

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




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Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through Language Acquisition  
 Florida Department of Education  
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 Tallahassee, Florida 32399-0400

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<b>(1) NAME OF THE DISTRICT:</b> <i>Brevard County</i>	<b>(2) CONTACT NAME/TITLE:</b> <i>Marilyn J. Borges</i> <i>ESOL/Title III &amp; Immigrant Grant Manager</i>	<b>(3) CONTACT PHONE NO (EXT.):</b> <i>3216331000x11591</i> <b>EMAIL ADDRESS:</b> <i>Borges.Marilyn@BrevardSchools.org</i>
<b>(4) MAILING ADDRESS:</b> <i>2700 Judge Fran Jamieson Way</i> <i>Viera, Florida 32940</i>	<b>(5) PREPARED BY: (If different from contact person)</b> <b>First Name:</b> <b>Last Name:</b> <b>Mailing Address:</b> <b>Phone No:</b>	
<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, Dr. Mark W. Mullins, 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	 <i>3/11/22</i> 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:		
<i>Sabilton Paz Oscar Armando + Candy Lissenia Huezco Mejia</i>		
Contact Information for District PLC Chairperson:		
<i>914 Kensington Drive, Cocoa, FL 32922</i>		
Mailing address:		
<i>huzocandy@gmail.com</i>		
E-mail Address:	Phone Number:	
	<i>321 394 1832</i>	
Date final plan was discussed with PLC:		
	<i>2/21/22</i>	
Signature of the Chairperson of the District PLC	Date Signed by PLC Chairperson	

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

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

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

By signature below, I, Dr. Mark W. Mullins, 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 registration procedures for Brevard County School are the same for all students. However, whenever a parent answers “yes” to one or more of the three questions on the Home Language Survey, the school clerk provides notification of ESOL language assessment procedures to the parent and informs the ESOL Contact of the registrant’s indication to the questions.
- The LEA follows the guidelines to meet and comply with the Consent Decree’s requirement for identification and placement.

Into what languages are the HLS translated?

- The Home Language Survey is available in Spanish, Portuguese and Haitian-Creole.

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

- Parents are provided the following language supports:
  - ESOL Parent Liaisons
  - ESOL Teachers
  - Bilingual Assistants
  - Online interpretation services

How do you identify immigrant students?

- Immigrant student identifying questions are included and part of the registration process.
- Information is entered into our student information system and reports are run by the school clerks to properly identify and code students qualifying for immigrant student status.

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

- The DEUSS is part of the registration form for all students and confirmed during the Programmatic Assessment, where applicable.

Please include a link to your HLS.

- <https://www.brevardschools.org/Page/18195>
- <https://www.brevardschools.org/site/Default.aspx?PageID=18023>

## 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.

- Ballard & Tighe's IPT I for grades K-6
- Ballard & Tighe's IPT II for grades 7-12
- WIDA Screener: K-12

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

- Clerk appropriately codes the student using LP or LY designation in our student information system
- 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 20-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 in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

- Ballard & Tighe's IDEA IPT Reading and Writing (IRW)
  - Format C for original placement
  - Format D for reevaluations

## 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?

- An ELL Committee is convened to include the ESOL Contact, parents, ESOL Teacher and/or Bilingual Assistant if applicable, ELA/ILA/Reading Teacher and ESOL District ESOL Contact when appropriate.
- Parent ELL Committee Meeting invitation letter is sent home to the parent and attendees, and a copy is placed in the ELL Monitoring Folder/Plan
- Utilizing the ELL Committee Meeting Form, the ESOL Contact, who serves as the LEA, documents and reviews the following information:
  - Reason for meeting
  - Student academic status
  - DEUSS
  - Student proficiency level in the language assessment
  - Previous records
  - Transcripts
  - Programmatic Assessment
  - Data and information supplied by teacher(s)
  - Exposure to English
  - Home resources
  - Additional services student may be receiving

- Other data elements as needed

### **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.

- The ESOL Contact or designee completes the Programmatic Assessment
- Prior educational experience is gathered and considered to determine placement and support
- If available, prior academic transcripts and/or documentation is reviewed
- An interview is conducted with the parent/guardian and student to discuss other pertinent information that may impact placement and/or support
- 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 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.

- 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 unrepresented at which point the following are considered and discussed:
  - Nature of prior educational and social experience
  - Teacher recommendations
  - Parent/Guardian input
  - 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, etc.
- Students receive credit for all courses successfully completed foreign language course other than the documented home language or 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 trainings and provide resources on foreign transcript review and placement procedures

### **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 ELL's withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

- Reenrolling in Brevard County from another Florida district:
  - Brevard honors placement of the referring district
    - Update student information system
  - If student's record is incomplete, and withdrawal date is one year or more, the student administered the language screener
    - The ESOL Contact documents the committee meeting and last re-evaluation
    - Plan date will be updated based on committee's decision however, the original identification and placement (entry and classification date) remains the same
    - The original DEUSS remains
    - If LY, funding is determined based on number of completed FTE cycles
- Reenrolling in Brevard County from another state:
  - Brevard honors placement of the referring state
    - Update student information system
  - If student's record is incomplete and transfer date is less than a year, Brevard utilizes the original placement information and continues services and applicable procedures based on DEUSS
    - The ESOL Contact documents the committee meeting and last re-evaluation
    - Plan date will be updated based on committee's decision however, the original identification and placement (entry and classification date) remains the same
    - The original DEUSS remains
    - If LY, funding is determined based on number of completed FTE cycles
- Reenrolling to Brevard County from another country:
  - Service resume and continue automatically for any student reenrolling in Brevard County within 6 months, or less, of withdrawal
    - Update student information system
  - If student is reenrolling in Brevard County after a 6-month absence, or more, the language assessment will be readministered and reevaluated during a convened ELL Committee Meeting to determine placement
    - The ESOL Contact documents the committee meeting and last re-evaluation

- Plan date will be updated based on committee's decision however, the original identification and placement (entry and classification date) remains the same
- The original DEUSS remains
- If LY, funding is determined based on number of completed FTE cycles

## 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 are written and placed in the ELL Student Plan.
  - Required documentation are sent to parents and copies of communications are placed in the ELL Student Plan
  - The ESOL Contact and/or the school clerk replicates the plan's information into the student information systems
  - 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
    3. Whenever there is a change in the student's schedule affecting the teacher of record, courses 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 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 Reentry, if applicable
  - Plan Data Information
  - Student Schedules
  - Additional Progress Monitoring
  - Post Reclassification Monitoring and Comments
  - 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 the students

Please include a link to the ELL Student Plan.

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

## 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 school's administration is responsible for ensuring teacher training and that ELLs are receiving 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 that 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 their WIDA English level of proficiency with accommodations, differentiations and/or other language supports the students may need.
- The district team provides professional development in regard to the pedagogical supports for ELLs.
- The district team analyzes data and confers with schools to ensure that fidelity is consistent and evident in the school's corresponding instructional model.

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

- Brevard's English Language Learners have access to the same curriculum and courses as English-speaking students.
- Brevard's instructional model ensures that every teacher is a language teacher, trained and equipped with learning supports that make instruction accessible to English Language Learners.
- 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 support to promote comprehensible input for our 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 supports, 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

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

- All Brevard students have access to choice and 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 the Accommodations Form for ELLs that is maintained by every teacher of as English Language Learner
- The ESOL Accommodation Form for ELLs is to be available upon request and must be presented by teachers invited to an ELL Committee Meeting.

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

- School administrators are responsible for ensuring and monitoring of 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 being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

Student Portfolios

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

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

LEA/school-wide assessments (Specify) \_\_\_\_\_

Other (Specify) SAT and ACT \_\_\_\_\_

### Student Progression

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

Yes

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

- See SPP, Page 93  
<https://www.brevardschools.org/site/handlers/filedownload.ashx?moduleinstanceid=29866&dataid=41177&FileName=2021-2022%20Student%20Progression%20Plan%209-20-2021.pdf>

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.

- An ELL student qualifies for Good Cause Exemption if she/he has received English instruction for less than 2 years based on the date of entry into US schools (DEUSS).
- See SPP, Page 99  
<https://www.brevardschools.org/site/handlers/filedownload.ashx?moduleinstanceid=29866&dataid=41177&FileName=2021-2022%20Student%20Progression%20Plan%209-20-2021.pdf>

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 Degree and rules 6A-6.0900-6A.6.90, 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 of English Language Learners to ensure compliance as not one sole person can determine the outcome or plan for an English Language Learner.
- The ELL Committee LEA documents the participants, shares and reviews to include state assessments, ACCESS for ELLs and classroom performance and documents 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 training for all testing coordinators.
- The Director of Testing and Accountability in collaboration with the ESOL Program Manager collaborate to share the supports and accommodations available to English Language Learners.
- Documentation of such trainings include:
  - Training agendas
  - Training database (ProGoe)
  - Presentations
  - 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 that ELLs are provided appropriate testing accommodations (per test administration requirements)?

- At the elementary level the Assistant Principal and/or the Assessment Coordinator is responsible for ensuring the appropriate accommodations. (They are often one in the same.)
- At the secondary level, the school principal designates the Guidance Service Professional and/or the Assessment Coordinator. (They are often one in the same.)

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 are notified by the following communications:
  - School newsletters
  - Parent announcements via Cynervoice
  - Parent nights
  - Letters
  - ESOL Parent Liaison Workshops
  - Parent Translation Resource is found on the ESOL/Title III webpage: [https://drive.google.com/file/d/1eoi-7\\_LSbcJm19cnrRqsL7q7cCmiqeBb/view](https://drive.google.com/file/d/1eoi-7_LSbcJm19cnrRqsL7q7cCmiqeBb/view)

## 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.

- ESOL Contacts monitor the scores and proficiency levels for English Language Learners
- The ESOL Program exit criteria are the following:
  - Grades K-2
    - Overall composite level of 4.0 or greater AND
    - A Proficiency level of 4.0 or greater in reading
  - Grades 3-12
    - Overall composite level of 4.0 or greater AND
    - A Proficiency level of 4.0 or greater in reading AND
    - Student must meet qualifying reading scores as determined by assessment in FSA or meet the reading concordant scores in SAT and ACT
  - Grades K-12 Alternate ACCESS for ELLs 2.0
    - Overall composite proficiency level of P1 or greater

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?

- 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.

- The criteria used by the ELL Committee to determine academic and language proficiency are the following:
  - Extent and nature of prior educational and academic experience
  - Student interview
  - Written recommendation and observations by current and previous instructional and support staff
  - Mastery level of basic competencies and skills in the four domains of the English language
  - Grades from current and previous years
  - Test results

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.
- Students exiting in the middle of a grading period are reclassified to LF status and the 2-year monitoring reclassification timeline begins.
- The ELL Plan and student information system are updated.
- Parents and faculty members are notified.

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

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

Conducting the follow-up performance of former ELLs?

Updating the student ELL plan?

Reclassification of ELL status in data reporting systems?

- ESOL Contacts are responsible for following up, updating the ELL Plan and entering the reclassification and monitoring information into the system.

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

Report Cards

- 1<sup>st</sup> report card after exit
- 2<sup>nd</sup> report card after exit
- 4<sup>th</sup> report card after exit
- 2<sup>nd</sup> year exit anniversary

Test Scores

Classroom Performance

Teacher Input

Other (Specify) \_\_\_\_\_

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

- If during the monitoring timeframe an underachievement in in grade level performance is identified the ESOL Contact convenes an ELL Committee Meeting.
- The ELL Committee discuss, identify, and target the specific areas of underperformance and identify any further language supports needed, if any.
- If the ELL Committee deems it appropriate to reclassify the student to LY, the ESOL Contact documents the meeting information and places it in the ELL Plan and updates the ELL Plan and student information system.

### **Compliance of ELL Plan and Student Performance**

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

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

- The ELL Plan is presented at the ESOL Parent Meeting and is posted on the ESOL/Title III website.  
<https://www.brevardschools.org/Domain/2185>

How does the LEA ensure that 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 to include 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 specifically identifies processes and procedures as they align with the District ELL Plan.
- A monthly newsletter is provided to all ESOL Contact, administrators and district leaders with compliance procedures for the particular month.
- An 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 to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. The reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

3. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  4. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
  5. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
  7. In the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
  8. Information pertaining to parental rights that includes written guidance—
    - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
    - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
    - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.
- Once a child is assessed and placed in the ESOL Program the parents are provided with the following communications:
    - Parent's Rights Letter
    - Placement Letter to include required information above  
See ESOL Procedural Manual, pages 45 & 46  
<https://www.brevardschools.org/Page/18195>

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

- The following are supports in place to provide assistance to parents/guardians in their home language:
  - Interpretation services
  - Bilingual Assistants
  - ESOL Itinerants
  - ESOL Parent Liaisons funded by Title III
  - ESOL program forms are available in the primary languages of Spanish, Haitian-Creole, and Portuguese

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.

- Parent outreach activities include the following:
  - School based communications



- Website announcements
- Parenting in Today's World Workshop
- Parent Leadership Council
- Parent Teacher Associations
- ESOL Parent Workshops & Meetings
- ESOL Project Graduation
- Monthly publications in the Al Dia Today newspaper

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.):

- Results of language proficiency assessment
- 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
- 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 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
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- 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.

- For languages other than the primary languages meetings utilizing the interpretation services are used to communicate 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 function of the ESOL Parent Council is to support parents of the students in the ESOL Program by providing resources, services and opportunities to increase parent and family engagement within the school community to support the academic achievement of English Language Learners.
- The ESOL Parent Council consists of parents/guardians of current and former students in the ESOL Program.

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

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

- ESOL Parent Liaisons conduct ongoing meetings throughout the academic year where information of committees as the school and district level are shared
- ESOL Parent Liaisons attend Parent Nights, Registration, ESOL Parent Nights, Multicultural Events and other parent meetings and provide school information and other ways for parents to get involved.
  - The ESOL Parent Liaisons provide interpretation services in Spanish 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 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.

- Upon accepting a Language Arts and/or Intensive Reading instructional position the school secretary informs all non-ESOL endorsed/certified teacher 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 in collaboration with the ESOL Contact, inform teachers when the endorsement courses are offered as well as the mandated timeline for completion of endorsement/certification.
- The process is documented in the ProGoe electronic system and our student information system for data reporting.

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

- The ESOL Contact at each school has access to reports that indicate what teachers are lacking their training requirements and reports them to the school administration team and the school secretary.
- The Office of Professional Leading and Learning maintain and manage the data that appears on the schools reports to identify teachers that have completed or are in need of their training hours.

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

- The Office of Professional Leading and Learning maintain and manage the data that appears on the schools reports to identify teachers that have completed or are in need of their training hours.
- The Office of Professional Leading and Learning announces the availability of the training courses via the Leadership Team Packet that is sent electronically to all principals.

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

- School administrators are charged with monitoring ESOL Out-of-Field reports monthly.

- Once an ELL student is assigned to the teacher, their timeline to initiate endorsement initiates and they must honor the “Pre-Service Agreement for ESOL” by taking a 60-hour course ESOL course within a year and subsequently take a course until the ESOL endorsement/certification is earned.
- If a “Category I” teacher takes an ESOL course within their timeline, the English Language Learners in their courses are eligible to receive funding.
- School administrators ensure that the teacher signs an ESOL Out-of-Field form that is sent to the School Board for approval.
- The Office of Certification and Professional Leading and Learning assist schools in the monitoring and compliance.
- Parents are notified of the teachers who are Out-of-Field in ESOL.

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)
  - 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 Office of Professional Leading and Learning and Educational Leadership and documented on the ProGoe 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 Office of Certification and Professional Leading and Learning.
- Records are maintained by the Office of Professional Leading and Learning and documented on the ProGoe 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 that instructional staff are informed of English Language Development standards and best practices.

- The following is a list of the some of the professional development opportunities offered:
  - New ESOL Contact Orientation
  - ESOL General Contact Meeting
  - ESOL Teacher PLCs

- New Bilingual Assistant Training
- A complete list of professional development opportunities is available on the ESOL/Title III website: <https://www.brevardschools.org/Domain/2185>

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

- Not applicable

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

- The eligibility qualifications are the following:
  - High school diploma or equivalent AND
  - Minimum 60 semester hours from an accredited institution with at least 30 hours in general education core curriculum and /or child development and education OR
  - Successful completion of the Para-Pro Test with a score of 464 or higher AND
  - Valid Florida Driver License
  - Experience working with school age children and youth in any capacity preferred
- Job description and primary assignment for Bilingual Assistants are the following:
  - Bilingual in the 4 language domains in English and the target language
  - Provide instructional support to limited English proficient students
  - Ability to interact with culturally diverse students and parents
  - Ability to operate and learn to operate school-related equipment
- Additional guidelines are available on the ESOL/Title III webpage: <https://www.brevardschools.org/Domain/2185>

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

- Bilingual Assistants must attend the mandated 3-day training when hired where the theories of language development are extensively discussed, classroom strategies and supports are modeled, and case studies are provided to measure understanding.
- Bilingual Assistants are also required to attend the Bilingual Assistant Seminar that occurs yearly in December.

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

- Bilingual Assistants must provide language samples of the targeted language during the interview process.
- The District ESOL/Title III team reviews the language samples for proficiency, approving or denying the hiring of the Bilingual 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 is in compliance with all ESOL training requirements.

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

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

- The following procedures are used to determine EOS:
  - Verification reports to identify students entering in year 4
  - Verification report to identify students entered through an ELL Committee
  - Years in program is determined by date entered the program guided by the DEUSS
  - EOS reviews are scheduled no earlier than 30 days prior to the DEUSS
  - Window 1 and Window 2 determine data used to determine EOS
    - Window 1 (up to October 1<sup>st</sup>)
    - Window 2 (October 2<sup>nd</sup> to the end of the academic year)
      - Language screener for all 4 domains
      - State assessment for grades (3-12)
- The ELL Committee reviews the assessments, classroom performance, instructional feedback, DEUSS, parent input and accommodations form(s) to determine where the student shall be considered for continued placement in the ESOL Program and decide on the approval to extend services.
- The ESOL Contact records the meeting's minutes, and updates the ELL Plan and student information system according to the committee outcomes

### **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.

- IPT I-Oral (K-6)
- IPT II-Oral (7-12)
- ACCESS for ELLs: Listening level 4 or greater
- ACCESS for ELLs: Speaking Level 4 or greater

### **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
- FSA

- IRW 1-(2-3)
- IRW 2-(4-6)
- IRW 3-(7-12)
- SAT
- ACCESS for ELLs: Reading level 4 or greater
- ACCESS for ELLs: Writing level 4 or greater