

Submit one original and one copy of this form with original signature of the superintendent and plan narrative to:

Date Received by FDOE

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
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Florida Department of Education

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DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
BREVARD		JEANNE JUDNICH ESOL RESOURCE TEACHER		(321) 633-1000 EXT. 302	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
2700 JUDGE FRAN JAMIESON WAY VIERA, FL. 32940-6601					
(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, <u>Dr. Richard A. Dipatri</u> , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Pending Board Approval	
				_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Jeannie Judnich					
Contact Information for District PLC Chairperson: Jeannie Judnich Mailing address: 2700 Judge Fran Jamieson Way					
E-mail Address: judnichj@brevardschools.org Phone Number: 321) 633-1000 Extension 302					
Date final plan was discussed with PLC: September 16, 2008 PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved					
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0900 - 6A-6.0909; 6A; 6A-6.09091; 6A-1.09432, Florida Administrative Code (FAC.), and other applicable State Board of Education Rules;
- The requirements of the No Child Left Behind Act of 2001;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1980;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office of Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office of Civil Rights Standards for the Title VI Compliance.

By signature below, I, Dr. Richard A. Dipatri, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs.

In Brevard all students are surveyed using the Home Language Survey during regular procedures for initial registration at each school site, with the questions specified in State Board Rule 6A-6.0902. The principal's designee at each school administers the Home Language Survey to new students. This survey is only done once in a student's Florida school career. The survey form is available in the ESOL website (LINK:<http://secondarypgms.brevard.k12.fl.us/esol.html>) for schools to duplicate in English, Spanish, Haitian Creole, and French. Translation of documents is available to schools electronically through (LINK:<http://www.vialanguage.com>) in any language. School registrars and/or ESOL Contacts also arrange for language assistance, unless clearly not feasible.

All completed Home Language Surveys are collected, filed, and maintained in each individual student's cumulative folder at the school site. Data regarding the initial enrollment date, Home Language Survey date, and student membership information is collected on the regular student registration form, given to the person responsible for computer data entry at the school site, and entered into the District's Student Data Base. These are the procedures followed for all students.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

Upon registration, all students entering the Brevard County Public School for the first time are surveyed with the Home Language Survey unless the student already has a survey. This survey is part of the student registration packet. The survey includes the following three questions required by Rule 6A-1.0955.

- (1) Is a language other than English used in the home?
- (2) Did the student have a first language other than English?
- (3) Does the student most frequently speak a language other than English?

The student registration form is available in English, Spanish, Haitian Creole, Chinese and Vietnamese. The Home Language Survey is available English, Spanish, Haitian Creole, Chinese, and French. The Home Language Survey will be available in Portuguese and Vietnamese; the registration form will be available in Portuguese by the end of the 2008-2009 school year.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS.

The date of the survey is entered on TERMS screen S313. Survey: Enter the date of the Home Language Survey. If the answer to any of the questions on the survey is "yes" the following is done:

- A parent signature is obtained on the Notification of ESOL Testing Procedures form. It is available in English and Spanish.

- Any student who answers "yes" to Question 1 only (language other than English used in the home), is placed in the Regular Program, pending testing. Lp code: LP is entered in TERMS, Screen S706.
- Any student who answers "yes" to Question 2 (first language) or Question 3 (most frequently speak a language other than English) or to both is placed in the ESOL Program on a temporary basis. Basis of Entry T. Enter the following data on S706: Lp code: LP Entry: enter the date they were placed with the eligible teachers.
- Pre-K students are placed in the ESOL Program with an ESOL eligible Pre-K teacher on the basis of any "Yes" answer on the Home Language Survey. Testing is not required until they enter kindergarten. LP. Basis of Entry: T.

The student is referred to the appropriate personnel who will test the student to verify whether the student is eligible for ESOL services.

Parents are sent a letter of Notification of ESOL Testing Procedures Determination of Student Eligibility for ESOL program placement. . (LINK:<http://secondarypgms.brevard.k12.fl.us/esol.html>) This notification letter is available in English, and Spanish.

The ESOL Contact, Registrar, Guidance Counselor and/or Data Entry Clerk are responsible for the procedures followed at the school and for collecting demographic data. At the time of initial registration, information is gathered about the extent and nature of the student's prior educational experience in his/her homeland, and student membership information. All information is collected on the regular student registration form, all data and information is entered at the school site into the District's Student Data Base (TERMS).

3) Provision of Understandable Communication

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

During regular procedures for initial student registration at each school site, the Registrar, ESOL Contact, Guidance Counselor and/or Data Entry Clerk are responsible for procedures followed at the school and for collecting demographic data including the Home Language Survey. To facilitate communication with non English speaking parents, schools have access to forms and letters required for registration in English, Spanish, Chinese, French, Haitian Creole, Portuguese and other languages. The student registration form is available in English, Spanish, Haitian Creole, Chinese and Vietnamese. The Home Language Survey is available in English, Spanish, Haitian Creole, Chinese, and French. The Home Language Survey will be available in Portuguese and Vietnamese; the registration form will be available in Portuguese by the end of the 2008-2009 school year. Translation of documents is available to schools electronically through (LINK:<http://www.vialanguage.com>) in any language. School registrars and/or ESOL Contacts also arrange for language assistance, unless clearly not feasible.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc.

Demographic data, not limited to native language, country of birth, date entered the U.S. (on the registration form), is collected at the time of registration. Information is gathered regarding the extent

and nature of the student’s prior educational experience in his/her homeland, and student membership information. All information is collected on the regular student registration form. All data is entered at the school site, and entered into the District’s Student Data Base. The documentation of the information gathered is filed in the student’s cum folder.

- Transcripts from current or previous years and any available standardized test scores are consulted.
- To gather more information, and/or if previous transcripts and test scores are unavailable, the parents or guardians and the student are interviewed regarding the student's prior educational and social experience. (They are asked questions regarding the number of years of schooling the student has had, what subjects he/she has studied, how well the student has done and whether the student can read his/her native language.) Written recommendation and observation by current and previous instructional and supportive staff are also consulted when available and appropriate.
- For accurate placement, other appropriate tests or other assessments may be identified to aid in the correct academic placement of the student. The test or assessment may be identified by the ESOL Contact in consultation with academic and ESOL teachers, the district ESOL Resource Teacher, and, if appropriate, exceptional education personnel.
- Students are then placed at the appropriate grade level and in the appropriate classes based on the programmatic assessment, not on the basis of their English proficiency.
- Documentation of the criteria used for placement of the ELL student is written on/or placed in the ELL Student Plan Folder.

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

The personnel responsible for the English language assessment of potential ELLs in our district is the ESOL Contact, a Reading Coach, or another certified and trained designee as assigned by the administration of the school.

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher’s cut-score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT 1 Oral Form E	K-6		17	32
IPT II Oral Form C	7-12		17	32-

6) Listening and Speaking Proficiency Assessment (continued)

- (1) A raw score represents the number of points a student received for correctly answering questions on a test.
 (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

See - K-2 English Language Learner Placement Chart

<http://secondarypgms.brevard.k12.fl.us/ESOL/ELL%20placement%20K-2.pdf>

Refer to link above.

It is the responsibility of the ESOL Contact, Guidance Counselor, Reading Coach or other certified and trained person as assigned by the administration to test potential ELLs and grade the assessments. The recording of the data is usually assigned to the Data Entry Clerk but is at the discretion of the administration. Students are tested within 20 Days of the student's date of enrollment, unless it is not feasible at which time the parents/guardians are notified of the delay and the reason for the delay. Initial eligibility for the ESOL Program is determined through the administration of the IPT aural/oral language assessment.

In Brevard potential ELLs in K-6 are administered the Oral Language Proficiency IPT I K-6 test to determine the student's Oral English skills level – Non English Speaker (NES) or Limited English Speaker (LES) or Fluent English Speaker (FES).

See - Grades 3-12 English Language Learner Placement Chart

<http://secondarypgms.brevard.k12.fl.us/ESOL/ELL%20placement%203-12.pdf>

Refer to link above.

It is the responsibility of the ESOL Contact, Guidance Counselor, Reading Coach or other certified person as assigned by the administration to test potential ELLs and grade the assessments. The recording of the data is usually assigned to the Data Entry Clerk but is at the discretion of the administration. Students are tested within 20 days of the student's date of enrollment, unless it is not feasible at which time the parents/guardians are notified of the delay and the reason for the delay. Initial eligibility for the ESOL Program is determined through the administration of the IPT aural/oral language reading and writing assessments.

In Brevard potential ELLs in grades K-6 are administered the Oral Language Proficiency Test (IPT K-6). Students in grades 7-12 are administered the Oral Language Proficiency Test (IPT II 7-12) test to determine the student's Oral English skills – Non English Speaker (NES) or Limited English Speaker (LES) or Fluent English Speaker (FES).

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses?

The person responsible for administering the HLS refers any student who answers "yes" to any of the questions in the HLS to the ESOL Contact or designee at the school. As a back up, the ESOL contact is responsible for checking with the front office for any possible Home Language Surveys with a "yes". The designee at each school site ensures the test is administered as soon as possible after the

student's initial enrollment and shall be completed within 20 school days. To ensure that the listening and speaking test is administered within the 20 school days school personnel print on a regular basis an ESOL error report which includes testing information. The district also often monitors and prints these reports. Schools are notified if a student has not been tested. Once tested, the student responses are recorded on the Diagnostic Score Sheet and the level of English proficiency is determined according to the test's scoring instructions. If there is a delay, the test is given as soon as possible, parents are notified of the delay, a copy of the letter and explanation of the delay is kept in the student's ELL Plan.

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

If the administration of the test is delayed, it is the district's procedure to notify the parents, in their primary language (unless it is not feasible) of the delay and provide a reason for the delay, no later than eight weeks after initial enrollment. Sample letters in English and Spanish are included in the ESOL website <http://secondarypgms.brevard.k12.fl.us/esol.html> and in the ESOL Program and Services Procedures Manual found on the ESOL website. The reason for the delay in testing is documented, filed, and retained in the student file for one year.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test.

K-2 for students who score as FES

<http://secondarypgms.brevard.k12.fl.us/K-3%20ELL.pdf>

Refer to link above.

Students in K-2 who score FES (Fluent English-Speaker) on the IPT I oral test, used as a diagnostic and prescriptive tool to determine overall oral language mastery. A Student Eligibility for Program Placement letter is sent to the parents to notify them that the student is not recommended for the ESOL program, unless otherwise requested by teachers or parents through the ELL Committee. The letter along with the testing protocol is filed in the student's ELL Plan. The letter is available in English, French and Spanish. The student is placed in the regular program.

The information on the student data base TERMS will be as follows: the student in grades K-2 who responded "yes" only to question 1 is placed in the regular classroom. If the student scores FES, the student does not meet the criteria for the ESOL program. The Lp code will change from LP (pending testing) to ZZ and remain in the regular classroom. If the student's HLS has two or more "yes" responses and the student entered the ESOL program (LY) while in Pre-K and scores FES, the student is placed on monitoring status for two years. The Lp code changes to LF (former ELL) and placed in a regular classroom, unless otherwise requested by teachers or parents through the ELL Committee meeting. Students in K-2 who responded "yes" to two or three questions on the HLS are placed in a classroom with a teacher qualified to teach ELLs. If the student scores FES on the Oral IPT I, he/she will not qualify for the ESOL program and will be placed in a regular classroom. The Lp code is LF. The ESOL contact monitors the student's progress during the two years after the student was exited. If there is a concern regarding the student's academic progress an ELL committee meeting is scheduled.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test.

Grades 3-12 NES, LES, FES students

<http://secondarypgms.brevard.k12.fl.us/4-12ELL.pdf>

Refer to link above.

ELLs in grades K-6 are administered the Oral Language Proficiency Test (IPT K-6). Students in grades 7-12 is administered the Oral Language Proficiency Test (IPT II 7-12) test to determine the student's level of English proficiency and to establish if the student qualifies (NES or LES). If the student scores fluent English Speaker (FES) on the IPT II Oral, further testing (reading and/or Writing) will be administered.

The Student in grades 3-12, who only answered "yes" to the first question of the Home Language Survey, will be placed in the regular classroom pending the aural/oral test. Lp code: LP, Basis of Entry T. The IPT III test will be administered within four weeks or 20 school days after registration. If the student does not pass either the Oral IPT, reading or the writing tests, he/she will meet the criteria for the ESOL program. The student will be classified as an ELL student placed with teachers qualified to teach ELLs. The Lp code will change to LY. An ELL Plan will be written.

The Student in grades 3-12, who answered "yes" to two or three questions on the Home Language Survey, will be placed in a regular classroom with teachers qualified to teach ELLs pending the IPT III aural/oral test. Lp code: LP, Basis of Entry T. This test will be administered within four weeks or 20 school days after registration. If the student does not pass either the Oral IPT or the reading or writing, he/she will qualify for the ESOL program. The Lp code will change to LY. An ELL Plan will be written.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student's score as a percentile. A score at or below the 32nd percentile once the reading or writing portion of a norm-reference test is administered would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
IDEA IPT Reading and Writing – IRW National Percentile 32% (-)

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test?

As a safeguard, in Brevard County K-12 students are tested within 20 days from the enrollment date unless not feasible at which time a letter of delay of testing is sent to the parents and testing will take place as soon as possible.

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

All students are tested within the four weeks or 20 school days from date of enrollment. If the administration of the test is delayed, the Delayed Testing for Eligibility letter in the parents' primary language (unless not feasible) explaining the delay and reason for the delay is issued. The letter will be mailed within eight weeks from the enrollment date. Sample letters in English and Spanish are on the ESOL website <http://secondarypgms.brevard.k12.fl.us/esol.html> and in the ESOL Program and Services Procedures Manual found on the ESOL website. The reason for the delay in testing is documented, filed, and retained in the student file for one year.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan.

It is the role of the ELL Committee at each school to review any students referred to them by the ESOL Contact, the parents, or the teachers. This may happen at any time during the determination of eligibility for the ESOL Program or after being placed in or out of the program. The ELL Committee may determine a student to be limited English proficient or not to be limited English proficient by consideration of at least two criteria in addition to the IPT results and/or the IPT Reading and Writing scores. The criteria, as stated in the State Board Rules, are listed in the ESOL Program and Services Procedures Manual. They are:

1. The extent and nature of prior educational and social experience and student interview;
2. Written recommendation and observation by current and previous instruction and supportive services staff;
3. Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards;
4. Grades from current or previous years;
5. Test results in addition to the IPT Aural/Oral, Reading and Writing Tests. If a K-2 student received a score of NES or LES on the aural/oral test, the ELL Committee may not determine the student to be fluent English speaking and/or deny ESOL services. The Oral IPT test may not be overridden.
6. Parent request.

(LINK: <http://secondarypgms.brevard.k12.fl.us/esol.html>)

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

No

If yes, describe the procedures implemented and list the instrument(s) used. None

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

Programmatic/academic assessment (See page E14 for procedures and F5 for the form in the ESOL Manual <http://secondarypgms.brevard.k12.fl.us/esol.html>) for an ELL, is done by the ESOL Contact, designee (who may be a counselor), and/or appropriate teachers prior to placement and scheduling. As much information regarding the extent and nature of prior educational experience is gathered. An informal interview with the parents or guardians and the student is held to gather more information, and/or if previous transcripts and test scores are unavailable, regarding the student's prior educational and social experience, chronological age. (They are asked questions regarding the number of years of schooling the student has had, what subjects he/she has studied, how well the student has done and whether the student can read his/her native language.) Written recommendation and observation by current and previous instructional and supportive staff are also consulted when available and appropriate. The student is then placed at the appropriate grade level and in the appropriate classes based on the programmatic assessment, not on the basis of their English proficiency. Documentation of the criteria used for placement of the ELL student is written on/or placed in the ELL Plan Folder

- Age Appropriate
- Documented Prior Educational Services
- ELL Committee if needed
- Assessment-Diagnostic/placement test as needed and if it is feasible
- Parent /Guardian and Student Interview

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

An ELL with limited or no prior school experience (s) will need more review than students with prior school experience in order to develop an appropriate instructional plan. Each school must document the prior schooling experiences of new students by means of school records and transcripts. Such experiences must be taken into account in planning and providing appropriate instruction. In order to effectively place an ELL, their academic abilities must be determined exclusive of their lack of English proficiency, comprehensive parent/guardian/student interviews. These students benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude and abilities of ELLs include, but are not limited to: assessment in the home language; writing samples in the heritage or home language; teacher made tests and other formal or informal assessment, (A Programmatic Assessment Checklist may be used to document difficult placements, available in the Brevard County ESOL Program and Services Procedures Manual.)

The program provides understandable instruction to ELLs. Curriculum content and the time spent in Language Arts and the basic subject areas, including, social science, science, mathematics and computer literacy remain the same as they are for fluent English speakers. Methods and curriculum adaptation utilized in the ESOL classes include, but are not limited to the ESOL Instructional Strategies listed in the ESOL Program and Services Procedures Manual. After scheduling the student with a qualified Language Arts teacher, the counselor completes the remainder of the student's schedule of appropriate grade level courses and places the student, into classes of teachers who have completed ESOL training, are in the process of attending training or have committed to training during the school year.

Itinerant Teacher Services: NES, students with minimum schooling are provided ESOL services by the ESOL Itinerant teacher who meets with them to focus on English language acquisition and attend

to other needs such as helping students with minimum instruction acclimate and work with the regular classroom teacher to collaborate and set instructional goals for students. Schools with the highest population students may be served by an ESOL teacher in addition to the students' regularly scheduled Language Arts class with an ESOL qualified teacher. The ESOL teacher coordinates this effort with the classroom teacher to ensure that ELL students are receiving the same Language Arts curriculum as fluent English speaking students; equal in amount, sequence and scope. Some secondary schools have on site an ESOL teacher qualified in Language Arts to work with ELLs in addition to their regular Language Arts. ESOL students may also take Language Arts or English through ESOL with the school based ESOL teacher as their required Language Arts/English course.

Basic Teachers, Other Than Language Arts: ELL students requesting or requiring specific courses (other than Language Arts), are placed with teachers who have taken or who are taking ESOL training according to the appropriate timeline for their assignment.

- English for Speakers of Other Languages and/or Basic subject areas instruction delivered using ESOL Strategies.
- Inclusion with ESOL Strategies
- Resource

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records.

To ensure that ESOL students have the best possible placement, students who enter with incomplete or unobtainable records are requested to be transmitted via F.A.S. T. E. R. For students that come from abroad, calls are made to the schools of record in the country the student came from, if necessary. These students are assessed to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude and abilities of ELL students include, but are not limited to: assessment in the home language (when feasible); writing samples in the heritage or home language (when feasible); teacher made tests and other formal or informal assessment, including a comprehensive parent/guardian and student interview. (The Programmatic Assessment Checklist is one tool that may be used to document difficult placements. The check list is available in the Brevard County ESOL Program and Services Procedures Manual.)

10c) Grade Level and Course Placement Procedures – Grades K-8
Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

Grades: K-8

Personnel responsible: *ESOL Contact, Assistant Principal, Guidance Counselor*

A programmatic/academic assessment is done by the ESOL Contact, designee (who may be a counselor), and/or appropriate teachers prior to placement and scheduling. As much information regarding the extent and nature of prior educational experience is gathered. An informal interview with the parents or guardians and the student is held to gather more information, and/or if previous transcripts and test scores are unavailable, regarding the student's prior educational and social experience, and chronological age. (They are asked questions regarding the number of years of schooling the student has had, what subjects he/she has studied, how well the student has done and whether the student can read his/her native language.) Written recommendation and observation by

current and previous instructional and supportive staff are also consulted when available and appropriate. The student is then placed at the appropriate grade level and in the appropriate classes based on the programmatic assessment, not on the basis of their English proficiency. Documentation of the criteria used for placement of the ELL student is written on/or placed in the ELL Plan Folder:

- Age Appropriate
- Documented Prior Educational Services
- ELL Committee if needed
- Assessment-Diagnostic/placement test as needed and if it is feasible
- Parent /Guardian and Student Interview

10d) Grade Level and Course Placement Procedures – Grade 9-12

Grades: 9-12

Personnel responsible: *ESOL Contact, Assistant Principal, Guidance Counselor*

A programmatic/academic assessment for the ELL student is first done by the ESOL Contact, designee (who may be a counselor), and/or appropriate teachers prior to placement and scheduling. As much information regarding the extent and nature of prior educational experience is gathered. Transcripts from current or previous years and any available standardized test scores are consulted. To gather more information, and/or if previous transcripts and test scores are unavailable, the parents or guardians and the student are interviewed regarding the student's prior educational and social experience. (They are asked questions regarding the number of years of schooling the student has had, what subjects he/she has studied, how well the student has done and whether the student can read his/her native language.) Written recommendation and observation by current and previous instructional and supportive staff are also consulted when available and appropriate. Students are then placed at the appropriate grade level and in the appropriate classes based on the programmatic assessment and other data collected, not on the basis of their English proficiency. For accurate placement, other appropriate tests or other assessments may be identified to aid in the correct academic placement of the student. The test or assessment may be identified by the ESOL Contact in consultation with academic and ESOL teachers, the district ESOL Resource Teacher, and, if appropriate, exceptional education personnel.

Documentation of the criteria used for placement of the ELL student is written on/or placed in the ELL Student Plan Folder:

- Age Appropriate
- Documented Prior Educational Services
- ELL Committee if needed
- Assessment-Diagnostic/placement test if needed and it is feasible
- Parent /Guardian and Student Interview

Student Progression Plan on rules and procedures on placement and awarding credit for students transferring into our schools (see pages 49, 71 and 72)

STATE UNIFORM TRANSFER OF HIGH SCHOOL CREDIT (GRADES 9-12)

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedure shall be as follows:

(1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student who has been tutored or instructed by an individual acting privately, credits shall be validated through performance during the first semester (or its equivalent) as outlined in paragraph (2).

(2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point of 2.0 in each course, by the end of the first semester. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in paragraph (3).

(3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- a. Portfolio evaluation by the superintendent or designee. The portfolio shall be comprised of work completed during the probationary semester (class notes, reports, tests, etc.)
- b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal
- c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools
- d. Demonstrated proficiencies on nationally normed standardized subject area assessments
- e. Demonstrated proficiencies on the FCAT or
- f. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety-days (90) from the date of transfer to prepare for assessments outlined in paragraphs (3) (d) and (3) (e), if required. Specific Authority 1003.25 (3) FS. Law Implemented 1003.25 (3) FS. History – New 8-28-2000, Formally 6-1.099, Amended and SACS 8.12, Transfer Credit Policy and Guidelines.

STUDENTS WITHOUT RECORDS

Students who are unable to obtain records from previous schools will be placed according to chronological age or last grade completed. Previous academic credits will be validated by successful experience at the next level of study. (Refer to Graduation Requirements.)

LEARNING OPORTUNITIES FOR OUT-OF-STATE AND OUT-OF-COUNTY TRANSFER STUDENTS NEEDING ADDITIONAL INSTRUCTION TO MEET HIGH SCHOOL GRADUATION REQUIREMENTS

Students who enter a Florida public school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT, specified in s. 1008.22(3), F.S., or an alternate assessment as specified in s.1008.22 (9), F.S. (s.1003.433(1), F.S.)

Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities: (1). participation in an accelerated high school equivalency diploma preparation program during the summer (if available); (2). upon receipt of a certificate of completion, be allowed

to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate; and (3). participation in an adult general education program as provided in s.1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students who attend adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student who attends an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma. (s.1003.433(2)(a)-(c), F.S.)

Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer (if available) following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment. (s.1003.433 (1)-(3), F.S.)

The district superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions. (s.1003.433 (4), F.S.)

A pupil transferring to Brevard County from another school system shall be permitted to graduate on schedule with fewer than the prescribed number of credits provided the following conditions are met. The student shall complete the following:

1. Have successfully completed the normal requirements of the school or schools from which he/she transferred during each year of high school attendance as shown on the school's official transcript;
2. Have taken a full schedule of courses during each year of attendance in a Brevard County high school;
3. Have been at the graduating school for at least the last semester. Requests for exceptions shall be referred to the Superintendent or designee.
4. Met all other criteria listed for graduation.

Grades 10-12th students who have completed credits in other countries, but for which there is no documentation.

Students who are unable to obtain records from previous schools will be placed according to chronological age or last grade completed. Previous academic credits will be validated by successful experience at the next level of study.

- Documented Prior Educational Services
- ELL Committee if needed
- Assessment-Diagnostic/placement test as needed and if it is feasible
- Parent/Guardian and Student interview

Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer (if available) following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment. (s.1003.433 (1)-(3), F.S.)

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1. Have successfully completed the normal requirements of the school or schools from which he/she transferred during each year of high school attendance as shown on the school's official transcript;
2. Have taken a full schedule of courses during each year of attendance in a Brevard County high school;
3. Have been at the graduating school for at least the last semester. Requests for exceptions shall be referred to the Superintendent or designee.
4. Met all other criteria listed for graduation.

GRADUATION REQUIREMENTS FOR FOREIGN STUDENTS WITHOUT RECORDS

A 12th grade foreign student without records must meet the following conditions in order to receive a diploma:

1. Receive a passing grade in all subjects taken;
2. Demonstrate satisfactory mastery of the skills and competencies as determined by the FCAT;
3. Be in attendance in the district for at least two semesters.

11) Re-evaluation of ELLs that Previously Withdrew from the School/District
Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

A student who has withdrawn from our county and returns from another district in Florida, records from the other district are taken into consideration. ELLs who return to our county after being away for six months in another state will be retested. ELLs who return from out of the country after being away for three months or longer will be retested. Once the ELL student re-enters the ESOL program, the ELL Committee meets and determines additional intervention strategies.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated.

Personnel responsible: ESOL Contact, Assistant Principal, or Guidance Counselor

The ESOL Contact is responsible for facilitating parent involvement. They are to meet with the parent(s) to develop the ELL Plan if the parents have indicated they wish to participate in the development of the student's instructional plan. An ELL Student Plan and Monitoring Folder are developed by the ESOL Contact and/or designee. The folder is available through the District ESOL Resource Teacher for all students who answer "yes" on the Home Language Survey. The folder documents follow-up to the Home Language Survey and becomes the ELL Student Plan/Monitoring Folder for students placed in the ESOL Program. Documentation of the criteria used for placement of the ELL student is written on/or placed in the ELL Student Plan Folder. The Plan is updated when there is a change in the student's schedule; concern has been expressed by the teacher or parents, or ELL Committee meetings take place.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

Person responsible: ESOL Contact

ESOL Contacts update the ELL Plan and ensure that the process is complete. This information is in the ESOL Procedures Manual in the ESOL Program section under "Personnel Responsible for Implementation of The ESOL Program (page E6)" The manual is on the ESOL website <http://secondarypgms.brevard.k12.fl.us/esol.html>

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

The following process has been implemented to notify parents/guardians of the placement of a student in the ESOL Program:

- A standard letter to notify parents/guardians of the placement of the ELL in the ESOL program is used by all schools in a language the parents/guardians understand, unless clearly not feasible.

- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify) None

13a) List the languages used in the Parent Notification Letters (check all that apply):

English

Spanish

It is our goal that in two years we will have the notification letter in the languages mentioned below

French

Haitian Creole

Portuguese

Vietnamese

Other: Chinese, Arabic, German, Russian

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach (es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

Mainstream-Inclusion English Language Arts

Mainstream-Inclusion Core/Basic Subject Areas

Sheltered – English

The Mainstream-Inclusion English Language Arts and Core subject Areas has been the model in place in our district since the inception of the ESOL program. ELL students are placed with teachers that are in compliance with the ESOL training timeline requirements. All teachers who instruct an ELL are responsible for providing comprehensible input in the same scope and sequence as the non-ELLs in their classrooms. Administration is responsible for ensuring teacher training and that ELLs are receiving the necessary instruction to meet the requirements of the ESOL instruction model for which the teacher, administration and other staff are responsible for.

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

BREVARD COUNTY INCLUSION MODEL FOR ELL STUDENTS

In an inclusion model, instruction takes place not in somewhat homogenous classroom configuration, but in one that is more diverse. The task for the teacher becomes more complex as the increasingly varied needs of the students are addressed. Such complexity would argue for inclusion classes to have a lower student-teacher ratio than other more homogenous classes.

Inclusion, therefore, requires, at the very least, the same resources as other instructional models, while, in specific instances, requiring additional such resources.

The features that would appear to be required for a successful inclusion model:

1. Careful planning involving administrative, instructional and non-instructional personnel.
2. Parental participation in planning, implementing and assessment. Training opportunities for parents would be provided to facilitate such participation.
3. Consensus about the model's appropriateness to deliver comprehensible instruction.
4. Assurance of appropriate instructional resources, including human resources.
5. Clearly established guidelines for the inclusion of individual students.
6. Organizational safeguards to ensure that the range of instructional needs for ELL students is met.
7. Formative and summative evaluation allowing for feedback from all stakeholders.
8. Professional development opportunities for administration, faculty and staff.
9. English Language acquisition classes in schools with fifty (50) or more ELL students.

The Inclusion Model in Brevard County is implemented with the goal of making instruction more effective. In an inclusion class, the teacher implements a plan to use ESOL strategies for all the students or find a way to individualize programs so as to ensure that such strategies are used for ELL students. Comprehensible instruction may not be sacrificed for inclusion's sake.

A reminder: When there are more than fifteen ELL students with LY status who speak the same heritage language in a school, a bilingual assistant will be provided who is proficient in such a language and whose function is to assist teachers and students in the attainment of comprehensible instruction, as per LULAC et al. vs. SBE Consent Decree, II E 3.

Summary

The implementation of an inclusion model requires the following:
careful collaborative planning among teachers, parents of ELL students, and administrators;
adherence to the requirements of the LULAC at al. vs. SBE Consent Decree;
adherence to the District's ELL Plan;
assurances that comprehensible instruction is being provided; and
an emphasis on the individual needs of each ELL student.

Inclusion may not result in reduction in services currently available to the ELL students or in an "Immersion" strategy which denies mandated support to ELL students.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

All schools in the district use the Mainstream/Inclusion model except Riviera Elementary and Turner Elementary which use the Sheltered/Self-Contained – English.

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

The time the ELL student spends in a basic ESOL course with a qualified ESOL teacher is the same amount of time that English proficient student spends in Language Arts class. Teachers who teach English or ESOL to ELL students must have the appropriate ESOL training and be on their training timeline or be finished with ESOL training. Language Arts teachers are responsible for the English instruction of their students and mandated to cover the full curriculum content specified in the *Florida Course Descriptions and Brevard Language Arts Benchmarks*. The website for the New Reading and Language Arts Standards with English Language Proficiency Standards is used as a guide for teachers to help them with the types of modification, instruction and activities that may be used to support the student's level of English proficiency. This information is distributed to the ESOL Contacts, teachers and administrators as a reference to provide ideas to support the needs of ELLs.

New Reading/Language Arts Standards with English Language Proficiency Standards

<http://etc.usf.edu/flstandards/la/index.html>

- [Kindergarten](#), [Grade 1](#), [Grade 2](#), [Grade 3](#), [Grade 4](#), [Grade 5](#), [Grade 6](#), [Grade 7](#), [Grade 8](#),
- [Grade 9-10](#), [Grade 11-12](#), [Grades K-8](#)

Elementary Schools: The time in basic ESOL with a qualified ESOL teacher is the same amount of time that English proficient students receive in Language Arts. This teacher may be the regular classroom teacher or an ESOL teacher.

Secondary Schools: The time the ELL spends in a basic ESOL course with a qualified ESOL teacher is the same amount of time that English proficient students receive in Language Arts or English. This teacher is a Language Arts, ESOL endorsed or eligible teacher or an ESOL teacher qualified to teach ESOL.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

- Teachers are provided with opportunities to receive training in teaching ESOL students.
- School personnel is informed of the ESOL strategies listed in the ESOL Program and Services Procedures Manual found in the ESOL website, and are also notified of the Language Arts Through ESOL Standards website <http://etc.usf.edu/flstandards/la/index.html>.
- The progress of the ELL student is monitored by the teacher, the ESOL Contact or designee, and the parents.
- The teacher who instructs ELLs documents the ESOL strategies and modifications they implement to provide comprehensible input in their lesson plan books.
- The school building level administrators at each school site, who have been trained and are qualified to evaluate teachers, monitor all teachers on their yearly teacher evaluations to ensure that strategies and methods are being used to make the curriculum comprehensible.
- With the help of the ESOL Contact, subject area resource teachers, ESOL teacher trainers, Itinerant ESOL Teachers, and the classroom teacher can identify and request ESOL resources that would help individual ELLs.

- Schools with 15 or more ELL students who speak the same native language are provided with an ESOL Bilingual Instructional Assistant to provide help in the four basic subject areas of Math, Science, Social Studies, and Computer Literacy, using the student's native language when necessary for understanding.
- The Florida Department of Education randomly monitors teacher use of ESOL strategies during the audits. If it is found that teachers are not using and documenting strategies, then corrective action plans are written and implemented. The ELL Parent Leadership Council may participate in the state monitoring and receive the monitoring report as well as any findings and subsequent corrective action plans.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. (Check all that apply)

- School Level Administrator(s)

Serves as leader and positive support for parents, students and teachers, assigns the responsibilities related to the ESOL program to school personnel, monitors the completion of responsibilities related to the ESOL program, informs ELL parents when a Language Arts teacher is “Out of Field for ESOL” instruction, and monitors evaluation of teachers who are using ESOL strategies with ELL students.

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. (Check all that apply)

- FCAT Practice Tests
- FCAT
- CELLA
- Benchmark tests
- Student Portfolios
- Other Teacher designed Criterion Reference Tests

15) Student Progression

Have the district’s standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district’s Student Progression Plan?

- Yes

If yes, indicate where in the Student Progression Plan these are described.

(LINK: <http://secondarypgms.brevard.k12.fl.us/SPP.pdf>)

15a) Describe the district’s Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

Provision to exempt ELL students from mandatory retention for "Good Cause", as defined by local School Board policy and to implement the remediation and retention provision of Section 1008.25, F.

S. ensuring equal access for ELL students, as stated in Brevard's District Student Progression Plan. See below the requirements for "Good Cause Exemption" listed in the Progression Plan:

- If an ELL is being considered for remediation or retention, the ELL Committee must meet. The majority decision to remediate or retain must not be based solely on English language proficiency.
- Criteria to waive retention for English Language Learners is the same as the procedure detailed above. The majority decision of the ELL Committee is based on the above criteria in addition to the criteria considered for English proficient students. The ELL Committee must complete the Referral/Recommendation Form and document the two criteria upon which the decision regarding waiver of retention criteria was based. The Referral/Recommendation Form and the documentation are filed in the ELL Student Plan Folder.
- Information in five areas in addition to the criteria studied for English proficient students is reviewed.
- At least two criteria are documented in the ELL Student's Plan on an ELL Referral/Recommendation Form to support the decision of the ELL Committee regarding remediation or retention of an ELL student.
- The criteria, which may be considered, are: the extent and nature of prior educational and social experience and 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 home language according to appropriate local, state, and national criterion-referenced standards; grades from current or previous years; and, test results.

Requests for "Good Cause Exemption from the mandatory retention requirement must include the following:

1. Documentation must be submitted from the student's teacher to the school principal, indicating that the promotion of the student is appropriate and based on the student's academic record.
2. Documentation shall only consist of the existing Progress Monitoring Plan (PMP) (if applicable); individual educational plan (IEP); if applicable, or student portfolio.
3. There must be discussion with the teacher by the school principal to review and make the determination if the student should be promoted or retained.
4. If the school principal determines that the student should be promoted, the school principal must submit the recommendation in writing to the district school superintendent.
5. The district school superintendent shall accept or reject the school principal's recommendation in writing.

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

If an ELL student is being considered for retention or waiver of retention criteria, the ELL Committee must meet to make its recommendation to the principal. Every effort should be made to communicate and involve parents in this process. No promotion or retention decision may be made for any individual classified as ELL based solely on any single assessment instrument, whether such assessment instrument is part of the Statewide Assessment Program or of the district's formal

assessment process. Under no circumstances should language proficiency determine whether an ELL should be retained

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

Standard letters are used by School Level Administrators to notify the parents of retention or promotion decisions for ELL students. The letter of possible retention is now available in Spanish. It has not been feasible to translate into other languages. ELL committee meetings are held to discuss with parents concerns about retentions or promotions.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed.

The schools' administrators, the Director of Accountability, Testing and Evaluation for the district, the ESOL Contact and the ESOL Resource Teacher at the District are the personnel responsible for training and for ensuring all ELLs are assessed. The ELLs participate in the Florida Comprehensive Assessment Testing Program (FCAT) and the Comprehensive English Language Learning (CELLA) as required by law. All ELLs will take the FCAT and CELLA even those that have been in the program less than a year. All ELLs take the Math, Science and FCAT Writing. The schools' administrators, the Director of Accountability, Testing and Evaluation for the district, the ESOL Contact and the ESOL Resource Teacher at the District are the personnel responsible for training for the administration of the Florida Comprehensive English Language Learning Assessment (CELLA). These assessments are used to determine if our students meet the targets for the Annual Measurable Achievement Objectives (AMAOs) and AYP. The Data to the FLDOE from the above mentioned assessments is reported to evaluate if our ELLs have made progress and if we met the AMAO and AYP targets.

Annual Measurable Objectives AMAOs measure the following:

1. Progress towards acquiring English language proficiency
2. Attainment of English language proficiency
3. Adequate yearly progress in academic reading and mathematics by ELLs.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The Director of Accountability, Testing and Evaluation provides training to school testing coordinators regarding standardized testing and accommodations for the English Language Learner. The school testing coordinator trains the school personnel who assist in the administration of the FCAT. When the FCAT is administered at the school site, the school testing coordinator, with the help of the ESOL Contact or designee, arranges for an ESOL or heritage language teacher to be present to assist ELL

students following the accommodation guidelines, when it is feasible. At the school site, the Language Arts teacher assists in determining appropriate accommodations for ELL students. The test administrators adjust the schedule to provide as much time as necessary for ELL students to complete each of the sections, although students must complete a given section in one school day and are not permitted to continue working on a test section from one day to another. ELL students are given access to an English heritage language dictionary, which provides the equivalent word or words from one language to another. ELL students are offered the opportunity to be tested in a separate room with an ESOL teacher or heritage language teacher acting as test administrator (when feasible). When the student is not of legal age, the parents are informed of this option by the ESOL Contact or designee and asked for their preference in test administration setting. When reading the general directions for the reading section, the ELL student is provided assistance by the ESOL or heritage language teacher or by referring to English to heritage language dictionary. When reading test items in the communications section, students may seek assistance from the English heritage language dictionary but not from the teacher. When reading the general directions and when reading word problems on the mathematics section, the ELL student is provided assistance by the ESOL or heritage language teacher or by referring to an English to heritage language dictionary.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

X No

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

The procedures for exiting students from ELL Services are stated in the ESOL Program and Services Procedures' Manual. When a student is referred for testing for possible exit from the ESOL Program, the ESOL Contact arranges for the student to be retested using the same or comparable assessment instruments, procedures and standards, adjusted for age and grade level, which were used to determine the student's eligibility for the Program. The appropriate levels of the IPT are administered by the ESOL Contact or Designee. In addition, for grades 3 and above the IPT Reading and Writing Tests are administered for exit, even if the student entered the program earlier than grade 3 on the basis of the IPT only. The FCAT and CELLA scores will be used in the process of exiting a student to make sure that the student qualifies to be exited by passing all areas the listening, speaking, reading, and writing. The ESOL Contact enters the test results and the exit date on the ELL Student Plan Folder. The ESOL Contact or designated data entry person enters the information regarding the testing and the exit date into the District Student Data Base. The ELL Student Plan Folder is retained in the student's cumulative folder. Special problems regarding the decision to exit the student may be referred to the ELL Committee for review, by a teacher, ESOL Contact, or by a parent. The ELL Committee may then cite two criteria, in addition to the test scores, to determine eligibility for exit. English proficiency to exit the English for Speakers of Other Languages (ESOL) program shall be based on multiple measures. Brevard will follow rule 6A-6.0903 Exit requirement for Classification, Reclassification, and Post Reclassification of ELLs. See below question number 17a for testing assessments used to exit an ELL enrolled in the ESOL program.

17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

If the student scores FES on the Aural/Oral IPT and at or above the 33 percentile on the IPT or meets the scale score for the student's grade level in the CELLA listening and Speaking Reading and Writing, exit the student from ESOL program. Change the Lp code from LY to LF (Former Limited English Proficient) which places the student in the post reclassification monitoring review status.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IDEA Oral Language Tests IPT	K-12		17	
CELLA Scale score per grade cluster	K-2		673-755	
CELLA listening and speaking	3-5		720-805	
CELLA listening and speaking	6-8		733-830	
CELLA listening and speaking	9-12		739-835	
CELLA listening and speaking				

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link: http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

The following are the instruments used for exiting the ELL student:

Name of Reading and Writing Instrument(s):				
Idea Reading and Writing IRW > 33% (at 33% or greater)				
FCAT Reading and Writing – Level 3 and above				
CELLA Scale Score Per Grade Cluster				
CELLA Reading	K-2		690 (+)	
CELLA Reading	3-5		734 (+)	
CELLA Reading	6-8		759 (+)	
CELLA Reading	9-12		778 (+)	
CELLA Writing	K-2		690 (+)	
CELLA Writing	3-5		727 (+)	
CELLA Writing	6-8		746 (+)	
CELLA Writing	9-12		746 (+)	

The Comprehensive English Language Learning Assessment (CELLA) may be used as one (1) of the measures for determining if the student is ready for exit. Oral skills, reading, and writing scale scores for each grade cluster shall be added to determine the composite score at grade level. Scores equal to and greater than the CELLA composite scores in the following table shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level: English proficiency to exit the English for Speakers of Other Languages (ESOL) program shall be based on multiple measures. Brevard will follow rule 6A-6.0903 Exit requirement for Classification, Reclassification, and Post Reclassification of ELLs. The following are the 5 standards for exit:

Options in Rule 6A-6.0903

1. CELLA composite score as well as CELLA Reading Score will be used to determine the level of proficiency.
2. Score at or above proficiency level of an approved listening/speaking test and if used for grades 3-12 ELLs must be assessed on a reading/writing assessment.
 - a. This is a possible combination CELLA Listening/Speaking and FCAT Reading/Writing
3. Score at or above the 33rd percentile on reading/writing and on a listening/speaking or Oral/aural assessment.
4. FCAT Reading proficiency must be level 3 or higher and an additional measure for Listening/speaking or oral/aural and writing.
 - a. FCAT Reading/Writing and CELLA Listening/Speaking
 - b. FCAT Reading, CELLA Writing, and District Oral/Aural or
 - c. Listening/Speaking
5. FCAT Writing proficiency must be level 3 or higher and an additional measure for listening/speaking or oral/aural and reading.
 - a. FCAT Writing, CELLA Reading, and District Oral/Aural or Listening/Speaking
 - b. FCAT Reading/Writing and CELLA Listening/Speaking
 - c. FCAT Reading, CELLA Writing, and District Oral/Aural or Listening/Speaking

Note: ALL ELL students must take the FCAT Reading, Math, Science, and Writing. Alternative assessments will no longer be used.

An English for Speakers of Other Languages (ESOL) student enrolled in the program, may be reassessed upon the request of a student's teacher, counselor, administrator, student, or parent

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

The ESOL Contact, Guidance Counselor or School Designee

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

Upon the request of a student's teacher, counselor, administrator, student, or parent who has been classified as an ELL and enrolled in ESOL program may be reassessed. The ELL Committee shall consider the student's assessment results. The ELL Committee shall consider the student's assessment results based on paragraph (2)(a) of 6A-6.903 (see response for 17b) rule and will use at least two of the following criteria established in subparagraph 6A-6.0902(2)(a)4., F.A.C.

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
- b. Grade level mastery of basic competencies or skills in English in listening, speaking, reading and writing, according to applicable local, state, or national criterion-referenced standards;
- c. Written recommendation and observation by current and previous instructional and supportive services staff;
- d. Level of mastery of basic competencies or skills in English and heritage language according to appropriate local, state or national criterion-referenced standards;
- e. Grades from the current or previous years; or
- f. Test results other than subparagraph (2)(a)1. or 2. of this rule.

Any determinations by the ELL Committee shall be contained in a written evaluation which shall be placed in the ELL Student Plan. Such evaluations shall further set forth a plan, which will be implemented, to address the student’s English language needs, to determine if the student should be exited from the ESOL program or if the committee determines that another instructional program or combination of instructional programs better meets the needs of the student. Students who do not pass the Listening and Speaking portion of the assessment may not be overridden.

17e) Identify who is responsible for updating ELLs’ exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

ESOL Contacts or school designee update the ELL Plan and ensure that the process is complete.

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

If a student meets the exit qualifications through the IPT, IRW, or ELL committee recommendation, in the middle of the grading period, the student will not be pulled from the present classroom (s), unless the ELL Committee determines that another instructional program or combination of instructional programs better meets the needs of the student. If an ELL qualifies for exit in the middle of a grading period, the ESOL Contact notifies the parents and enters the test results and the exit date on the ELL Student Plan Folder. The ESOL Contact or designated data entry person enters the information regarding the testing and the exit date into the District Student Data Base. The ELL Student Plan Folder is retained in the student's cumulative folder and the student will be monitored for two years. The ELL Committee may cite two criteria, in addition to the test scores, to determine eligibility for exit. To exit ESOL program shall be based on multiple measures. Brevard will follow rule 6A-6.0903 Exit requirement for Classification, Reclassification, and Post Reclassification of ELLs. See questions umber 17a and 17b for testing requirements considered to exit an ELL enrolled in the ESOL program.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

The ESOL Contact is responsible for conducting the required two-year monitoring follow-up of the former ELLs once they have exited the ESOL program.

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

The ELL student's progress is documented every year. A copy of the ELLs' schedule and plan changes are recorded in the ELL Student Plan Folder. The monitoring date is also entered into TERMS. The ESOL Contact reviews the performance of the former ELLs at the first report card, semi-annually during the first year after exiting, and at the end of the second year after exiting. The appropriate Post-Reclassification Monitoring section on the ELL Student Plan Folder / ESOL Monitoring Folder is filled out.

18b) Indicate what documentation is used to monitor the student's progress. Check all that apply.

- Report Cards
- Test Scores including FCAT and CELLA
- Classroom Performance
- Other-Student Portfolio
- Other-Teacher Made Tests

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level.

If monitoring indicates consistent underachievement by the former ELL student, he/she is referred to the ELL Committee. The ELL Committee, with parental participation, assesses the student's need for additional ESOL and/or other programming. The Committee will recommend an ELL Student Plan and will reclassify the student as ELL, if necessary. The reclassification date is entered on the ELL Student Plan, and into the District Student Data Base. The ESOL Contact or designee reevaluates the reclassified student's plan every semester in Secondary every nine weeks in Elementary and after the first year, the ELL committee meets to decide if the ELL student exits the program or continues in the ESOL program. If there are concerns at any time during the monitoring stages, an ELL committee needs to be convened to discuss interventions and or the need to reclassify the student as stated in the Student Progression Plan.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

The ESOL Contact is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement. The ELL Committee along with the parents makes recommendations as to additional ESOL services and or other programs. Pertinent data is documented in the ELL Student Plan, and the data is entered in TERMS.

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

When an ELL student re-enters the ESOL program, the ELL Committee meets and determines additional intervention strategies. The ESOL Contact requests the services of the ESOL Itinerant Teacher from the District ESOL Resource Teacher. The ESOL Itinerant Teacher works with the ELLs

and the classroom teacher to identify appropriate supplementary materials, consult with Language Arts teachers regarding lesson modifications for ELLs, and provide technical assistance and appropriate interventions and testing procedures. ESOL Contacts may request before or after school tutorial services (if available) from the District ESOL teacher, to provide additional ESOL Instructional Materials such as but not limited to computer software subject area content for the ELL. The ELLs' performance is reviewed as a Post-Reclassification Review Date on the ELL Student Plan/ESOL Monitoring Folder and on TERMS and review date is entered after exiting.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

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

The schools provide assistance to parent / guardians of ELLs in their heritage language, unless clearly not feasible, as follows:

- At registration
- At ELL Committee meetings
- At Parent/Teacher conferences/workshops

Forms needed for registration are available in other languages. ESOL Contacts or the school's administration are responsible for locating translators as needed unless clearly not feasible. In unique situations, Vocational Education has produced a pamphlet in Spanish regarding vocational education opportunities. Pamphlets regarding rights of Limited English Proficient students are also available in Spanish. The District continues to make efforts to provide and/or create pamphlets and written notices regarding school services and student rights in Spanish, as well as other languages spoken by English language learners in Brevard schools. Schools can have documents translated to any language by contacting viaLanguage. <http://www.viaLanguage.com>

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- State and/or district testing
- Accommodations for testing (flexible setting)
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Retention/Remediation
- Exit from ESOL program
- Invitation to participate in an ELL Committee Meeting
- Free/reduced price lunch
- School improvement status, and teacher out-of-field notices
- Registration forms and requirements for enrollment
- Disciplinary forms
- Information about statewide assessments

Information about community services available to parents

Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities?

Bilingual personnel of Brevard Public Schools explain the Code of Student Conduct at registration and/or during the ELL Committee meeting when the parent(s) meet to develop the ELL Plan.

Is the Code of Student Conduct Available in a language other than English?

No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible.

The principal, assistant principal and/or ESOL contact at the schools are responsible for locating a bilingual designee/translator to explain the Code of Student Conduct at registration and/or during the ELL Committee meeting when the parent(s) meet to develop the ELL Plan.

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain.

The District ELL Parent Leadership Council is one of the provisions the district has to train parents and/or guardians in order to promote parental and community participation in programs for ELLs. Schools provide classes to teach parents how to assist their child at home, open house meetings and International Celebrations are held throughout the county. English classes are offered to the parents of our ESOL students. These are some of the examples.

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

The district provides parents/guardians information on the schools' academic progress through bulletins, school newsletters, and the Brevard Public School website in the parent's language unless it is not feasible.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain.

The school district provides information on the monitoring of the ESOL program compliance through Parent Leadership Council meeting(s). The complaint and appeal process is explained in the Elementary Pupil/Parent Handbook and the Secondary Students Code of Conduct. Members of the ELL Parent Leadership Council and ELL parents receive information regarding the complaint process for issues regarding the ESOL program. The steps are listed on a brochure concerning ESOL services which schools make available to ESOL parents. The Equity Coordinator/Civil Rights Officer is listed as a part of the District Non-Discrimination Notice which is printed on all District publications. In Brevard, that person is the Associate Superintendent, for Curriculum Division of Curriculum and Instruction Equity Coordinator. The name, address and phone number to be contacted are listed on the notice. The ESOL Contact assures that the ELL student and parents understand their rights and the

appeal process by distributing prepared pamphlets with the information and by locating the appropriate person to communicate with them in a language they understand. There is an ongoing effort to translate documents regarding rights, equity, and nondiscrimination into the languages of the parents all of the ELLs served in Brevard County Schools unless it is not feasible.

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

The time the English Language Learner spends with a teacher is the same in amount to that of a non-ELL. Academically, teachers must have the appropriate ESOL training and be on their training timeline or be finished with ESOL training. The New Reading/Language Arts Standards with English Language Proficiency Standards found in the following website <http://etc.usf.edu/flstandards/la/index.html> are used by the teachers and administrators as a reference to provide ideas on how to allow the ELL to participate in the regular classroom curriculum in any subject area with their peers. Our ELLs are provided/offered the opportunity of participating in any program and/or facilities that are available to Non-ELLs.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

Each school must have an established ELL Committee. School personnel and parents must be aware of its existence and when to refer a student to the Committee. The ELL Committee is composed of ESOL Language Arts and basic subject teachers, an administrator and or designee, guidance counselors, social workers, school psychologists, parents, or other educators as appropriate for the situation

29) Check the functions performed by the ELL Committees in your district. (Check all that apply)

- Concerns/decisions regarding initial placement of a student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below in reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration for exiting a student who scored as fluent English speaking on the aural/oral assessment, but at or below in reading and/or writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

- District Level

Describe the functions and composition of PLCs in your district.

The Brevard ELL Parent Leadership Council assists students who are learning English as a second language, their families, and school personnel by defining and supporting student and family needs, collecting and communicating information, making recommendations regarding ESOL services and ensuring the implementation of Council recommendations. Parents of students receiving ESOL (English for Speakers of Other Languages) program services, school personnel, and interested community members are invited to attend Council meetings. Information regarding Brevard's ESOL program and services is presented and parents have opportunities to make suggestions and recommendations to improve program services. Families and teachers of ELLs are sent surveys on how to improve our program/plan.

If you are a parent of a student in the ESOL Program and would like to represent other parents and students from your school and in your area please contact Jeannie Judnich by phone at (321) 633-1000, extension 302 or by E-Mail at: judnichj@brevardschools.org

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule.

Skip

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

Skip

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

The dissemination of information regarding Brevard's ESOL program and its services was provided at our Parent Leadership meetings. The ELL parent representatives from each school take back the information to the parents at their respective schools. Parents had the opportunity make suggestions and recommendations to improve our ELL program's services. Families and teachers of ELLs were sent surveys on how to enhance our program/plan. The ELL Plan was reviewed by the district's PLC and approved before it was submitted to the DOE. The District ELL Plan was updated based on the DOE's recommendations and will be resubmitted to the Department of Education next year. The plan includes the rules and regulations required by law, provides procedures, methodologies and the philosophy for serving English language learners in our district.

32a) Does the district PLC approve of the District ELL Plan?

- Yes

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

All new teachers to Brevard County must sign a Pre-service Agreement for ESOL upon hire. They agree that when an English Language Learner (ELL) is assigned to their classroom, they will take the appropriate training required for the subject they are teaching. Teachers of ELLs in English, elementary education, or Reading are required to work toward ESOL certification, either through the endorsement route or the coverage route. Teachers of math, science, social studies, or computer education are required to take 60 hours of ESOL training. Teachers of other subjects are required to take 18 hours of ESOL training. School principals, assistant principals, and guidance counselors are required to take 60 hours of ESOL training within three years of placement into the position. The Pre-service Agreement is distributed in the Human Resources hiring packet; when signed, this agreement is placed in the teacher's personnel file. The Director of Certification and Professional Development and the Office of Student Services advertise ESOL training classes on a regular basis via Leadership Team Packets delivered to every school each Monday, web sites for Professional Development and ESOL, and documents delivered to ESOL Contacts, Curriculum Contacts, and Site In-service Representatives during monthly or annual meetings. At least 15 online 60 – credit ESOL courses are offered to teachers each year by Professional Development at no charge to the teacher. The Office of Student Services offers as many face to face ESOL courses as funding will allow (usually from nine to fifteen 60-credit courses per year). Professional Development and Student Services together offer the 18 hour ESOL program free of charge on every Professional Development Day (two per year – one in fall and one in spring) with follow up; multiple sessions are offered if needed. For teachers hired before the era of pre-service agreements who have an ELL in their classrooms, Professional Development offers a special 60-credit class during work time to ensure compliance. The Office of Certification and Professional Development maintains ESOL in-service and training documentation records through the Electronic Registrar Online in-service management program.

34) Describe the process (es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained.

Upon completion of each ESOL course, in-service credits are entered into the Electronic Registrar Online in-service management program; individual teachers, school administrators, and the Office of Professional Development have access to these in-service records for tracking and verification purposes. For monitoring purposes by both schools and the district, the Office of Certification and Professional Development sends a report twice per year to schools listing all “Teachers With An ELL”, their training or certification requirement and their training or certification status. School administrators are responsible for monitoring this report and their placement of ELL students with appropriate teachers prior to FTE dates in fall and spring. Those teachers who are not yet certified in ESOL but who need certification must be reported as Out of Field for ESOL to the School Board for

their approval. Out of field for ESOL forms and parent notifications are the responsibility of school administrators; they are also monitored by Human Resources and the Office of Certification and Professional Development. These forms are readily available to schools on the Certification and Professional Development web site. Certification and Professional Development staff receives copies of the reports, parent notification letters, and Out of Field for ESOL forms in order to verify the actions of schools during audits. When a teacher completes all 300 hours of training for the ESOL endorsement or successfully passes the Subject Area Exam in ESOL and takes 120 hours of ESOL training, the Office of Certification and Professional Development processes the application to add ESOL; the district pays the fee to add ESOL to a teacher's certificate, and records are maintained in the Office of Certification and Professional Development of the additions.

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

The Brevard County ESOL for Administrators and Guidance Counselors 60-credit course consists of three sections of training, all of which are offered each year. Foundations of ESOL Training is an online component designed specifically to meet the objectives of the administrative program on the DOE web site and is a 24-credit course. The district pays a consultant to deliver this section once per year to school-based administrators and guidance counselors who are within the first three years of placement. ESOL Culture for Administrators is a face to face training component to meet the cultural objectives of the administrative program in ESOL and is an 18-credit course. This course is offered by Professional Development and delivered by Brevard County trained staff every year to school-based administrators and guidance counselors who are within the first three years of placement. Teacher Evaluation in ESOL is a face to face training component to meet the evaluative objectives of the ESOL administrative program and is an 18-credit course. This course is offered by Professional Development and delivered by Brevard County trained staff every year to administrators and guidance counselors who are within their first three years of placement. A list of new school-based administrators is compiled each year by the Office of Educational Leadership and monitored for completion of the 60 hour ESOL training course within the time frame allowed. Records are maintained by Professional Development and Educational Leadership and verified via inservice transcripts in the Electronic Registrar Online (ERO). If any principal fails to complete the required 60 hours of ESOL training within the three years, procedures are in place to non-renew his/her administrative contract the following year.

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

A list of new school guidance counselors is compiled by the Office of Certification and Professional Development each year. Each counselor on the list is individually notified of his/her requirement to complete the 60-credit ESOL course for administrators and guidance counselors (see above answer to question 35 for a description of the components of the ESOL course for administrators and guidance counselors) within three years of placement as a guidance counselor. A schedule of training component offerings for the year is sent to them and to all other guidance counselors who have not yet completed all components of the 60-hour program. The list of names is continuously monitored as to ESOL training records on file by the Office of Certification and Professional Development. If guidance counselors had previously completed 60 or more hours of ESOL training as a teacher, completed hours are credited toward the ESOL training component as appropriate. Inservice transcripts in ERO are used to verify completion of required training on time. If any guidance

counselor fails to complete the required 60 hours of ESOL training within the first three years of placement, procedures are in place to non-renew the guidance contract the following year.

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

English only

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description.

Qualifications and Job Description:

<http://benefits.brevard.k12.fl.us/HR/comp/jds/fy05/IA-IA1ESOL.htm>

Applicants for all Instructional Assistant positions must meet NCLB Highly Qualified Paraprofessional requirements as outlined in the position description.

Position Description

Bilingual Instruction Assistant

Qualifications:

1. High School diploma or equivalent
2. Ability to use designated language in both oral and written communication.
3. Evidence of good leadership and citizenship qualities and an interest in students.
4. Ability to communicate well with adults and children
5. Prior job-related experience considered, but not required.
6. To meet the requirements of the No Child Left Behind Act, all paraprofessionals hired after January 8, 2002, must meet the federal definition of a "highly qualified paraprofessional"

Two years of postsecondary study, or

- An associate's (or higher) degree, or
- A passing score on a state or local academic assessment that measures the knowledge of and the ability to assist in instructing reading, writing and mathematics.
- To meet the requirements of the No Child Left Behind Act, paraprofessionals employed by the District. Such alternatives to qualifications 1 through 5 above as the Board may find appropriate and acceptable.

Report to: Assigned Supervisor, Building Principal

Principals are instructed to contact the ESOL Resource Teacher for the district if 15 or more ELLs of the same home language background are identified at their schools. District personnel also monitor student data base printouts to identify schools that have more than 15 ELLs who speak the same native language. Home language services are provided if and when needed and as specified in the State Board Rule. The District Staffing Plan provides for an ESOL Bilingual Teaching Assistant allocation to schools which meet the criteria to hire a Bilingual Assistant. Bilingual assistants who have not had ESOL training are provided training in addition to the content area training held yearly based on their needs. The ESOL Instructional Assistant does not provide support for English courses because State Board Rule states that their role is to provide assistance to the ELLs in the Basic Subject Areas of math, science, social science, and computer literacy. They carry out the teacher's instructions regarding

modified lessons and assessments for the ELL students. They may participate in ELL Committee/Child Study Team meetings as needed and assist schools with parent communication unless the assistant is working with students. Bilingual Assistants who have not had the opportunity to take at least the 18 hour ESOL course, shall be offered training to be in compliance.

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

Annual meetings, workshops, and/or orientations are held to review and discuss the ESOL rules and regulations, the model for implementation of services and the recommended contact hours with ELL students in Elementary and Secondary schools. An orientation workshop is offered early in the year, if they could not attend the and/or when he/she is hired after the workshop ESOL Itinerants provided one on one training at their school. It is recommended that the newly hired Bilingual ESOL Instructional Assistant be afforded a visit to a school with an established Bilingual ESOL Instructional Assistant to gain insight about his/her duties. In addition, the district offers the Bilingual Assistants training once a year in math, science, social studies, or computer literacy and supplies the materials used for the training to use with their students. Documentation of the workshops on the ESOL program, model for implementation of services and recommended hours are kept at the district. The Bilingual Assistant Manual is one of the documentations used as evidence of the workshop. That's when we update the manual with input from the bilingual assistants, the ESOL Itinerant(s), and the ESOL teacher at the district. The manual is updated at one of the workshops. Documentation of training and receipt of materials is kept at the district. The ESOL Resource teacher sends the bilingual assistants information on strategies and supplemental materials for them to use with their ELLs.

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

Prior to hiring a Bilingual Instructional Assistant, schools send a written and oral sample of the applicants to the District's ESOL Resource Teacher to verify proficiency in the target language. It is the school's responsibility to verify the Assistant's English proficiency through the interview process and have available to them the oral and written sample as well.

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

The district is in ongoing communication with the assistant principals, ESOL contacts, and teachers, on ways they can help English Language Learners enhance their level of English proficiency to have them meet their goals and objectives in English proficiency. ESOL Itinerants visit the schools, consult with teachers and work with students. The CELLA is one of the tools used to hold schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

The FCAT is one of the measures used to identify the academic performance of the student and/or proficiency in reading, writing and math. The CELLA is another assessment used to identify areas in listening, speaking, reading and writing in which the student is making progress or struggling. This helps teachers plan and modify lessons not only based on the student's level of English proficiency but according to the results of the CELLA and FCAT. These are some of the measures used by the district and the schools to measure the student's progress towards meeting the goal and objectives for increasing academic achievement.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

Schools shall be offered on site training for teachers on strategies they can utilize to enhance English acquisition for students to succeed in reading and comprehension. ESOL Itinerants will work with newly arrived students to help them with English acquisition through reading and language arts and assist the teachers with their lesson plans. Supplementary materials and/or technology will be provided to all schools based on their student's need to enhance English language learning (see #43). Bilingual assistants are to be provided with training and supplementary materials to facilitate comprehensible content instruction. It is our goal that this plan will help our district meet the AMAOs.