

District

English Language Learners (ELL) Plan

2024-2027

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Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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| (1) NAME OF THE DISTRICT: | (2) CONTACT NAME/TITLE: | (3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS: |
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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, Mark J. Rendell, 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.


5/28/24
Date of Governing Board Approval

 Signature of Superintendent or Authorized Agency Head Date Signed


(7) Chairperson representing the District ELL Parent Leadership Council (PLC)

Name of Chairperson representing the District ELL PLC: Rafael Vilchez

Contact Information for District PLC Chairperson: Rafael Vilchez
Mailing address: 2000 Cambridge Drive Cocoa, FL 32922

E-mail Address: vilchez.rafael@brevardschools.org Phone Number: 321-633-3550 x42347

Date final plan was discussed with PLC: _____


5/17/24
Date Signed by PLC Chairperson

 Signature of the Chairperson of the District PLC

**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 Learner (ELL) 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 *Castaneda 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, Dr. Mark J. Rendell, do hereby certify that the procedures, processes, and services described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



Superintendent's Signature

5/28/24

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 registration procedures for Brevard County schools are the same for all students; however, whenever a parent/guardian answers "yes" to one or more of the three questions on the Home Language Survey (HLS), the student shall be assessed to determine eligibility for ESOL services. The parent/guardian acknowledges the notification of ESOL language assessment procedures included on the HLS form. The office (registration) clerk reviews the digital/paper copy of the HLS, inputs the data in FOCUS, and shares the information with the ESOL Contact.
- ◆ The LEA follows the guidelines to meet and comply with the Consent Decree's requirement for identification and placement.

Into what languages is the HLS translated?

- ◆ The Home Language Survey is available in all languages via FOCUS (digital registration).

How does the LEA assist parent/guardian and student who do not speak English in the registration process?

- ◆ Parent/guardian are provided the following language supports:
 - district ESOL parent liaisons,
 - ESOL teachers,
 - bi-lingual assistants,
 - on-line interpretation/translation services (Language Line), and
 - digital registration allows for home language support.

How does LEA identify immigrant students?

In the registration process, immigrant student information and the Date Entered in a United States School (DEUSS) is captured on the Student Enrollment/Registration form. The children of U.S. military personnel born overseas are to be included in any count of immigrant children or youth.

The terms immigrant children and youth mean individuals who:

- are ages 3 through 21 years of age,
 - were not born in any state, the District of Columbia or Puerto Rico, and
 - have not attended one or more schools in any one or more states for more than three full academic years.
- ◆ Information is entered into the student information system, and reports are run by the schools' clerks to properly identify and code students qualifying for immigrant student status.

How is Date Entered U.S. School (DEUSS) obtained in the registration process?

- ◆ At the time of registration- parent/guardian completes the HLS, as well as questions regarding the birth date of the student and whether the student was born outside of the United States. The following question is the date that the student first entered a U.S. school (any of the 50 states and the District of Columbia excluding U.S. territories and possessions). If a student is entering BPS schools from another district in Florida or state within the United States, records are requested from the previous school; and the original DEUSS date is entered into the student information system. Registrars proceed to enter the DEUSS date in the student profile section.

Please include a link to your HLS and registration forms:

- ◆ <https://brevardk12.focusschoolsoftware.com/focus/?skipSAML=true>
- ◆ <https://www.brevardschools.org/Page/18023>

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

English Language Proficiency (ELP) Assessment

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

- ESOL Coordinator
- ESOL Teacher
- ESE Teacher
- Guidance Counselor
- Assistant Principal
- Other (specify) ESOL Contact

Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used by the LEA and procedures followed to determine if a K-12 student qualifies as an ELL:

- WIDA Screener: Kindergarten (paper/pencil),
- WIDA Screener: 1 - 12 (online),
- Ballard & Tighe IPT I for grades K-6,
- Ballard & Tighe IPT II for grades 7-12, and/or
- any other state approved ELP assessment.

Describe the procedures to ensure that the Listening and Speaking assessments are administered within 30 school days of the student's initial enrollment.

- The clerk appropriately codes the student using LP classification in BPS' student information system (**except:** VPK students classify LY with a Basis of Entry code T, temporary status until tested in May).
- The school's ESOL Contact receives a copy of the Home Language Survey.
- The school's ESOL Contact determines the date to administer the language assessment to ensure that it is within the mandated 30-day window.
- The school's ESOL Contact runs reports to ensure all students requiring the language assessment are captured to ensure timely administration of the language assessment.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used by the LEA and procedures followed to determine if a student is an ELL in grades 1-12:

- WIDA Screener (online) administered to grades 1-12 students in all four domains: Listening, Speaking, Reading, and Writing to be completed no later than 30 school days after the student's enrollment, or
- Ballard & Tighe IDEA IPT Reading and Writing (IRW).
 - Format C for original placement and/or any other state approved ELP assessment.

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?

The ELL Committee may determine a student to be an English Language Learner based on at least two (2) of the following criteria in addition to the entry assessment results:

- a. extent and nature of prior educational or academic experience, social experience, and student interview,
- b. written recommendation and observation by current and previous instructional and supportive services staff,
- c. level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards,
- d. grades from the current or previous years, and/or
- e. test results other than the entry assessments.

Upon request of a parent/guardian or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee for placement consideration. Any determination by the ELL Committee will be included in the student's ELL plan using the ELL Committee Meeting form. Such an evaluation will further set forth a plan to address the student's language needs. The basis and nature of the ELL Committee's recommendations are documented and maintained in the student file. The parent/guardian's preference as to whether a student classifies as an ELL is considered in the final decision.

ELL Committee Meeting Parent/Guardian Notification form is sent home to the parent/guardian and attendees, and a copy is placed in the ELL Monitoring Folder/Plan.

Section 3: Programmatic Assessment (Rule GA-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures 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.

- The ESOL Contact or designee completes the Programmatic Assessment, including conducting an interview with parent/guardian and student to discuss other pertinent information that may impact placement and/or support.
- Prior educational experience is gathered and considered to determine placement and support.
- If available, prior academic transcripts and/or documentation are reviewed.
- An ELL Committee is convened for students with incomplete or unobtainable school records.
- Registrars and/or clerks communicate with student's prior schools to obtain records and FASTER, when possible.
- If documentation is provided, it is reviewed; and the student's age and other information is considered for placement.
- If documentation is not provided, students are placed according to their age; and an ELL Committee Meeting is convened, when necessary.

Grade Level and Course Placement Procedures - Grades 9-12

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

- Registrars and/or clerks formally request records from previous school, when possible.
- Transcripts are reviewed and transfer courses are granted and applied to the student information system to determine placement and academic plan of action.
- Students without documentation are placed according to chronological age.
- An ELL Committee Meeting may be convened if mitigating circumstances are surfaced at which point the following are considered and discussed:
 - nature of prior education and social experience,
 - teacher recommendations,
 - parent/guardian input, and
 - test results, if available.

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).

- Schools award ELA credits for completion of language arts courses in the student's native language to include composition, literature, and technical text.
- Students receive credit for all successfully completed foreign language courses other than the documented home language for which ELA credits are awarded.

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

- School counselors, in collaboration with the ESOL Contact- when necessary- review foreign transcripts.
- The school counselors' Content Specialists and ESOL Program Manager conduct training and provide resources on foreign transcript review and placement procedures.

Re-evaluation of ELLs who 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 ELL's withdrawal and re-enrollment after which a new English language proficiency assessment may be administered. Include data reporting procedures.

- Re-enrolling in Brevard County from another Florida county:
 - BPS honors placement from the referring district:
 - update student information system.
 - If student's record is incomplete and withdrawal date is 6 months or more, the language placement screener is administered to student:
 - the ESOL Contact documents the committee meeting and last re- evaluation,
 - Plan Date updated based on committee's decision; however, the original identification and placement (Entry and Classification Dates) remain the same,
 - the original DEUSS remains, and
 - if LY, funding is determined based on the number of completed FTE cycles.

- Re-enrolling in Brevard County from another state:
 - verify if prior ELL,
 - verify DEUSS, and
 - handle as a new entry.
- Re-enrolling in Brevard County from out of country:
 - handle as a new entry.
- Re-enrolling in Brevard County within 6 months, or less, of withdrawal from BPS:
 - update and continue with recent BPS records; do not re-test.
 - If student is re-enrolling in BPS after a 6-month absence, or more, from BPS- the language placement assessment will be re-administered and re-evaluated during a convened ELL Committee Meeting to determine placement:
 - the ESOL Contact documents the committee meeting and last re- evaluation,
 - Plan Date updated based on committee's decision; however, the original identification and placement (Entry and Classification Dates) remain the same,
 - the original DEUSS remains, and
 - if LY, funding is determined based on the number of completed FTE cycles.
- For all:
 - note the number of years in an ESOL program in Florida to determine if the student is eligible for funding code 130 on schedule,
 - some may require a Delay of Testing form or ELL Committee documentation, as needed, if there is a delay in the screening process.

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 Contact develops the ELL Student Plan once the student enters the program:
 - program eligibility documentation is written and placed in the ELL Student Plan,
 - required documentation sent to parent/guardian and copies of communications placed in the ELL Student Plan,
 - the ESOL Contact and/or the school clerk replicates the Plan's information into the student information system,
 - the ELL Student Plan is updated at various times:
 1. at the start of the school year,
 2. at the start of every semester for secondary students, and/or
 3. whenever a change in the student's schedule affects the teacher of record, courses, and/or services.

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 the development of the Plan?

- The ELL Student Plan consists of but is not limited to:
 - language proficiency codes,
 - data elements for program Entry and Exit and Re-entry, if applicable,
 - plan data information,
 - student schedules,
 - additional progress monitoring,
 - post re-classification monitoring and comments, and
 - required artifacts and documentation.

- At sites with an ESOL teacher allocation, the ESOL teacher actively participates in the development of the language support plan for students.

Please include a link to the ELL Student Plan. <https://ESOL Procedural Manual> (add link to yellow folder instead of manual)

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 monitors schools to ensure instructional models are implemented with fidelity.

- The school's administration is responsible for ensuring teacher training and that ELLs receive the necessary instruction to meet the requirements of the corresponding instructional model.
- School administrators, in collaboration with the ESOL Contact, monitor the student enrollment in appropriate courses, ensure teachers meet the FLDOE's Professional Development requirements for ESOL, and that students have access to approved curriculum and instruction.
- All classroom teachers are responsible for providing comprehensible instruction to ELLs based on ELLs WIDA English level of proficiency with accommodations, differentiations, and/or other language supports the students may need.
- The ESOL district team provides professional development regarding the pedagogical support for ELLs.
- The ESOL district team analyzes data and confers with schools. The ESOL district team works with schools to ensure the school's instructional staff is provided with proper professional development and best practices for students who are emerging bi-lingual.

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

- Brevard's English Language Learners receive comprehensible instruction aligned to state standards and equal and comparable in amount, sequence, quality, and scope as their non-ELL peers.
- All teachers are expected to attain the appropriate hours/training, endorsement and/or certification for their corresponding teaching category to deliver instruction with appropriate scaffolds, accommodations, and supports to promote comprehensible input for BPS' English Language Learners.
- ESOL teachers participate in the same language arts professional development opportunities as other language arts and reading teachers beyond the required ESOL requirements.

- Student instruction and progress are monitored by school administrators and district staff via classroom observations, lesson plans demonstrating language support, progress reports, and quarterly report cards.

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

- Various tools are utilized to measure student performance to include:
 - state accountability and assessment reports,
 - school level grade reports,
 - data chats,
 - retention reports,
 - graduation rate,
 - ESOL teacher PLC sessions,
 - focus group discussions,
 - FLDOE database,
 - Performance Matters,
 - ACCESS for ELLs results, and/or
 - ESSA Federal Index Indicator.

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

- The school-based administrator(s), ESOL district team, and counselor(s) are responsible for ensuring that ELLs have equitable access to all school programs, services, and facilities.
- All Brevard students have access to choose any vocational programs based on interest and academics through school counseling opportunities.
- English Language Learners are recommended for honors classes, advanced programs, gifted, ESE services, the MTSS framework, credit retrieval opportunities, and other support services whenever deemed appropriate by school professionals.

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

- The ESOL instructional strategies are documented on the WIDA Can Do Descriptor form and an accommodation form for ELLs maintained by every teacher who teaches an English Language Learner.
- The accommodation form for ELLs must be available upon request and presented by teachers invited to an ELL Committee Meeting.

How do the LEA and school(s) verify the delivery of comprehensible instruction to ELLs? What safeguards are in place to ensure that all ELLs receive comprehensible instruction with equal access to programs? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

- School administrators are responsible for ensuring and monitoring the delivery of comprehensible instruction upon conducting classroom observations.
- To ensure safeguards are in place- equity reports are run, reviewed, and discussed across departments.

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

- student portfolio
- other criterion referenced test (Specify): FAST/Star Literacy/Star Reading
- native language assessment (Specify) _____
- LEA/school-wide assessments (Specify) District Unit Test and Content Area Assessment
- other (specify): SAT, ACT, and *Imagine Language & Literacy*

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 not, where can this information be found? Yes

- See SPP, page 111.
 - Yes, please provide a link to the LEA's SPP with specifics to ELLs highlighted.
Curriculum & Instruction / 2023/24 Student Progression Plan (brevardschools.org)
 - 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 exempt from mandatory third grade retention. Include how parent/guardian is notified of LEA Good Cause decisions.

- An ELL student qualifies for Good Cause Exemption if student has received English instruction for less than 2 years based on the date of entry into U.S. schools (DEUSS).
- See SPP, page 39.
- Curriculum & Instruction / 2023/24 Student Progression Plan (brevardschools.org)

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.

- In accordance with the Florida Consent Decree, the ELL Committee is convened to determine placement and review progress to include promotion or retention of English Language Learners.
- An ELL Committee plays a vital role in the consideration of retaining or promoting English Language Learners to ensure compliance, as not one sole person may determine the outcome or plan for an English Language Learner. The committee must meet several times with the family of the student before a decision can be made for retention, including the use of interpretation for family members and time for the ELL student to improve behavior causing the retention. The decision for retention or promotion also needs to follow all laws, rules, and regulations regarding English Language Learners.
- ELL Committee participants at each school site share and review state assessments, ACCESS for ELLs, and classroom performance documents to determine the agreed outcomes of the meeting.

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:

- the Director of Testing and Accountability provides mandatory district trainings for all testing coordinators,
- the Director of Testing and Accountability in collaboration with the ESOL Program Manager collaborate to share the support and accommodations available to English Language Learners, and
- documentation of such trainings include:
 - training agendas,
 - training database,
 - presentations, and
 - attendance records.

Statewide content area assessments:

ACCESS for ELLs assessment programs:

- the Director of Testing and Accountability in collaboration with the ESOL Program Manager provide a district-wide training on ACCESS for ELLs at the yearly WIDA Summit for Assessment Coordinators and ESOL Contacts,
- school-based ESOL Contacts and Testing Coordinators collaborate to confirm ESOL Program participants and tier-levels,
- ESOL Contacts and Assessment Coordinators establish a school-based team to administer the ACCESS for ELLs and confirm that personnel are appropriately certified to administer the ACCESS for ELLs.

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

- school administrators,
- school-based testing coordinators,
- ESOL Compliance Contacts, and/or
- teacher administering assessments.

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

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or district. Prior to the assessment dates, parent/guardian is notified of all statewide testing policies and mandates in a language they understand, unless clearly not feasible. A letter is sent to parent/guardian of ELLs explaining the allowable testing accommodations. Parent/guardian is notified of assessment outcomes through individualized student score reports, which indicate the student's performance level and interpretive guides. These guides are available in multiple languages. Parent/guardian and teacher conferences may be convened by the parent/guardian or teacher to discuss the assessment policies, mandates, and results with a translator present, if needed.

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 existing procedures for all language domains (Listening, Speaking, Reading, and Writing), grade-specific academic criteria, and data reporting of status change.

Exit criteria based on assessment scores per 6A.6.0903. ESOL Contacts monitor the scores and proficiency levels for ELLs, adjusting in FOCUS as needed.

The ESOL program exit criteria are as follows:

grades K-2:

- require an overall composite score level of 4.0 or higher and a 4.0 or higher in the domain of Reading on WIDA ACCESS for ELLs 2.0.
- The Exit code is H.

grades 3-9:

- require Overall composite score level of 4.0 or higher and a 4.0 or higher in the domain of Reading on WIDA ACCESS for ELLs 2.0, and
- students must also meet qualifying reading scores as determined by assessment on FAST in accordance with the scores specified in Rule 6A-1.09422, F.A.C., or the statewide alternate assessment- pursuant to Rule 6A-1.09430, F.A.C.
- The Exit code is I.

grades 10-12:

- earn a passing score on grade 10 statewide ELA/Reading assessment or earn a passing score on the statewide alternate ELA Assessment (including concordant scores on the SAT or ACT) or FAST ELA re-take, and
- earn Overall composite score level of 4.0 or higher and a 4.0 or higher in the domain of Reading on the WIDA ACCESS for ELLs 2.0.

grades K-12 Alternate ACCESS for ELLs 2.0:

- require Overall composite proficiency level of P1 or higher and student exit criteria by an ELL/IEP committee. The ESOL Contact re-classifies the student code from LY to LF, and the student is monitored for two years.

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 Contact
- ESOL teacher
- other (specify) ESOL Program Coordinator

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

- An ELL Committee is involved in making exit decisions when the student has been placed in the program via an ELL Committee or when a stakeholder requests an exit review ELL Committee Meeting for students who have not earned the assessment and test exit criteria.
- Pursuant to Rule 6A-6.0903, F. A. C.

- The ELL Committee reviews the student's academic record holistically.
- Extent and nature of prior education or academic experience, special experience (e.g. the student may have another documented disability being met through an IEP or another student plan), and a student interview.
- Written recommendation and observation by current and previous instructional and supportive services staff.
- Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards.
- Grades from the current or previous years.
- Test results from tests other than the assessment according to paragraph (2) (a) of this rule.
- If a majority of the ELL Committee determines the student is English language proficient, the student should be exited from the program.
- The parent/guardian's preference as to whether a student is determined to be English language proficient shall be considered in the final decision.
- The ELL Committee documents the records reviewed by the committee. The committee's decision is supported by at least two of the criteria established in subparagraph (2) (c) 2 of this rule, and the supporting criteria shall be documented in the student's file.

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

- If an ELL Committee Meeting is warranted- classroom performance, report cards, and other assessment results are reviewed including updated language acquisition standards.
- Students exiting in the middle of a grading period are re-classified from LY to LF status, and the 2-year monitoring re-classification timeline begins.
- The ELL Plan and student information system are updated.
- Parent/guardian and faculty members are notified.
- The Exit code is L.

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, and
- re-classification of ELL status in data reporting systems?
- ESOL Contacts are responsible for conducting follow up, updating ELL Plan, and entering the re-classification and monitoring information into the system.

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

- report cards:
 - 1st report card after exit,
 - 2nd report card after exit,
 - 4th report card after exit, and
 - 2nd yr. exit anniversary,
- test scores,
- classroom performance,
- teacher input,
- other (specify) *Imagine Language and Literacy data, i-Ready data, Lexia data*

What is/are the procedure(s), including possible re-classification, implemented when the academic performance of former ELLs is not on grade level?

- If during the monitoring time frame an underachievement in grade level performance is identified, the ESOL Contact convenes an ELL Committee Meeting.
- The ELL Committee discusses, identifies, and targets the specific areas of underperformance and identifies any further language support needed, if any.
- If the ELL Committee deems it appropriate to re-classify the student to LY- the ESOL Contact documents the meeting information, places it in the ELL Plan, updates the ELL Plan, and updates student information system.

Compliance of ELL Plan and Student Performance

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

The ESOL Contact or administrator is responsible for maintaining these records. Student progress is monitored in the ELL Plan and is based on the targeted skills identified during the initial screening in ACCESS for ELLs 2.0 and academic assessments. Assessment results are kept in the ELL Plan and monitored throughout the course of the school year to demonstrate mastery of key English language acquisition concepts. Student ELL Plan and schedules are updated annually and monitored by the ESOL Contact and school based ESOL designated staff to ensure the ELL is provided the appropriate program funding code 130. Comprehensible instruction is monitored through classroom observations and review

of teacher lesson plans by school administrators. Teacher training records are monitored for compliance with ESOL requirements by the assigned district level certification specialist.

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

- The ELL Plan is presented at the ESOL parent/guardian meeting and is posted on the ESOL/Title III site ELL Plan. The ELL Plan is translated into Spanish, Haitian Creole, and Portuguese.

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

- A 6-hour meeting is conducted for all ESOL Contacts in the fall of every academic year wherein state rules, guidelines, mandates, and program initiatives are reviewed providing the ESOL Contacts with access to the state plan.
- Internal audits are conducted by the district team to ensure fidelity in the processes and policies set forth in the District ELL Plan.
- Consultations are conducted, and a checklist is provided to each school that identifies processes and procedures as they align with the District ELL Plan.
- A monthly newsletter is provided to all ESOL Contacts, administrators, and district leaders with compliance procedures for the month.
- An internal ESOL Audit Binder is provided to each school for compliance record keeping.

Section 8: Parent/Guardian, Student Notification and Rights

Describe the procedures used and provide a link of the notice to parent/guardian of an ELL who classified for participation in a language instruction educational program. Per Every Student Succeeds Act (ESSA) 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/will be participating, 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/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 school),
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 parent/guardian rights including written guidance:
 - a. detailing parent/guardian rights to have their child immediately removed from such program upon their request,
 - b. detailing parent/guardian option to decline enrolling their child in such program or to choose another program or method of instruction, if available, and
 - c. assisting parent/guardian in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, districts are required to notify parent/guardian when an ELL classifies for participation in the program no later than 30 days after the student's first day of school. Once a child is assessed and placed in the ESOL program, the parent/guardian is provided with the following communications:

- o Parent's Rights Letter, and
- o ESOL Placement Notification including required information above in the parent/guardian's language, when possible, and copies placed in the student's ELL Plan.

See ESOL Procedural Manual, pages 29 & 30

<https://www.brevardschools.org/Page/18195>

Describe the procedures used by school personnel for aiding parent/guardian (with an ELL) in their home language.

- The following supports are in place aiding parent/guardian in their home language:
 - o interpretation services,
 - o bi-lingual assistants,
 - o ESOL Itinerants,
 - o ESOL Parent Liaisons funded by Title III,
 - o ESOL program forms available in the primary languages of Spanish, Haitian-Creole, Portuguese, Arabic, and Vietnamese,

- o FOCUS, now available in many languages, and
- o Word-to-Word and Picture Dictionaries available for all ELL students when feasible.

Describe parent/guardian outreach activities informing parent/guardian how they may be involved in their child(ren)'s education and how they may assist their child(ren) in learning English and meeting state academic standards. (links must be added)

- Parent outreach activities include the following:
 - o school based communications and website announcements,
 - o Parenting in Today's World Workshop,
 - o Parent Leadership Council,
 - o Parent Teacher Associations,
 - o ESOL Parent Workshops & Virtual Meetings,
 - o monthly publications in the Al Dia Today newspaper,
 - o correspondence via FOCUS,
 - o parent night activities,
 - o registration,
 - o parent meetings, and
 - o translation services (Language Line).

School-to-home communications are sent by the LEA or school to parent/guardian of ELLs in a language the parent/guardian can understand. (check all that apply) provide links

- Results of language proficiency assessment Program placement ESOL Program
- Program delivery model option(s)
- Extension of ESOL instruction Exit from ESOL program
- Post re-classification of former ELLs monitoring
- Re-classification of former
- ELLs State and/or LEA testing
- Accommodations for testing (flexible setting) Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FAST in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause <https://www.brevardschools.org/Page/22150>
- 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 Curriculum & Instruction
- Career and Technical Education, charter schools, and student support activities Career & Technical Education, Charter Schools
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices <https://www.brevardschools.org/site/Default.aspx?PageID=2381>

- Registration forms and requirements Disciplinary forms/Code of Conduct
- Information about the Florida Standards and the English Language Development (ELD)
- Information about community services available to parents
- Info. opportunities for parental involvement (volunteering, PTA/PTO, SAC, Careers)
- 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 parent/guardian.

- Through FOCUS, parents may view report cards in the home language they request.
- For languages other than the primary language, meetings utilizing the interpretation services are used to communicate to parent/guardian. (Language Line)

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

**What type(s) of Parent Leadership Council (PLC) exist(s) 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 function of the ESOL Parent Council supports parent/guardian of students in the ESOL program by providing resources, services, and opportunities to increase parent/guardian and family engagement within the school community supporting academic achievement of English Language Learners.
- The ESOL Parent Council consists of parent/guardian of current and former students in the ESOL Program.

Much of a PLC is "composed of parents/guardians 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.

All district Parent Leadership Council members are parents/guardians of ELLs or former ELLs.

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

- ESOL Parent Liaisons host ongoing informational meetings throughout the academic year to share details about school and district-based committees with families.
- ESOL Parent Liaisons attend parent night, registration, ESOL parent night, multicultural events, and other parent/guardian meetings and provide school information and other ways for parents/guardians to get involved.
 - ESOL Parent Liaisons provide interpretation services in Spanish and other languages at said events.

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

- The ELL Plan is discussed, reviewed, and approved by members of the ESOL PLC.

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

If not, please provide an 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 English Language Arts and Intensive Reading instruction of ELLs who are required to obtain their ESOL endorsement/ certification are notified of training requirements and opportunities. Include the title of person(s) responsible for issuing the notifications and how the process is documented.

- Upon accepting an English Language Arts and/or Intensive Reading instructional position, the school secretary informs all non-ESOL endorsed/certified teachers of the ESOL requirements and certification route options.
- Part of the new hire packet is the endorsement notification letter, "Pre-Service Agreement for ESOL."
- The school secretary, with the ESOL Contact, informs teachers when the endorsement courses are offered and the mandated timeline for completion of endorsement/certification. Notification of classes are posted in the LTP Memos by the Department of Professional Learning & Development.
- The process is documented in the Frontline electronic system and our student information system for data reporting.

To teach English or English Language Arts to English Language Learners (ELLs), educators in Florida must hold an ESOL endorsement.

There are two main paths to achieve this:

1. **Pre-service route:** Complete an ESOL endorsement program as part of a Florida Department of Education (FDOE) approved teacher preparation program (usually done before starting a teaching job).
2. **In-service route:** Complete a 300-hour FDOE approved district in-service add-on endorsement program. This program covers five key domains:
 - **Domain 1:** Culture (Cross-Cultural Communications)
 - **Domain 2:** Language and Literacy (Applied Linguistics)
 - **Domain 3:** Methods of Teaching English to Speakers of Other Languages
 - **Domain 4:** ESOL Curriculum and Materials Development
 - **Domain 5:** Assessment (ESOL Testing and Evaluation)

Alternatively, educators may pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training may be counted, if documented. The Department of Professional Learning & Development handles filing for the ESOL Endorsement and monitors compliance. The Office of Multilingual Services supports educators by providing information and coordinating ESOL endorsement courses advertising, scheduling, and delivery.

Teachers may also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training may be used and documented in the teacher's personnel file. The Department of Professional Learning & Development for BPS will schedule, monitor, coordinate, and deliver these courses. Weighted FTE 130 may be claimed for these teachers.

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

- The school secretary at each school has access to reports indicating which teachers are lacking their training requirements and reports them to the school administration team. The administration submits teachers out of compliance with ESOL training requirements to the district school board for approval until said teachers comply.
- The Department of Professional Learning & Development maintains and manages the data appearing in the schools' reports to properly identify and notify teachers who have completed or need their training hours.

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

- Each school's secretary can access reports indicating which instructional staff are lacking in their training requirements, and the school's secretary reports them to the school administration team.
- The Department of Professional Learning & Development maintains and manages the data appearing in the schools' reports to properly identify and notify instructional staff who have completed or need their training hours.

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

- **Monitoring:** School administrators review ESOL Out-of-Field reports monthly.
- **Timeline:** When an ELL student is assigned to a Category I teacher, a timeline starts for teacher to pursue ESOL endorsement.
- **Pre-Service Agreement:** Teachers must fulfill the "Pre-Service Agreement for ESOL" by taking a 60-hour ESOL course within a year, followed by additional coursework until the endorsement is earned.
- **Funding:** If a Category I teacher completes the initial 60-hour course within the timeline, their ELL students are eligible for funding.
- **Compliance:**
 - **Teacher:** Signs an ESOL Out-of-Field form submitted to the School Board for approval by the administration.
 - **School:** Ensures compliance with the "Pre-Service Agreement."
- **Support:** The Department of Professional Learning & Development assists schools with monitoring and compliance.
- **Transparency:** Parents are informed if a teacher is out-of-field in ESOL.

Weighted FTE 130: Schools may claim Weighted FTE 130 for core courses taught by teachers with a valid ESOL endorsement.

Benefits:

- **Funding for ELL Students:** Completing the initial ESOL course allows Category I teachers to have their ELL students qualify for funding.
- **Weighted FTE 130:** Schools benefit from claiming additional funding for core courses taught by qualified ESOL teachers.

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 Brevard County Schools ESOL for Administrators and School Counselors 60-credit course consists of the following three sections:
 - Foundations of ESOL Training (24 credits),
 - ESOL Cultural Awareness for Administrators (18 hours), and
 - Teacher Evaluation in ESOL (18 hours).
- A list of new school-based administrators is compiled annually by the Office of Educational Leadership and monitored for completion within the timeframe allotted.
- Records are maintained by the Department of Professional Learning & Development and documented in the Frontline system.
- If any school administrator fails to complete the required 60 hours of ESOL training within the three years, procedures are in place for non-renewal of their administrative contract for the subsequent year beyond their timeline.

Describe how the LEA provides the 60-hour ESOL training requirements for guidance counselors and the LEA's tracking system.

- New school counselors are identified by the Department of Professional Learning & Development.
- Records are maintained by the Department of Professional Learning & Development and documented in the Frontline system.
- If any school counselor fails to complete the required 60 hours of ESOL training within the three years, procedures are in place for non-renewal of their contract for the subsequent year beyond their timeline.

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

The ESOL Department keeps staff informed about optional ESOL training opportunities. These offerings may come from the school district, the Department of Education (DOE), or WIDA facilitators.

Benefits:

While this training doesn't fulfill mandatory ESOL requirements, it offers:

- **Professional development:** to deepen one's knowledge and skills in supporting ELL students; and
- **In-service points:** to earn points upon course completion (check eligibility details).
-

Registration:

Staff may sign up for these courses or activities through the Frontline site.

<https://www.brevardschools.org/Domain/2185>

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

- Not applicable

A bi-lingual 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 bi-lingual paraprofessionals. Explain the bi-lingual paraprofessional's job description and primary assignment.

Bi-lingual Paraprofessional Eligibility Requirements

The LEA (Local Education Agency) requires bi-lingual paraprofessionals to meet the following qualifications:

- **Education:**
 - high school diploma or equivalent, and
 - an associate degree (AA/AS) in any field, or
 - passing a paraprofessional certification exam (e.g., ParaPro assessment), and
 - valid Florida driver's license, and
 - experience working with school age children and youth in any capacity preferred.
- **Language Fluency:**
 - fluency in English,
 - fluency in the four language domains in English and the target (native) language of the students they will be supporting, as determined by the specific job responsibilities.

Bi-lingual Paraprofessional Job Description

Primary Assignment: Bi-lingual paraprofessionals work directly with English Language Learners (ELLs) in classroom settings.

Job Responsibilities:

- participate in ongoing professional development activities to stay updated on best practices for supporting ELLs,
- follow established program procedures for working with ELLs,
- provide one-on-one or small group instructional support to ELL students,
- ability to interact with culturally diverse students and parents, and
- ability to operate and learn to operate school-related equipment.

Additional Notes:

- This is not an exhaustive list of responsibilities. Specific duties may vary depending on the school and students' needs.
- Bi-lingual paraprofessionals play a vital role in supporting ELL students' academic success and language development.
- Additional guidelines are available on [the ESOL/Title III webpage](#):

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

- Bi-lingual Assistants must attend the mandated 3-day (18 hr.) training when hired where topics that focus on, but are not limited to, the following: program procedures, job responsibilities and relational skills, instructional strategies and supports as related to student language development and WIDA Can Do Descriptors, cultural differences and adaptation support for newcomers, individual and small-group strategies, tutoring, translanguaging and appropriate use of student native language to support instruction, most effective use of support programs (data, reports, remediation), and classroom teacher lesson support.
- Bi-lingual Assistants are also required to attend the Bi-lingual Assistant Seminar that occurs yearly.

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

- Bi-lingual Assistants must provide language samples of English and the targeted language in speaking, reading, and writing during the interview process.
- Through the interview process school-based principals ensure the applicants qualify for the position.
- The District ESOL/Title III team reviews the language samples for proficiency approving or denying the hiring of the Bi-lingual Assistant.

- Language samples are kept at the school site in the employee's file.

Please provide an assurance letter from the district superintendent that the district complies 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 (EOS) 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.

Eligibility:

- students who have participated in the ESOL program for three or more consecutive years (entering year 4), as determined by their Date of Entry into U.S. Schools (DEUSS) date, and/or
- students entered through an ELL Committee meeting.

Evaluation Schedule:

- the ELL Committee conducts annual reviews for eligible students,
- EOS is scheduled within a 30-day window prior to the student's DEUSS date, and no later than the anniversary date unless the student's anniversary date falls within the first two weeks of any school year; then the ELL Committee meeting may convene no later than October 1st; this process shall be continued annually thereafter.
 - Window 1 and Window 2 uses different data to support decision making during EOS.
 - Window 1 (up to October 1st)
 - Window 2 (October 2nd to the end of the academic year)

Assessment Instruments:

- department-approved assessments (typically ACCESS 2.0, FAST, ACT, SAT concordant scores) are preferred when available,
- if these assessments fall outside of Window 1, language acquisition data (gathered within the 30-day prior window) needs to be added and utilized to ensure comprehensive evaluation across all language domains (listening, speaking, reading, and writing).

Determination of Services:

- the ELL Committee makes placement decisions based on a minimum of two state-established criteria for English language proficiency:
 - Students demonstrating proficiency will be exited from the ESOL program.
 - Students who require further support will continue to receive ESOL services.

Documentation:

- all committee decisions (continuation, exit, or further evaluation) are documented within the student's individual ELL Plan along with supporting evidence from the review process, and
- meeting notes must reflect the use of a minimum of three data sources.

Re-evaluation Process:

- 1. Referral:** Students meeting the eligibility criteria are referred to the ELL Committee for review.
- 2. Committee Review:**
 - The committee comprehensively analyzes data from various sources, including:
 - student report cards,
 - individual portfolios,
 - attainment of Florida standards,
 - performance on district and state assessments,
 - input from parents and teachers,
 - duration of enrollment in the ESOL program,
 - language acquisition progress.

3. Committee Decision: Based on the review, the committee determines the most appropriate course of action:

- continue in the regular education program without further support,
- recommend further evaluation for specific needs, or
- extend ESOL services for continued language acquisition support.
-

Responsibilities:

- The ESOL Contact plays a critical role in:
 - initiating student ELL Plans,
 - placing students appropriately after assessment, and
 - ensuring accurate and up-to-date student data entry and maintenance. 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.

- WIDA Screener
- IPT I-Oral (K-6) / IPT II-Oral (7-12)
- ACCESS for ELLs: Listening level 4 or higher
- ACCESS for ELLs: Speaking Level 4 or higher
- *Imagine Language & Literacy*

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.

- ACT/SAT
- FAST
- IRW 1-(2-3)
- IRW 2-(4-6)
- IRW3-(7-12)
- ACCESS for ELLs: Reading level 4 or higher
- ACCESS for ELLs: Writing level 4 or higher
- WIDA Screener
- *Imagine Language & Literacy*