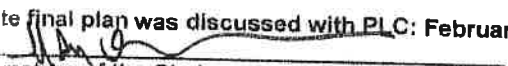


Date Received by FDOE

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> Citrus County Schools	<b>(2) CONTACT NAME/TITLE:</b> Trish Douglas/Director of Elementary Education	<b>(3) CONTACT PHONE NO (EXT.):</b> <b>EMAIL ADDRESS:</b> douglast@citrus.k12.fl.us 352-726-1931 ext 2227
<b>(4) MAILING ADDRESS:</b> 1007 W. Main St. Inverness, FL 34450	<b>(5) PREPARED BY: (If different from contact person)</b> First: Leia Last Name: Swiggett Mailing Address: 1007 W. Main St., Inverness, FL 34450 Phone No: 352-726-1931 ext 2247	
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>		
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.		
I, Sandra "Sam" Himmel, 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	3/12/19 Date Signed	_____ Date of Governing Board Approval
<b>(7) Chairperson representing the District ELL Parent Leadership Council (PLC)</b>		
Name of Chairperson representing the District ELL PLC: Mayol Gutierrez		
Contact Information for District PLC Chairperson: Mailing address: 150 W Citrus Springs Blvd, Citrus Springs, FL 34434		
E-mail Address: GutierrezM@citrus.k12.fl.us Phone Number: 352-344-2244		
Date final plan was discussed with PLC: February 13, 2019		
 Signature of the Chairperson of the District PLC	Feb 19th, 2019 Date Signed by PLC Chairperson	

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

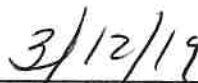
School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in 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, Sandra "Sam" Himmel, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



**Superintendent's Signature**



**Date Signed**

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

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

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

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

- The Home Language Survey (HLS) is included on each school's registration form and is a required part of the procedure for all PK12 students entering the Citrus County School District. Registration for all students is completed at the home school by personnel such as, the registrar, guidance counselor, receptionist, etc. If necessary, school personnel will obtain assistance from someone with the ability to communicate with the parent if language is a barrier in the registration process.
- All families registering to attend any school in the district are asked to complete the registration documentation by the individual (s) who handle this process at the home school. Our district HLS is embedded into the school registration form.

Into what languages are the HLS translated?

- Yes. Spanish

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

- School personnel will obtain assistance from someone with the ability to communicate with the parents and students at the time of registration if language is a barrier in the registration process, if necessary and feasible.

How do you identify immigrant students?

- The Home Language Survey is included on each school's registration form and is a required part of the procedure for all PK-12 students entering the Citrus County School District. Registration for all students is completed at the home school by personnel such as, the registrar, guidance counselor, receptionist, etc. If necessary, school personnel will obtain assistance from someone with the ability to communicate with the parent if language is a barrier in the registration process. The ESOL contact, principal, assistant principal, or registrar at each school will review registration forms that had affirmative answers on the HLS and ensure assessment takes place within the required timelines. The ESOL contact, principal, assistant principal, or registrar at each school will also review the Date of Entry into a US School (DEUSS) and records of academic history to determine whether a student meets the criteria for immigrant status or has completed their three full academic years as an immigrant student.

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

- The Date Entered US School (DEUSS) is included on the district's registration form. If the parent or guardian does not provide the DEUSS upon registration, the ESOL contact, principal, assistant principal, registrar, and district program specialists review academic records, contact prior schools, and/or interview parents to obtain the DEUSS.

Please include a link to your HLS.

- [http://www.citruseducation.com/news/Registration\\_Form.pdf](http://www.citruseducation.com/news/Registration_Form.pdf)

## **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.

- Kindergarten: W-APT Screener
- Grades 1-12: WIDA Screener (paper-based)

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

- Within twenty days of enrollment, the student's English language speaking and listening comprehension skills shall be determined with appropriate testing, i.e. the W-APT Screener or the WIDA Screener (the school ESOL contact will arrange for testing). The ESOL contact, principal, assistant principal, or registrar at each school will review registration forms with affirmative answers on the HLS and ensure assessment takes place as required.

### **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.

- At grades 3-12, the WIDA screener will be used to determine reading and writing proficiency.

### **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?

- If the student is not proficient, he/she qualifies for ESOL services. The "Parent Notification of Initial Placement in ESOL" is sent home to alert the parent(s)/guardian(s) of eligibility. The "Parent Invitation to the ELL Committee" is sent home as the parent is encouraged to participate in developing the ELL Plan. If the parent cannot attend, the school must document that the results of the ELL committee meeting were shared with the parent(s)/guardian(s).
- The ELL committee may determine a student to be an ELL or not to be an ELL according to consideration of at least two (2) of the following criteria in addition to the previously mentioned norm-referenced tests results:
  - Extent and nature of prior educational and social experience and student interview;
  - Written recommendation/observation by current and previous instructional and supportive services personnel;
  - Level of mastery of basic competencies of skills of English and/or home language according to appropriate local, state, and national criterion referenced standards;
  - Grades from current or previous years;
  - Test results other than norm-referenced test used to determine placement or non-placement.

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

### **Academic/Programmatic Assessment**

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

- Programmatic assessment of each ELL student will occur to ensure that instruction that is comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This review will include an analysis of the student's transcripts/records, previous courses taken, grades earned, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher, ELL committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement. The W-APT Screener, the WIDA Screener, and review of cumulative file will take place to collect additional information regarding the ELL student's academic knowledge and abilities. For students with limited or no prior school experience (s), parent/student interviews will be conducted to determine prior school experience. Teacher-made assessments to determine prior academic knowledge will be given. With no prior academic records, students in grades K-8 will be placed age accordingly.

### **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.

- In grades 9-12, students will be placed age accordingly. Programmatic review of each ELL student will occur to ensure that instruction comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This review will include an analysis of the student's transcripts/records, previous courses taken, grades earned, interview of the student, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher or ELL committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement. With no prior academic records, the student will be provided the most feasible course schedule to ensure their ability to graduate with their cohort.

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).

- In order to apply credits earned for courses completed outside of the United States, discipline specific assessments may be given to the student in order to determine proficiency within the course.

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

- A guidance counselor will be responsible for evaluating foreign transcripts. The guidance counselor will be provided resources such as course code directories with which to evaluate foreign transcripts. If questions arise, the district program specialist may be consulted for further clarification or assistance in the transcript evaluation. The guidance counselor works closely with the school data secretary to ensure that proper documentation of credits earned via foreign transcripts is maintained.

## **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.

### **Moving from one Florida LEA to another:**

The ELL who withdrew from the district and attended another school in Florida does not have to be reassessed. There will be a seamless continuation of ESOL services.

### **Moving from another state to Florida LEA:**

A new English language proficiency assessment will be administered if the ELL who withdrew from a Citrus County school and attended a school in another state is re-enrolling in a new school year. If these students are re-enrolled within the same school year, they will be re-entered into the ESOL program; no assessment is necessary.

### **Moving from another country to Florida LEA:**

A new English language proficiency assessment will be administered if the ELL who withdrew from a Citrus County school and attended a school in another country is re-enrolling in a new school year. If these students are re-enrolled within the same school year, they will be re-entered into the ESOL program; no assessment is necessary.

## **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.

- Each school will establish an LEP Committee to assist in the development of an educational plan for each LEP student. The membership of the LEP committee shall be as follows:
  - ESOL teacher or teachers
  - Administrators or designee
  - Other appropriate educators who are representative of guidance or curriculum
  - Parent or guardian
- The Student ELL Plan will be reviewed and updated to reflect the student's current needs on an annual basis. The LEP Committee will review student performance on ACCESS for ELLs, student performance on state assessments, classroom grades, and other records to determine which services the student needs. At least three staff members must be present to proceed with the ELL Committee meeting.

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 Student ELL Plan will consist of:
  - Student Demographic Information
  - Date of ESOL Entry
  - Date of Student Plan o Assessment Data
  - Progress Monitoring Data
  - Instructional Placement and/or Strategies
  - Accommodations
  - ELL Committee Notes
  - ELL Committee Members



The teacher will serve as a ELL committee member and provide feedback on student performance in class. Teacher's observational data will contribute to the development of the instructional strategies that will best support the ELL student.

Please include a link to the ELL Student Plan.

[https://www.citruschools.org/UserFiles/Servers/Server\\_737617/Image/Student%20ELL%20Plan.pdf](https://www.citruschools.org/UserFiles/Servers/Server_737617/Image/Student%20ELL%20Plan.pdf)

## 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.

- The Mainstream-Inclusion Core/Basic Subject Areas instructional model are implemented in each ESOL classroom where the student's teacher will be fluent in English and document use of appropriate instructional strategies in their plan book and/or student files noting student progression. The school site administrator will monitor the fidelity of the implementation of the Mainstream-Inclusion Core/Subject Areas.

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

- The Citrus County Student Progression Plan outlines procedures for the annual progression of all students. Through report cards and interim reports provided by teachers, parents and faculty can monitor the academic achievement of ELL students to ensure that they are mastering the benchmarks of the Florida Standards. ELL students are provided equal access to all programs.

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

- ESOL School Coordinators as well administrative staff review teacher lesson plans as well as observe through classroom walkthroughs to ensure that teachers serving ELLs are including appropriate ESOL strategies in their instruction. This information is reported to the district contact. School teams engage in regularly scheduled data days to analyze assessment data and review the effectiveness of the instructional models.
- District Program Specialists attend monthly assistant principal meetings to share data on ELL student performance, as well as deliver training on best practices that will support student achievement.

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

- Each ELL student enrolled in any program in Citrus County is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement, and special needs. If a student is believed to be in need of another program's services and the language barrier may result in the student not testing out as such, alternative testing measures (e.g., native language assessment, alternative psychological evaluations, etc.) will be used to determine placement or non-placement into the program. The goals, objectives, eligibility, criteria, identification, appropriate placement, programmatic assessment

and monitoring delineated in each program plan/manual will be equitable applied to ELL students as well as their non-ELL peers.

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

- ESOL School Coordinators as well administrative staff review teacher lesson plans as well as observe through classroom walkthroughs to ensure that teachers serving ELLs are including appropriate ESOL strategies in their instruction. This information is reported to the district contact.

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.

- Each ELL student enrolled in any program in Citrus County is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement, and special needs. If a student is believed to be in need of another program's services and the language barrier may result in the student not testing out as such, alternative testing measures (e.g., native language assessment, alternative psychological evaluations, etc.) will be used to determine placement or non-placement into the program. The goals, objectives, eligibility, criteria, identification, appropriate placement, programmatic assessment and monitoring delineated in each program plan/manual will be equitable applied to ELL students as well as their non-ELL peers. District and school level administrators are responsible for ensuring comprehensible instruction for all learners.

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

X Student Portfolios

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

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

X LEA/school-wide assessments (Specify) FastBridge (K-5), Citrus Formatives (6-12)

X Other (Specify) FSA Assessments, ACCESS for ELLs, Classroom Assessments/Course Grades, Rosetta Stone Courses

### **Student Progression**

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

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

[http://www.citrus.k12.fl.us/UserFiles/Servers/Server\\_737617/File/District/2018-19%20Pupil%20Progression%20Plan.pdf](http://www.citrus.k12.fl.us/UserFiles/Servers/Server_737617/File/District/2018-19%20Pupil%20Progression%20Plan.pdf)

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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.

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States are eligible for Good Cause.
- The student's teacher must submit documentation to the school principal that indicates promotion of a student for Good Cause is appropriate and based on the student's academic record. Documentation for ELLs should include: academic records showing DEUSS, entry date into ESOL, proof that student has received less than 2 years of instruction in the US.
- The school principal shall review and discuss such recommendations with the teacher and, if appropriate, the Problem Solving Team/ LEP Committee, and make the determination as to whether the student shall be promoted for Good Cause or retained. If the school principal determines that the student should be promoted for Good Cause, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent must accept or reject the school principal's recommendation in writing.
- In all promotions for Good Cause cases, parents must be notified formally in writing that their child is being "Promoted for Good Cause". This notification is to include the category being used to promote for Good Cause. The Good Cause Documentation and Recommendation Form must be placed in the cumulative folder and considered as a class A document, not to be purged. Those students who are promoted for Good Cause using the portfolio option must file work papers within the Good Cause folder. This folder is to be kept with the cumulative folder. ELLs promoted to Grade 4 with Good Cause are invited to participate in Summer Reading Camp to promote their continued academic achievement and language acquisition.

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 school-based committee, with approval of the principal, will consider promotion of non-English speaking students on an individual basis. School personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement. However, the final decision as to grade placement is the responsibility of the principal. Students enrolled in the English for Speakers of Other Languages (ESOL) program may only be retained based on lack of academic skills, not English language deficiency.
- Each student's progression from one grade to another is determined, in part, by successful performance of grade level standards in language arts, mathematics, social studies, and science as assessed by classroom work, portfolios, teacher/staff observation, teacher assessments, and data from district and state assessments.
- The following are considered when retention of a student is a possibility:
  - Statewide standardized assessment (when available)
  - SAT 10 scores (when available)
  - The Progress Monitoring Plan
  - Progress Monitoring Assessments
  - FastBridge Assessment Results
  - Report card
  - Exceptional Student Education (ESE) services
  - English Language Learner services (ELL)
  - 504 plan
  - Prior retentions
  - Attendance

## 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 Research and Accountability department and/or the school testing coordinator is responsible for training staff to administer and maintain documentation of the statewide content area assessments.

District and School ESOL coordinators, along with the testing coordinator, are responsible for ensuring that ELL students are assessed and participate in state-wide assessment. ELLs are provided appropriate accommodations as stated in the ELL's student plan.

ACCESS for ELLs assessment programs:

District program specialists are responsible for training school ESOL coordinators and appropriate staff to administer and maintain documentation of the ACCESS for ELLs 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)?

The ESOL School Coordinator is responsible for listing the appropriate accommodations in the student's ELL Plan.

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.

Parents of ELLs are notified of assessments and testing accommodations through participation in the ELL Committee meetings. The testing accommodations are documented in the student ELL plan. Parents must sign the student ELL plan. Parent resources from the FSA Portal are shared with parents to help them understand the statewide assessment policies, mandates, and student outcomes. FSA Parent Letters are sent home in advance of statewide assessment windows.

FSA Parent Letter:

[https://www.citruschools.org/departments/citrus\\_esol/translated\\_letters](https://www.citruschools.org/departments/citrus_esol/translated_letters)

ELL Student Plan:

[https://www.citruschools.org/UserFiles/Servers/Server\\_737617/Image/Student%20ELL%20Plan.pdf](https://www.citruschools.org/UserFiles/Servers/Server_737617/Image/Student%20ELL%20Plan.pdf)

## 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.

- English proficiency shall be determined by student performance on the ACCESS for ELLs Assessment and FSA ELA Assessment. A student must earn a minimum of 4.0 the reading domain and a minimum overall composite score of 4.0 and at least a level 3 on the FSA ELA assessment or a graduation concordant score (grades 11-12). The ESOL coordinator at each school works closely with school data secretary to ensure proper reporting of ELL student 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) \_\_\_\_\_

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

The ELL committee may be convened to make exit decisions if both parties determine that the ELL student is still in need of ESOL services. ELL students with an active IEP may be better served under the provisions outlined in the IEP. If the student met eligibility for ESE services but did not pass ESOL language proficiency assessment criteria, the committee may exit the student, based on review of grade reports, teacher recommendations, parental requests, and other relevant assessment data, that proves the student's academic performance is due to a disability rather than limited English proficiency. For students who missed one ESOL exit criteria, the ELL committee may meet to determine if ESOL services still benefit the student and may choose to exit the ELL student at this meeting. The ELL committee will determine the instructional program that best meets the student's needs.

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

- The student who meets exit qualifications in the middle of a grading period will be exited accordingly with the former ELL's performance review taking place at the student's first report card and semi-annually during the first year after exiting the program and at the end of the second year. If a teacher, administrator or other stakeholder believes the ELL should exit the ESOL program in the middle of a student grading period, the appropriate W-APT or WIDA Screener assessments will be administered and an ELL committee re-convened at least 30 days after the assessment is administered to determine the instructional program that best meets the student's needs.

## 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? ELL Committee

Updating the student ELL plan? ELL Committee

Reclassification of ELL status in data reporting systems? School data secretary

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?

- At any time during the first or second year after program exit, the student may be referred to the ELL Committee for reconsideration or reclassification back into the ESOL program. Special weight will be given to a serious decline in grades and/or assessment performance after reclassification and to parental preference. The parent will be invited to participate in the meeting. Grades, statewide assessment data, FastBridge data and teacher observations will be shared to determine the need for reclassification into the ESOL program.

### Compliance of ELL Plan and Student Performance

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

- On a quarterly basis, school ESOL Coordinators must submit compliance documentation to district program specialists for review. District program specialists work closely with personnel from the information services department to ensure accurate reporting of data elements for ELL students. District program specialists also conduct mock audits by visiting the school sites to review ELL student records and documentation housed in the cum folders.

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

- The approved District ELL Plan will be posted to the district website for parents and stakeholders to access. The plan will be shared with school sites and ESOL contacts at the beginning of each school year. The district program specialists will answer any questions or concerns about the district ELL plan.

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

- District Program Specialists for ESOL provide an annual review of the District ELL Plan with all ESOL School Coordinators. All schools provide updated compliance reports throughout the school year which captures placement and program services to ELLs. District Program Specialists for ESOL provide quarterly review of ELL student files. District Program Specialists for ESOL meet with ESOL coordinators monthly to ensure the District ELL Plan is being implemented at each school site.

## 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.
- Upon initial placement of a student into the ESOL program, the parent notification will be sent home. Each subsequent year that the student is eligible for ESOL services, a continuing placement notification will be sent home within the first month of school.

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

- School personnel provide assistance to parents/guardians of ELLs in their home language as feasible through translated documents and translators. District program specialists support schools (as needed) with translation requests by scheduling interpreters and reaching out to other districts for exchange of translated documents/resources. Schools with 15 or more students speaking the same native language have the support of a bilingual aide.

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.

- Citrus County provides outreach and information related to programs and resources to parents of ESOL students through the Parent Leadership Council meetings which provide a portion of each agenda with information about enrichment and academic programs and resources to assist in increasingly English proficiency and to encourage parent involvement in their student's academic achievement. These meetings will take place at schools during the year.
- District program specialists maintain a Citrus County Schools ESOL website to share resources with ESOL families. The website link is shared via school newsletters to increased awareness and promote communication.
- District program specialists share information about the ESOL program at community sponsored parent involvement school events such as the School House Hustle.



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: <https://www.wida.us/membership/states/Florida.aspx>
  - Program placement
  - Program delivery model option(s)
  - Extension of ESOL instruction
  - Exit from ESOL program
  - Post-reclassification of former ELLs monitoring
  - Reclassification of former ELLs
- X State and/or LEA testing: <https://www.wida.us/membership/states/Florida.aspx>
  - Accommodations for testing (flexible setting)
- X Annual testing for language development: <https://www.wida.us/membership/states/Florida.aspx>
- X Growth in language proficiency (Listening, Speaking, Reading, Writing):  
<https://www.wida.us/membership/states/Florida.aspx>
  - Exemption from FSA in ELA for ELLs with DEUSS less than one year
  - Retention/Remediation/Good Cause
  - Transition to regular classes or course change
  - Invitation to participate in an ELL Committee Meeting
  - Invitation to participate in the Parent Leadership Council (PLC)
  - 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 <https://sfsonlinemealapp.citrus.k12.fl.us/>
  - Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements  
[https://www.citruschools.org/UserFiles/Servers/Server\\_737617/Image/Student%20Registration%20and%20Information%20Forms%20-%20Spanish.pdf](https://www.citruschools.org/UserFiles/Servers/Server_737617/Image/Student%20Registration%20and%20Information%20Forms%20-%20Spanish.pdf)
  - Disciplinary forms
- X Information about the Florida Standards and the English Language Development (ELD) Standards:  
<https://www.wida.us/downloadlibrary.aspx> & <http://www.fsassessments.org/>
  - Information about community services available to parents
  - Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
  - Report Cards\*
  - Other (Specify) \_\_\_\_\_

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

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

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

LEA Level

School Level

Please address the functions and composition of the PLC:

- The district PLC is a group comprised of parents of ELL students from across the district as well as community leaders. The group will have the opportunity to revise the District ELL Plan and participate in other school and district events such as PTA and SAEC to facilitate awareness. Items the district PLC may discuss include:
- 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
- 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
- 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

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.

- Citrus County PLC does comply with this rule.

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

- Parents of ELLs are invited to all meetings that concern the Title III/ESOL program.

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

- The Citrus County PLC is involved in district/school committees through district newsletters, school newsletters, and letter of invites to participate in the PLC meetings, PTA, PTSA, SAEC, and district board meetings. Information is provided in a language that ELL parents can understand, unless clearly not feasible.

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

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

## **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.

- ESOL coursework leading to an endorsement/certification is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

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.

- ESOL coursework that meets the compliance requirement of 60 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

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.

- ESOL coursework that meets the compliance requirement of 18 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

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

- Per state rule, reading teachers and language arts teachers are required to obtain full English for Speakers of Other Languages certification or endorsement to teach reading to an English Language Learner student. If they fail to do so, they are considered out-of-field. Teachers who teach ESOL to students identified as ELLs, and who are complying with the requirements of rules and statutes and court orders but do not have coverage yet, are in compliance but out-of-field. Similarly, individuals teaching reading to ELLs, who are in the process of obtaining coverage, and who are complying with the requirements of rules and statutes and court orders but do not have coverage yet, are in compliance but out-of-field. When a teacher is reported as out of field, their name is listed in their school newsletter at least once during the school year, as well in compliance documents that are submitted to district ESOL staff quarterly.

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.

- ESOL coursework that meets the compliance requirement of 60 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the

course schedule with school-based administrators via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

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

- ESOL coursework that meets the compliance requirement of 60 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with guidance counselors via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

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

- District program specialists will conduct training in the ELD standards at the beginning of each year via a train-the-trainer module. The audience of the training will be a grade level/subject area representative from each school.

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 in languages other than English is not provided.

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.

- This paraprofessional is a full time ESOL instructional aide who collaborates with teachers to deliver appropriate student assistance and home language support at a school site having 15 or more ELLs who speak the same language.
- The bilingual paraprofessional job description and qualifications are outlined here: <http://www.citrus.k12.fl.us/common/pages/DisplayFile.aspx?itemId=1195098>

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

- The district bilingual paraprofessional attends ESOL conferences and district level trainings with the ESOL school site contacts. Attendance of trainings is maintained through a district electronic registrar.

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

- The bilingual paraprofessional's proficiency is determined through an interactive interview process where knowledge, skills, abilities, and qualifications are discussed as specified on county job description form.

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.

- For ELL students who complete three calendar years from the Date of Entry into US Schools in an ESOL program, school ESOL coordinators will convene an ELL Committee meeting to determine if the ELL qualifies for an extension of instruction in ESOL. The ELL committee reviews current progress in academic achievement and English proficiency, reviews annual assessment data, and collects feedback from teachers in order to determine if an extension of instruction would best fit the needs of the student. The decisions of the ELL committee are recorded in the student's ELL Plan and is updated every year until student is exited from ESOL.

### **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 and/or the WIDA screener will be used to determine if a student is in need of an extension of services.

### **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 and/or the WIDA screener will be used to determine if a student is in need of an extension of services.



**SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS**

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*"Where Learning is the Expectation  
And Caring is a Commitment"*

**THOMAS KENNEDY**  
DISTRICT 1

**VIRGINIA BRYANT**  
DISTRICT 2

**DOUGLAS A. DODD**  
DISTRICT 3

**SANDRA COUNTS**  
DISTRICT 4

**LINDA B. POWERS**  
DISTRICT 5

February 15, 2019

To Whom It May Concern,

This serves as assurance that Citrus County Schools in in compliance with all ESOL Training Requirements. The district offers all required trainings for Category I-IV as outlined in the Meta Consent Decree.

Sincerely,

A handwritten signature in black ink that reads 'Sandra Himmel'. The signature is written in a cursive, flowing style.

Sandra "Sam" Himmel  
Superintendent of Schools