

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

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

The procedures to register ELLs and non-ELLs are the same. The Home Language Survey (HLS) is incorporated into the registration form and is filled out by all parents of students entering OCPS. (Section 233.058, 228.092 and 228.093, FS, Section I, 1990 LULAC et al. Vs. State Board of Education Consent Decree, and Rules 6A-6.0901 and 6A6.0902, F.A.C.) All students, regardless of their native language and national origin, who enter Orange County Public Schools register at their neighborhood school. The parents complete the student registration form that contains the three main questions required on the Home Language Survey (HLS). Students who speak a language other than English, with affirmative responses to the HLS questions, and who are placed in an ELL instructional program, will have a programmatic assessment conducted by the principal's designee to gather students' previous school history as follows:

1. Each student determined to be an English Language Learner (ELL) shall be further assessed in basic subject areas (math, science, social studies, language arts, and computer literacy) to aid the student's teacher or guidance counselor in developing an appropriate instructional program. The areas to be addressed as part of the programmatic assessment include the following:
 - a. A review of previous records to determine prior schooling experiences of new students
 - b. A review of transcripts and other evidence of educational experiences provided by parents or guardians
 - c. Determination of parent's preferred language of communication with the student and the school
 - d. Determination of student's preferred language of communication with peers, parents and teachers
2. For students placed in an ELL instructional program, any teacher of ELLs, administrator, parent/guardian may request the convening of the ELL Committee to review the student's progress in attaining necessary subject area competencies or persistent deficiencies in overall student performance.
3. The ELL Committee may be reconvened at any time after a student has been served for a semester in an ELL instructional program. The committee shall make recommendations for appropriate modifications in the student's instructional program to address problems identified and shall document such modifications in the Student ELL Plan.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the school in their district. Included in the description should be when this is done.

Each school implements a step by step process to ensure that the enrollment, eligibility and placement requirements address the linguistic and academic needs of ELLs. All registration documents are provided to schools in the five major languages spoken by ELLs in the school district: Spanish, Haitian Creole, French, Vietnamese, and Portuguese. Assistance in the home language is provided to parents during the registration process by school staff, as feasible.

School personnel responsible for registering ELLs receive training and materials regarding appropriate enrollment procedures from the Multilingual Student Education Services Department in order to guide students and families through the registration process. School staff or the principal's designee participates in district compliance training to properly train school staff on the registration process for ELLs.

The Home Language Survey (HLS) questions are part of the registration form. Upon initial entry into an Orange County Public School, the registration form that contains the HLS questions is completed, signed, and dated for all students by the parent/guardian registering the student.

Parents/Guardians are given a complete registration packet. For parents of students who speak a language other than English, translated versions of registration forms, free and reduced lunch applications, and general school information are available in the five major languages represented in the school district.

NOTE: Schools are strictly prohibited from requesting documentation or inquiring about the student's or parent's immigration status. Schools are also prohibited from requesting social security numbers of students and family members.

Home Language Survey

1. If a **"Yes"** response is given **only** to the question, "Is a language other than English used in the home?" on the HLS, the student is placed in the regular classroom pending the aural/oral English proficiency test that has to be completed within 20 school days of the HLS date.
2. If a **"Yes"** response is given to the questions, "Did the student have a first language other than English?" or "Does the student most frequently speak a language other than English?", the student is placed in an ELL program such as: Language Arts/ESOL, Basic Mainstream Instruction with ESOL, Sheltered/ESOL and/or Bilingual/ESOL instruction models with a trained teacher on best practices for ELLs. The ELL data is entered into the student's electronic file. The student is classified as **"LY"** with a Basis of Entry code of **"T"**. Required documentation for instructional program placement must be completed at each school.

Programs and Services

1. The principal's designee must thoroughly explain to the parents the type of ELL program(s) available at the school and in the district to meet the linguistic and academic needs of the student. To facilitate this orientation process on the different instructional options, parents are required to view the video: *Orientation Video for Parents of ELLs*. Proper documentation with parent signatures is filed in the Student ELL Plan.
2. Parents are advised of the availability of ESOL programs as an alternative to regular language arts courses. To address the academic needs of students in schools where only ESOL services or Sheltered Instruction is offered, a paraprofessional or teacher who speaks the language of the ELL is provided to make instruction in the content area classes understandable. This support service is provided in schools where there are at least 15 students who speak the same language as required by the Florida Consent Decree for ELLs.
3. Parents are notified immediately, in the language that they understand (when feasible), that their student has been placed in specialized ELL services pending the English language proficiency test. The principal's designee completes and files proper documentation of the process.
4. If the placement recommendation is for One-Way Developmental Bilingual Education and the home school does not offer this program, the parents must agree to transfer the student to the school that provides the program and serves as the Bilingual Education Center for the home school. If the parents do not wish to transfer their student to a different school, the child is placed in the instructional program model provided by the home school in collaboration with parents.

Testing

1. All student electronic files are properly updated. The student is administered the aural/oral English proficiency test within 20 school days of the HLS date.
2. Students in grades 3-12 who score on or above the 51st percentile on the aural/oral Language Assessment Battery (LAB) test are administered the reading and writing proficiency test Metropolitan Achievement Test (MAT) within 10 school days from the administration of the aural/oral test date.

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

All parents who answer “**Yes**” to any of the HLS questions are provided the Parent's Rights Letter as part of the registration process. Students with any “**Yes**” responses are referred by the registration personnel to the principal's designee for further English language proficiency assessment.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.

Registrar Guidance Counselor Other (Specify) Principal's Designee and/or ELL contact.

3) Provision of Understandable Communication

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

All registration documents are provided to schools in the five major languages spoken by ELLs in the school district. School based bilingual staff members are available at the school for assistance to parents based on the student population, as 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.

The registrar at each school maintains a Testing Log to collect and retain information for students who require eligibility testing. Information for ELLs is collected and maintained in the following electronic files:

- Basic Student Information Records (CICS Screen 3) (SMS TABS)
- ELL Program Services (CICS Screen 15) (SMS TABS)
- Elementary Active Schedule (CICS Screen 16) (SMS TABS)
- Secondary Active Schedule (CICS Screen 9) (SMS TABS)
- Testing History (CICS Screen 14) (SMS TABS)

Copies of all required ELL forms are filed in the Student ELL Plan. The ELL plan is filed in the student's cumulative folder. The principal's designee at the school is responsible for ensuring that all potential ELLs are properly assessed and placed in ELL instructional programs offered in the district upon registration. Final placement, based on assessment data, occurs within 30 school days from entry to school, to comply with NCLB and Title III requirements.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.

Registrar Data Entry Clerk Other (Specify) Principal's designee and/or the ELL contact

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.

Registrar ESOL Coordinator/Administrator Other (Specify) Principal's Designee and/or ELL contact

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's eligibility and if 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⁾
Pre LAS 2000	K	A raw score of 91 or below		
Language Assessment Battery, (LAB) Test	1-12			A score below the 51 st percentile

- (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 the 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 level [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.

The school district implements procedures for identification, assessment for classification, programmatic assessment for student placement, and reclassification based on English proficiency scores of all ELLs.

Careful planning for eligibility testing is in place in every school to ensure that all students have been properly placed in the ELL instructional program that best meets the linguistic and academic needs of the students. Parents of ELLs are kept informed of the eligibility and final placement process in the language they understand, as feasible. To complete the eligibility assessment procedures the following process is in place:

- Schools identify the ELLs during the enrollment process based on the Home Language Survey.
- The school registrar completes the *Language Proficiency Testing Schedule Form* by writing the name of all new students who answered “Yes” to any of the HLS questions and are pending testing.
- The principal’s designee and/or the ELL contact coordinate the testing schedule with the assigned district program assistant.
- In addition to the trained program assistant, a teacher, counselor, curriculum resource teacher (CRT), ELL contact, principal’s designee, dean, assistant principal or certified staff may administer the appropriate English language proficiency test after receiving training on the administration of language proficiency assessments by district staff in the Multilingual Student Education Services Department.
- Once the eligibility testing process is completed, the tests are submitted to the district office to be scanned and recorded in the students’ electronic files. Hard copies of test results are sent to the schools to complete the placement process. The assessment results are filed in the Student ELL Plan.
- Students who score below the 51st percentile on the aural/oral language proficiency test are considered Non-English Speaker or Limited English-Speaking. These students are classified as “LY” students and are placed in the ELL instructional program available at the school. If the parents prefer a different instructional program model that is not available at the school, the student is transferred to a school that has the instructional model based on parent choice.
- Students in grades 3-12 who score on or above the 51st percentile on the aural/oral English language proficiency test are classified as Fluent English Speaking. These students are assessed for reading and writing proficiency using the selected district standardized reading and writing test. In OCPS, this test is the *Metropolitan Achievement Test* (MAT). These students will be coded “LP” until the **English Reading/Writing Test** is administered within 10 school days from the **English Aural/Oral Test** administration, *Language Assessment Battery* (LAB) test.
- A mandatory referral to the ELL Committee is required for any student in the third through twelfth grades that scored on or above the 51st percentile on the total aural/oral assessment (LAB) and has not been administered the reading/writing assessment (MAT) within 10 school days of the aural/oral test administration. The ELL Committee convenes to make a determination as to whether the student should or should not be placed in an ELL instructional program, pending the MAT test.
- The student must remain in an ELL program pending completion of the ELL Committee determination or the administration of a reading/writing assessment, whichever comes first.

- Data must be provided to the ELL Committee to substantiate the placement made for the student. For kindergarten students, the *Kindergarten Placement Criteria* form for students scoring 4/1, 4/2, 5/1, 5/2 on the Pre-LAS 2000 is completed before any ELL Committee decision is made to determine that the student is English proficient.
- Spanish speaking students (K-8) will be administered the *Spanish Language Proficiency Test (LAB)* within 5 school days if they score on or below the 51st percentile on the aural/oral English Language Proficiency Test (LAB).
- Classified ELL/ESE students will be administered the appropriate English Language Proficiency Test as specified on the *Language Proficiency Referral for ESE Students* form. ESE students may not be administered a language proficiency test unless this form has been properly completed by professional staff that include, the placement specialist, school psychologist, or principal's designee. The form is given to the principal's designee and/or the ELL contact for the appropriate testing.
- For ESE students with a mental age below five years, the informal assessment of language dominance is completed in an ELL Committee meeting.
- New students entering OCPS from another state must meet Florida eligibility requirements if they answer "Yes" to any of the Home Language Survey questions.
- New students entering OCPS from another Florida school district who are classified as "LY" and provide appropriate documentation from the previous school district will receive ELL instructional services in OCPS.
- New students entering OCPS from another Florida school district who did not receive services and answer affirmative to any of the questions on the HLS will be assessed in compliance with the Meta Consent Decree of 1990.
- New students entering OCPS from another Florida school district who are classified as "LF" with proper documentation will be placed in the mainstream classroom and the monitoring process will continue.

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?

District program assistants are scheduled to test every 15 school days in collaboration with the principal's designee at each school site. Selected school staff has also been trained to administer the language proficiency assessment test to ensure that all students have been tested within 20 school days from the HLS date.

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 aural/oral testing does not occur within 20 school days from the Home Language Survey date, parents are informed using the *Notice of Language Proficiency Testing Beyond 20 Days* form. A copy of the form is placed in the Student ELL Plan and the Student ELL Plan is filed in the cumulative folder.

The principal's designee and/or ELL contact has the responsibility of ensuring that parents thoroughly understand all program delivery models offered in the school and the school district

for ELLs. Parents are kept informed during the testing eligibility and placement process in the language they understand, as feasible.

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.

Students in grades K-2 who score as Fluent English-Speakers or proficient on the listening and speaking test do not qualify for ELL instructional services. These students are placed in the mainstream classroom unless the majority of the ELL Committee members determine that in the best interest of the student, he/she needs to be placed in an instructional program for ELLs offered by the district. Parents are part of this decision-making process.

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 aural/oral language proficiency test.

The students who are administered the aural/oral proficiency test and are determined to be ELLs based on the publishers cut scores are placed in an ELL instructional program with parent notification. The programmatic assessment process is completed by the ELL contact or the principal's designee to ensure that the student is placed in a program that meets their unique linguistic and academic needs. Documentation of this process is placed in the Student ELL Plan and is filed in the student's cumulative folder.

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 on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
Metropolitan Achievement Test (MAT)

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?

The reading and writing test is not delayed for a year. It is administered within 10 school days from the aural/oral test date to immediately address the reading needs of the student.

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.

This is not applicable to OCPS since the reading and writing test is administered within 10 school days from the aural/oral test date. However, if for some reason this does not occur, the ELL Committee must immediately convene to make a placement decision in an ELL instructional program for the student, pending the reading and writing assessment results. This procedure requires parent involvement in the placement decision-making process.

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.

Initial placement recommendations are made based on the required programmatic assessment process and the English Language Proficiency test results documented on the *Parent Notification* form.

Students in grades 3-12, who score at or below the 32nd percentile on the *Metropolitan Achievement Test (MAT)*, are classified as “LY” students and considered Limited English Proficient. These students are eligible for ELL services unless the majority of the ELL Committee members, with parent’s participation, determine that the student may be reclassified to English proficient by following the guidelines provided in the META Consent Decree in Section III, page 9 letter C. The guidelines state that consideration of at least two of the criteria listed below, as applicable, and in addition to considering the language proficiency test results:

- a. Extent and nature of prior educational and social experience and student interview
- b. Written recommendation and observation by current and previous instructional and supportive staff
- c. Evidence of non-mastery of basic competencies in English skills in English and/or the native language according to appropriate local, state or national criterion-referenced standards
- d. Grades from current school or previous school years
- e. Other assessment and test results (State Rule 6A-6.0902, F.A.C. and Section 1C)

The ELL Committee reviews test results and teacher recommendations. Placement decisions are documented in writing. No single person can decide to place a student that is not eligible for services in an ELL instructional program. No single person can decide not to place a student that is eligible for an ELL instructional program. Only the majority of the ELL Committee members representing the student make placement decisions. Parent participation and written consent on the most appropriate placement for the student are documented as part of the process for ELL Committee meetings. Documentation of all decisions made in an ELL Committee meeting is kept in the Student ELL Plan and placed in the student’s cumulative folder. Parents are provided a copy of all forms signed only by those members present at the meeting and completed in a language parents understand, as feasible.

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).

X Yes ___ No

The procedures implemented are used with Spanish speaking students and are as follows:

All Spanish speaking students are administered the Spanish version of the Language Assessment Battery Test (LAB) (1-12) and the Pre Language Assessment Scales (Pre-Las) (K). In addition to the language proficiency assessment academic assessments are administered to include: Aprenda (Stanford-9) (K-8), and IDEL (DIBELS) (K-5). Diagnostic assessments in other languages are administered at the school site, as feasible.

The forms to document eligibility and placement decisions in an ELL Committee meeting are attached, as requested for the submission of the District ELL Plan.

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge/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.

Grades K-5

The principal's designee and/or ELL contact and guidance counselor provide academic advisement to the student and the parents for the most appropriate placement. All guidance counselors in the school district are provided *A Guide for Placement of Foreign Born Students* to properly place students based on courses completed and grades earned in their countries. If there are no records available at the time of registration, the school makes every effort to contact the previous school via telephone or in writing, regardless of location.

In addition to using the *Guide for Placement of Foreign Born Students* (please see attached documentation) to properly place students, the following criteria to determine placement is used:

- Age Appropriate
- Documented Prior Educational Services
- ELL Committee
- Assessment - Diagnostic/placement test in native language and English
- Parent/Guardian and Student Interview

Grades 6-8

The principal's designee and/or ELL contact and guidance counselor provide academic advisement to the student and the parents for the most appropriate placement. All guidance counselors in the school district are provided *A Guide for Placement of Foreign Born Students* to properly place students based on courses completed and grades earned in their countries. If there are no records available at the time of registration, the school makes every effort to contact the previous school via telephone or in writing, regardless of location.

In addition to using *A Guide for Placement of Foreign Born Students* to properly place students, the following criteria to determine placement is used:

- Age Appropriate
- Documented Prior Educational Services
- ELL Committee
- Assessment - Diagnostic/placement test in the native language and English
- Parent/Guardian and Student Interview

Grades 9-12

The principal's designee and/or ELL contact and guidance counselor provide academic advisement to the student and the parents for the most appropriate placement. All guidance counselors in the school district are provided *A Guide for Placement of Foreign Born Students* to properly place students based on courses completed and grades earned in their countries. If there are no records available at the time of registration, the school makes every effort to contact the previous school via telephone or in writing, regardless of location.

In addition to using *A Guide for Placement of Foreign Born Students* to properly place students, the following criteria to determine placement is used:

- Age Appropriate
- Documented Prior Educational Services
- ELL Committee
- Assessment - Diagnostic/placement test in native language and English
- Parent/Guardian and Student Interview

The forms to document programmatic assessment decisions are attached, as requested for the submission of the District ELL Plan.

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

In addition to the programmatic assessment process that is conducted prior to placement of students in an ELL instructional program explained in Section 3: Programmatic Assessment, Question 10 of the District ELL Plan, a review of available data in the native language is done to determine literacy levels in reading, writing, and math.

The ELL Committee convenes immediately to complete an Academic Needs Identification (ANI) form which is considered Part II of the Student ELL Plan. The ELL Committee members develop an intervention plan with strategies that address language and academic needs in English and in the native language, as applicable. A progress monitoring process is delineated to ensure the success of the intervention plan.

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.

Actions or methods to locate student records include communication via telephone and/or in writing to the previous school and are documented in the ELL Student Plan. The ELL plan is placed in the student's cumulative folder. If this has been unsuccessful, the student is placed according to age and the guidelines in *A Guide for Placement of Foreign Born Students*.

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.

The educational information collected as part of the programmatic assessment process is used to place the student in grade level courses regardless of their English language proficiency level and to comply with equal access mandates.

The staff responsible for ensuring that ELLs have been placed appropriately based on literacy in the native language and not based on their English language proficiency level are the guidance counselor, principal or the principal's designee and/or ELL contact, teachers, district program assistant, and district resource staff from the Multilingual Student Education Services Department, as applicable.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to

ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

In addition to the programmatic assessment process that is conducted prior to placement of students in an ELL instructional program explained in Section 3: Programmatic Assessment, Question 10, Question 10a, Question 10b, and Question 10c of the District ELL Plan, the principal's designee utilizes the resource handbook *A Guide for Placement of Foreign Born Students* that describes the educational standards in different countries to award grade level credit. The educational information collected as part of the programmatic assessment process is used to place the student in grade level courses regardless of their English language proficiency level and to comply with equal access mandates.

When awarding credit for foreign-born students that enroll in OCPS with prior credits from non-US high schools, the following is clarification from the DOE per Rule 6A-6.0902, FAC:

"The principal difference in awarding credits to foreign-born students who come to Florida with transcripts from high schools abroad and those students coming to Florida from another US high school is in the awarding of English and foreign language credits. In examining a transcript for a student who comes from another country, steps should be taken to eliminate confusion in the "literal" interpretation of courses. In the majority of cases, when a transcript lists "English" for students from another country, this should be accepted as their foreign language transfer credit, as that is how this course would have been considered in the originating country.

Conversely, when a language course, such as "Spanish", "Spanish Literature" or a similar "language" course (other than English) is listed on the transcript, credit should be awarded as English Language Arts, as this would have been the course where the student learned to read, write, analyze literature, etc. in their native language, which is the same or equivalent to the language arts or English credit awarded to students enrolled in US (English-only language) high schools."

The above procedures ensure that students do not fall behind on earning credits in English or other subjects simply because they come from a high school in another country and studied in a language other than English.

All high schools implement this rule and carefully review the transcripts submitted by ELLs from other countries to ensure appropriate placement in academic courses and compliance with equal access requirements granted to ELLs as per Rule 6A-6.0902, FAC., and the League of United American Citizens (LULAC), et al. v State Board of Education et al. Florida Consent Decree of 1990.

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 ELL's withdrawal and re-enrollment after which a new English language proficiency assessment will be administered.

All re-evaluation decisions are made by the school ELL Committee. The ELL Committee will consider and review the student's academic data upon returning to OCPS from another Florida school, state, or home country to make the most appropriate programmatic placement. If the student has been withdrawn from the district for six months or more, a new English Language Proficiency assessment is necessary, unless prior ELL placement data can't be retrieved.

12) Student ELL Plan Development

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

Upon registration and the affirmative responses to the Home Language Survey questions, the school ELL contact and the principal's designee initiate the process in Questions 10a – 10d. The Initial Schedule of Classes (completed on a temporary basis) on Section III of the Student ELL Plan is developed and implemented immediately upon the student's entry into the ELL instructional program. The schedule is developed by the ELL contact and/or principal's designee, and guidance counselor in collaboration with a school based expert in the second language acquisition process, i.e., (ESOL certified teacher) for appropriate placement, as applicable.

Once the temporary schedule is developed the student is placed on a testing log by the ELL contact. An English Language Proficiency assessment is administered by a trained ELL contact within 20 school days. As soon as the test results are posted electronically by the Multilingual Student Education Services Department, the school convenes the ELL Committee to determine final placement and a Student ELL Plan is developed, as applicable.

The ELL Committee reviews test results and teacher recommendations. Placement decisions are documented in writing. No single person can decide to place a student that is not eligible for services in an ELL instructional program. No single person can decide not to place a student that is eligible for an ELL instructional program. Only the majority of the ELL Committee members representing the student make placement decisions. Parent participation and written consent on the most appropriate placement for the student are documented as part of the process for ELL Committee meetings. Documentation of all decisions made in an ELL Committee meeting is kept in the Student ELL Plan and placed in the student's cumulative folder. Parents are provided a copy of all forms signed only by those members present at the meeting and completed in a language parents understand, as feasible.

Section III of the Student's ELL Plan is updated every year. If a change in the student's schedule occurs any time during the school year, an *ELL Schedule Form* is completed by the ELL contact and placed with the original schedule in the Student's ELL Plan.

Note: Any changes in the student's schedule must be determined by the ELL Committee.

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

The school ELL contact and/or principal's designee are involved in updating the Student ELL Plan to reflect the most current linguistic and academic services offered. In the event of a change to the student's instructional service delivery the ELL Committee must be convened by the ELL contact and/or principal's designee.

The forms to document the Student ELL Plan decisions and a copy of the Student ELL Plan are attached as requested for the submission of the District ELL Plan.

13) Parent Notification

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

- Standard letter used by all schools in a language the parents/guardians understand, as feasible.
- Individual communication in a language the parents/guardians understand, as feasible.
- Other (Specify) Oral communication in a language or mode of communication that parents understand, as feasible.

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

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify)

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 ELL students, 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)

1. **X** Sheltered English Language Arts
2. **X** Sheltered Core/Basic Subject Areas
3. **X** Mainstream-Inclusion English Language Arts
4. **X** Mainstream-Inclusion Core/Basic Subject Areas
5. **X** One-Way Development Bilingual Education
6. **X** Dual Language (Two-Way Developmental Bilingual Education)

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.

Instructional program models and procedures are established and implemented to provide eligible ELL students with intensive English instruction and instruction in basic subject matter in areas of math, science, social studies, and computer literacy. Curriculum is provided on grade level and at the student's English language proficiency level to ensure comprehensible instruction. The curriculum is equal in amount, scope, sequence and quality to that provided to native speakers of English and aligned with the Florida Sunshine State Standards, course descriptions and district curriculum frameworks. (Rule 6A-6.0904, F.A.C., and Section 233.058, FS; Section II, 1990 LULAC et al. vs. State Board of Education Consent Decree).

1. English for Speakers of Other Languages (ESOL) Sheltered English

ESOL/Language Arts is offered at every elementary, middle and high school in the district. Language Arts through ESOL is provided daily. ESOL is the Sheltered Language Arts class for ELLs. The instruction is of the same length, sequence and scope as the language arts classroom for non-ELLs. ESOL is taught, not as a foreign language, but as a language arts class. ESOL instruction is provided in English and the curriculum reflects the Florida Sunshine State Standards for Language Arts and the National ESL Standards.

- ESOL as an instructional program model is equivalent to the language arts class of non-ELLs.
- ELL services may not be refused by the student who qualifies as being not proficient in English. Parents may not waive comprehensible instruction mandated by the Florida Consent Decree for ELLs. Parents may only refuse the program delivery model for ELL services offered at the school and have the option to select the instructional delivery model for their student. The ELL contact and/or principal's designee refers to the feeder pattern to determine where the program model is offered.

- If the parents refuse the Sheltered English Language Arts/ESOL delivery model, offered at the school, the student remains in the language arts class for non-ELLs. The language arts teacher is then required to complete the 300 hours for ESOL Endorsement.
- The Sheltered English Language Arts/ESOL delivery model includes instruction in second language acquisition skills for listening, speaking, reading and writing in English. Both the National ESOL Standards and the Language Arts Florida Sunshine State Standards are taught.
- At the elementary level, Sheltered English Language Arts/ESOL is scheduled during the language arts time by grade level only. Grade levels are not mixed in the Language Arts/ESOL classes.
- At the secondary level, grades are not mixed for required Sheltered English Language Arts/ESOL classes. Students are scheduled by grade level and within each grade level by levels of English proficiency to address their language and academic needs.

In addition to required Sheltered English Language Arts/ESOL courses in the middle and high school the "LY" student is scheduled for the ESOL Developmental Language Arts (DLA) elective class. The curriculum in the ESOL DLA elective class addresses listening, speaking, reading, and writing skills by levels of English proficiency. The ESOL DLA class has a strong focus on reading skills integrated with the other language domains.

2. Sheltered instruction

- Sheltered Instruction is an approach for teaching grade level content to ELLs in strategic ways that make the subject matter concepts understandable while promoting the student's English language development.
- Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks.
- ESOL is provided daily as part of the Sheltered Instruction Model. The Sheltered Instruction Model is highly recommended for elementary, middle and high schools where bilingual education services are clearly not feasible.
- The curriculum reflects the Florida Sunshine State Standards for each subject area and is parallel to the mainstream curriculum. Proficiency levels are addressed within the curriculum for the grade. The teacher does not need to speak the native language of the students since the class may be composed of different language backgrounds.

Transfers: If the school does not offer Sheltered Instruction, the student may be transferred to a school that offers the instructional model per parent request. A student may transfer from a Sheltered Instruction school to another school that offers the instructional model without further testing; however, an ELL committee must be convened at the home school before a transfer can occur. The student enrolling from another school district may be placed in the Sheltered Instruction program upon review of records or parent interview on a temporary basis until eligibility requirements in the district are completed.

3 and 4. Basic Mainstream/Inclusion Instruction with ESOL

- This instructional model is offered in schools that do not have sufficient numbers of ELLs to implement Bilingual Education or Sheltered Instruction Models. The classroom teacher has a dual role as both a classroom teacher for all students as well as the ESOL teacher for ELLs.
- This instructional model is considered Basic ESOL. It is taught in the mainstream classroom by the homeroom teacher in elementary schools. The teacher is certified in ESOL or is in the process of completing the ESOL training requirements.
- The Basic Mainstream ESOL model needs careful planning and on-going teacher support. The Multilingual Student Education Services Department provides assistance to schools to ensure fidelity of implementation.
- Schools must ensure that ELLs in this model are receiving a balanced curriculum that addresses their grade level linguistic and academic needs.

5. One-Way Developmental Bilingual Education

- The main objective is for the ELL to develop proficiency in English skills in order to be successful in grade level classes in the mainstream classroom. A second objective of the bilingual education instructional model is for the ELL to become bilingual and biliterate while developing English language proficiency.
- One-Way Developmental Bilingual Education is an instructional delivery model that uses two languages, one of which is the home (native) language of the student and the other one is always the English language, as mediums of instruction. The One-Way Developmental Bilingual Education Model used by Orange County Public Schools enables the ELL to continue conceptual development while gaining sufficient competence in English to succeed academically in an all-English classroom.
- Literacy development in the student's native language is required in this instructional model. The students are scheduled in academic courses according to grade level. The curriculum in the bilingual education program reflects the Florida Sunshine State Standards for each subject area and is parallel to the mainstream curriculum.
- It is not feasible to have One-Way Developmental Bilingual Education programs in every K-8 school in OCPS. If the home school does not have the instructional model and if it is determined that this is the best educational placement for the student, an ELL Committee meeting is scheduled with the parents to explain the educational services available at the bilingual center.
- If the child is new to a school (K-8) in OCPS, is a recent arrival, and is a non-English speaker, as confirmed by the parents, the student may register at the assigned bilingual center after the parents sign an *ELL Conference Report* form stating that they prefer to place the student in the bilingual center. The language proficiency test is administered at the bilingual center. The home school ELL contact must call the receiving school ELL contact to alert the school of the placement decision. Appropriate linguistic and academic program services may not be delayed for the student if the student has not been administered the

language proficiency test. The receiving school contacts the Transportation Department to arrange transportation for the student.

Transfers:

- A student may transfer from a non bilingual education school to a school that provides the same services following the procedures listed above.
- A student may transfer from a bilingual education school to another bilingual education school without further testing.

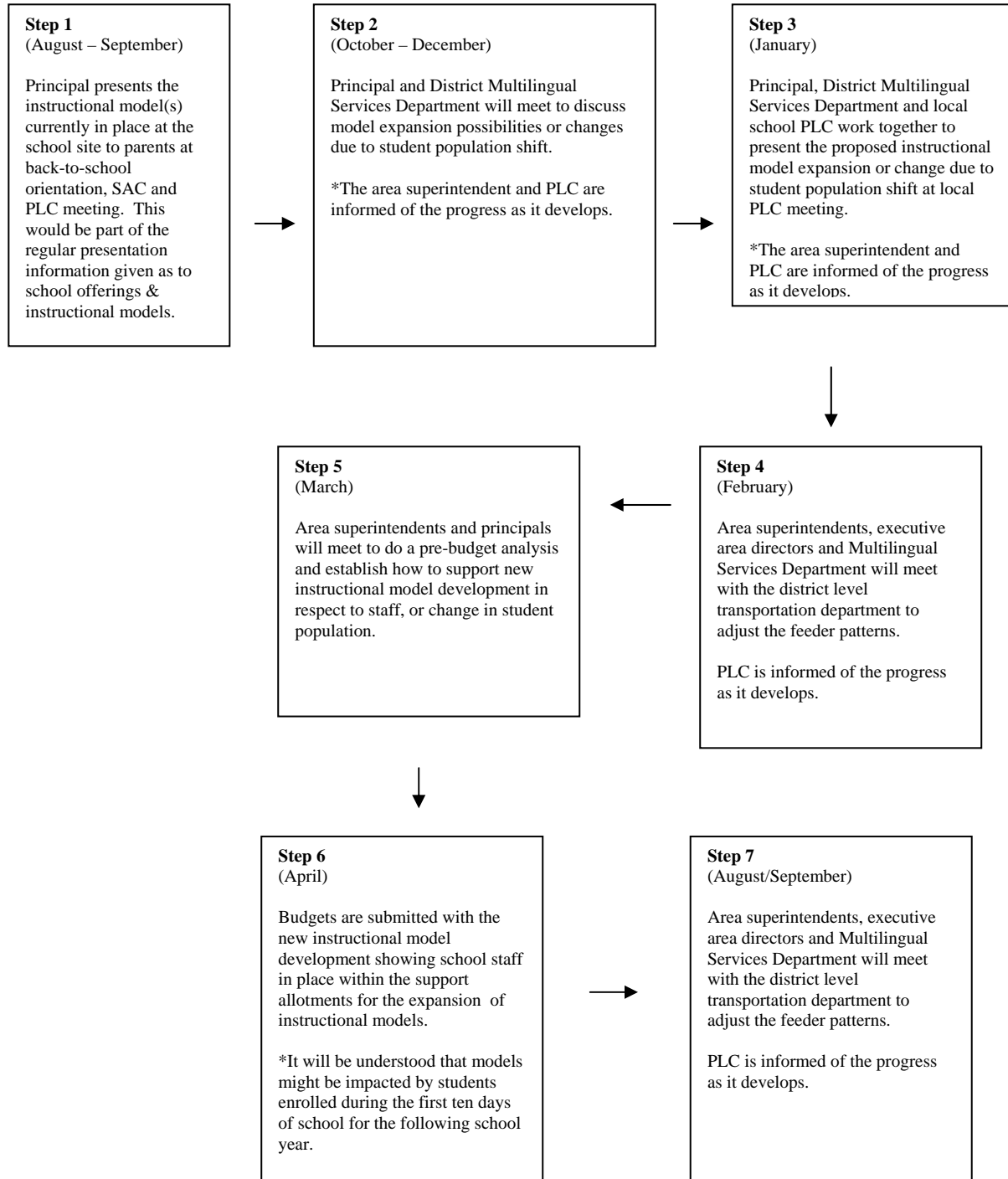
6. Two-Way Developmental Bilingual Education

- The Two-Way Developmental Bilingual Education Instructional model in elementary schools provides highly organized instruction in the native language to develop linguistic and academic proficiency in English and in Spanish.
- The classroom is comprised of an equal number of students whose native language is English and students who speak a selected different language.
- The classroom is designed to help learners achieve competence in English and in a second language, while mastering grade level subject matter skills.
- The instruction takes place in all courses that are used to determine grade progression and graduation requirements.
- This model has specific guidelines and participation requirements. The instructional model is implemented in selected elementary and middle schools.
- The difference between One-Way and Two-Way Developmental Bilingual Education Instructional Models is the student population. In the One-Way Developmental Bilingual Education Instructional Model, the students are “LY” students with the same native language. In Two-Way Developmental Bilingual Education Instructional Models, the students are native speakers of English and native speakers of another selected language. Students must be recruited for both models. Both models follow a 50/50 instructional approach.

The Multilingual Student Education Services Department provides training and support for schools on the implementation of all instructional models. Training includes research-based instructional and curriculum practices and monthly visits to schools by District Compliance Specialists who monitor the fidelity of implementation. Title III Instructional Support Teachers assist the schools with the implementation of best practices for the instructional models.

Schools may not change their approved instructional models without prior discussions that include their Area Superintendent/ Executive Area Director, and the Multilingual Services Department. After it is determined that the possibility of change may occur both the local PLC and district PLC need to be involved and informed throughout the process.

Process to Enhance or Change the Instructional Delivery Model at the School



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.

Instructional Program Models 2009-2010 for ELL Students as of Most Recent Update
Central Learning Community School Summary

School	One-Way Developmental Bilingual Education	Two-Way Developmental Bilingual Education	Sheltered Instruction at every grade level with sufficient number of students	ESOL in Basic Instruction Classrooms in every grade level ESOL/Language Arts In every secondary grade level
Audubon Park ES	**		**	X
Brookshire ES	**		**	X
Conway ES	**		K-1 (2-5)**	X
Dommerich ES	**		**	X
Dover Shores ES	**		K -5	X
Eagle's Nest ES	**		K -5	X
Fern Creek ES	**		**	X
Grand Ave. ES K-2	**		**	X
Hillcrest ES	K-5 Vietnamese Designated Center School		**	X
Kaley ES	**		**	X
Killarney ES	**		**	X
Lake Como ES	**		**	X
Lake Silver ES	**		**	X
Lake Sybelia ES	**		**	X
Lakemont ES	**		**	X
Orlo Vista ES	**		**	X
Pershing ES	**		**	X
Pineloch ES	Spanish K-5 Designated Center School		**	X
Princeton ES	**		**	X
Rock Lake ES	**		**	X
Blankner School K-8	**		**	X
Conway MS	**		6-8 Core Classes	X
Howard MS	**		6-8 Core Classes	X
Lee MS	**		6-8 Social Studies	X
Maitland MS	**		**	X
Memorial MS	Haitian Creole 6-8 Designated Center School		**	X
Boone HS			9-12 Core Classes	X
Edgewater HS			9-12 Core Classes	X
Jones HS			9-12 Core Classes	X

** A FEEDER PATTERN FOR THE INSTRUCTIONAL MODEL IS AVAILABLE

Items to remember:

If the school does not offer a One-Way Bilingual or Sheltered Instruction Model, a feeder pattern must be in place for the school.

Schools need to review the student population growth and/or decrease regularly to determine program sustainability.

Instructional program models may be adjusted as a result of attrition in the ELL population.

ESOL must be implemented regardless of possible decreases in the ELL population.

Area Superintendent Approval: _____ (Initial) Date: _____
Associate Superintendent Approval: _____ (Initial) Date: _____

Updated May 26, 2009

Instructional Program Models for ELLs as of Most Recent Update
East Learning Community

School	One-Way Developmental Bilingual Education	Two-Way Developmental Bilingual Education	Sheltered Instruction at every grade level with sufficient number of students	ESOL in Basic Instruction Classrooms in every grade level ESOL/Language Arts in every grade level
Aloma ES	**		**	X
Avalon ES	**		**	X
Azalea Park ES	Spanish K-5 Bilingual VE K-5		K-5	X
Bonneville ES	**		**	X
Camelot ES	**		K-5 Designated Center School	X
Castle Creek ES	**		**	X
Cheney ES	Spanish K-5 Bilingual VE K-5 Designated Center School		**	X
Chickasaw ES	Spanish K-5 Designated Center School		K-5 Designated Center School	X
Columbia ES	**		**	X
Cypress Springs ES	**		**	X
Deerwood ES	**		**	X
East Lake ES	**		**	X
Engelwood ES	Spanish K-5 Designated Center School		K-4 (5)**	X
Lawton Chiles ES			K-3	X
Little River ES	Spanish K-5 Designated Center School		K-5	X
Riverdale ES	**		K (1-5)**	X
Stone Lakes ES	**		**	X
Timber Lake ES	**		**	X
Sunrise ES	**		**	X
Union Park ES	**	Spanish/English K -3 Planning for 4th grade	K-5	X
Waterford ES	**		**	X
Arbor Ridge School K-8	**		**	X
Avalon MS	**		**	X
Corner Lakes MS	**		6-8 Core Classes	X
Discovery MS	**		**	X
Legacy MS	**		6-8 Core Classes	X
Union Park MS	Spanish 6-8 Designated Center School		6-8 Core Classes	X
Timber Creek HS			9-12 Core Classes	X
University HS			9-12 Core Classes	X

**** FEEDER PATTERN FOR THE INSTRUCTIONAL MODEL IS AVAILABLE**

Items to remember:

If the school does not offer a One-Way Bilingual or Sheltered Instruction Model, a feeder pattern must be in place for the school.

Schools need to review the student population growth and/or decrease regularly to determine program sustainability.

Instructional program models may be adjusted as a result of attrition in the ELL population.

ESOL must be implemented regardless of possible decrease of the ELL population.

Area Superintendent Approval: _____ (Initial)

Date: _____

Associate Superintendent Approval: _____ (Initial)

Date: _____

Updated May 26, 2009

Instructional Program Models 2009-2010 for ELL Students as of Most Recent Update
North Learning Community School Summary

School	One-Way Developmental Bilingual Education	Two-Way Developmental Bilingual Education	Sheltered Instruction at every grade level with sufficient number of students	ESOL in Basic Instruction Classrooms in every grade level ESOL/Language Arts in every grade level
Apopka ES	**		K-5 Designated Center School	X
Clarcona ES	**		2 nd (K,1,3,4,5)**	X
Clay Springs ES	Spanish K-3 (4-5)**		K-2 (3,4,5)**	X
Dream Lake ES	**		K-4 (5)**	X
Hungerford ES	**		**	X
Lake Gem ES	**		K-5	X
Lake Weston ES	Spanish K-5 Designated Center School		**	X
Lakeville ES	**		3 (K,1,2,4,5)**	X
Lockhart ES	**		**	X
Lovell ES	Spanish K-5 Bilingual VE K-5 Designated Center School		K-5 Designated Center School	X
Pinewood ES	**		K-5	X
Ridgewood Park ES	**		K-5 Designated Center School	X
Riverside ES	**		K-3 (4,5)*	X
Rock Springs ES	**		**	X
Rolling Hills ES	**		K-5	X
Rosemont ES	**		**	X
Spring Lake ES	Spanish K-2 (3-5)*		5 (K-4)*	X
Wheatley ES	**		K-5	X
Wolf Lake ES	**		**	X
Zellwood ES	Spanish K-5 Designated Center School		K-3 (4,5)*	X
Apopka MS	Spanish 6-8 Bilingual VE 6-8 Designated Center School		6-8 Core Classes Designated Center School	X
Glenridge MS	**		6-8 Core Classes	X
Lockhart MS	**		6 th grade Core Classes	X
Meadowbrook MS	Spanish 6-8 Designated Center School		**	X
Piedmont Lakes MS	**		6 th grade Core Classes	X
Wolf Lake MS	**		**	X
Apopka HS			9-12 Core Classes	X
Evans HS			9-12 Core Classes	X
Hungerford Prep HS				X
Winter Park HS			9-12 Core Classes	X
Wekiva HS			9-12 Core Classes	X

**** FEEDER PATTERN FOR THE INSTRUCTIONAL MODEL IS AVAILABLE**

Items to remember:

If the school does not offer a One-Way Bilingual or Sheltered Instruction Model, a feeder pattern must be in place for the school.

Schools need to review the student population growth and/or decrease regularly to determine program sustainability.

Instructional program models may be adjusted as a result of attrition in the ELL population.

ESOL must be implemented regardless of possible decreases in the ELL population.

Area Superintendent Approval: _____ (Initial) Date: _____

Associate Superintendent Approval: _____ (Initial) Date: _____

Updated May 26, 2009

Instructional Program Models 2009-2010 for ELL Students as of Most Recent Update
Southeast Learning Community School Summary

School	One-Way Developmental Bilingual Education	Two-Way Developmental Bilingual Education	Sheltered Instruction at every grade level with sufficient number of students	ESOL in Basic Instruction Classrooms in every grade level ESOL/Language Arts in every grade level
Andover ES	**		**	X
Cypress Park ES	**		**	X
Durrance ES	**		**	X
Hidden Oaks ES	**		**	X
Lake George ES	**		**	X
Lancaster ES	Spanish K-5 Designated Center School		K-5 Designated Center School	X
McCoy ES	Spanish K-5 Designated Center School		K-5	X
Meadow Woods ES	**		2,3,5 (K,1,4)**	X
Moss Park ES	**		**	X
North Lake Park ES	**		**	X
Oakshire ES	Spanish K-5 Designated Center School		K-5 Designated Center School	X
Pinar ES	**		K-5 Designated Center School	X
Pine Castle ES	**		**	X
Shenandoah ES	**		**	X
Southwood ES	**		**	X
Three Points ES	**		3,4,5 (K,1,2)**	X
Ventura ES	Spanish K-4 (5)**		K-5 Designated Center School	X
Vista Lakes ES	**		**	X
Winegard ES	**		K-5	X
Wyndham Lakes ES	Spanish K-5		K-5	X
Jackson MS	Spanish 6-8 Designated Center School		6-8 Core Classes	X
Liberty MS	**		6-8 Core Classes	X
Meadow Woods MS	Spanish 6-8 Designated Center School		6-8 Core Classes	X
Odyssey MS	**		6-8 Core Classes	X
South Creek MS	**		6-8 Core Classes	X
Walker MS	Spanish 6-8 Designated Center School		6-8 Core Classes	X
Colonial HS			9-12 Core Classes	X
Cypress HS			9-12 Core Classes	X
Oak Ridge HS			9-12 Core Classes	X

****A FEEDER PATTERN FOR THE INSTRUCTIONAL MODEL IS AVAILABLE**

Items to remember:

If the school does not offer a One-Way Bilingual or Sheltered Instruction Model, a feeder pattern needs to be in place for school. Schools need to review the student population growth and/or decrease regularly to determine program sustainability. Instructional program models may be adjusted as a result of the attrition of the ELL population.

ESOL must be implemented regardless of possible decrease in the ELL student population.

Area Superintendent Approval: _____ (Initial)

Date: _____

Associate Superintendent Approval: _____ (Initial)

Date: _____

Updated May 26, 2009

Instructional Program Models 2009-2010 for ELL Students as of Most Recent Update
Southwest Learning Community School Summary

School	One-Way Developmental Bilingual Education	Two-Way Developmental Bilingual Education	Sheltered Instruction at every grade level with sufficient number of students	ESOL in Basic Instruction Classrooms in every grade level ESOL/Language Arts in every grade level
Bay Meadows ES	**		**	X
Catalina ES	**		K-5 Designated Center School	X
Dr. Phillips ES	**		**	X
Eccleston ES	**		**	X
Endeavor ES	**		K,1 and 2 (3-5)**	X
Hunter's Creek ES	**	Spanish/English K-3 Planning 4 th grade	**	X
John Young ES	**		**	X
Millennia ES	**		K-5	X
Palmetto ES	**		K-5	X
Palm Lake ES	**		**	X
Richmond Heights ES	**		**	X
Sadler ES	Spanish K-5 Designated Center School		K-5 Designated Center School	X
Sand Lake ES	**		**	X
Shingle Creek ES	Spanish K-5 Bilingual VE K-5 Designated Center School		K-5	X
Sunset Park ES	**		**	X
Tangelo Park ES	**		**	X
Waterbridge ES	Spanish K-5 Designated Center School		K-5 Designated Center School	X
West Creek ES	**		**	X
Bridgewater MS	**		**	X
Chain of Lakes MS	**		6 th grade Core Classes	X
Freedom MS	**		6-8 Core Classes	X
Hunter's Creek MS	**		6 th grade Core Classes	X
Southwest MS	**		6 th grade Social Studies	X
Westridge MS	Spanish 6-8 Bilingual VE 6-8 Designated Center School		7-8 Social Studies	X
Dr. Phillips HS			9-12 Core Classes	X
Freedom HS			9-12 Core Classes	X

**** FEEDER PATTERN FOR THE INSTRUCTIONAL MODEL IS AVAILABLE**

Items to remember:

If the school does not offer a One-Way Bilingual or Sheltered Instruction Model, a feeder pattern needs to be in place for the school.

Schools need to review the student population growth and/or decrease regularly to determine program sustainability. Instructional program models may be adjusted as a result of the attrition of the ELL population.

ESOL must be implemented regardless of possible decrease of the ELL student population.

Area Superintendent Approval: _____ (Initial) Date: _____

Associate Superintendent Approval: _____ (Initial) Date: _____

Updated May 26, 2009

Instructional Program Models 2009-2010 for ELL Students as of Most Recent Update
West Learning Community School Summary

School	One-Way Developmental Bilingual Education	Two-Way Developmental Bilingual Education	Sheltered Instruction at every grade level with sufficient number of students	ESOL in Basic Instruction Classrooms in every grade level ESOL/Language Arts in every grade level
Citrus ES	**		**	X
Villard St. ES	**		**	X
Frangus ES	**		K-2, 5 (3-4)**	X
Hiawassee ES	**		K-5	X
Ivey Lane ES	**		**	X
Lake Whitney ES	**		**	X
Westbrooke ES	**		**	X
Maxey ES	**		**	X
MetroWest ES	**		K-5 Designated Center School	X
Mollie Ray ES	**		**	X
Oak Hill ES	**		K,1,4,5 (3)**	X
Ocoee ES	**		K-3 (4-5)**	X
Orange Center ES	**		**	X
Pine Hills ES	Spanish K-5 Bilingual VE K-5 Designated Center School		K-2 (3-5)**	X
Thornebrooke ES	**		**	X
Tildenville ES	Spanish K-5 Bilingual VE K-5 Designated Center School	Spanish/English K-5 (Magnet)	**	X
Washington Shores	**		**	X
West Oaks ES	**		3,5 **K,1,2,4	X
Whispering Oaks	**		**	X
Windemere ES	**		**	X
Carver MS	**		**	X
Gotha MS	**		6-8 Core Classes	X
Lakeview MS	**	Spanish/English 6 -8	6-8 Core Classes	X
Ocoee MS	Spanish 6-8 Designated Center School		6-8 Core Classes	X
Robinswood MS	**		6-8 Math	X
Windy Ridge School K-8			K (1-5)**	X
Ocoee HS			9-12 Core Classes	X
Olympia HS			9-10 S.S.	X
West Orange HS			9-12 Core Classes	X

****FEEDER PATTERN FOR THE INSTRUCTIONAL MODEL IS AVAILABLE**

Items to remember:

If the school does not offer a One-Way Bilingual or Sheltered Instruction Model, a feeder pattern needs to be in place for the school.

Schools need to review the student population growth and/or decrease regularly to determine program sustainability. Instructional program models may be adjusted as a result of the attrition of the ELL population.

ESOL must be implemented regardless of possible decreases in the ELL population.

Area Superintendent Approval: _____ (Initial)

Date: _____

Associate Superintendent Approval: _____ (Initial)

Date: _____

Updated May 26, 2009

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.

Orange County Public Schools currently has seven District Compliance Specialists who serve an average of 30 schools. They conduct technical assistance school visits and monitoring that include meeting with the ELL contact or the principal's designee and verifying that instruction provided to ELLs is equal in amount, sequence, quality and scope to that provided to non-ELLs. The process is documented on the *School Visit Monitoring Tool For Program Effectiveness*. A copy is provided to the principal and the executive area director to assist with building a systematic compliance process at the school.

Additional district support is provided to schools by the Title III curriculum and instruction resource teachers to ensure that the curriculum for ELLs mirrors the curriculum for non-ELLs.

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 select and document ESOL strategies in their daily lesson plans based on the second language acquisition proficiency level of the students. Teachers document mastery of core curriculum with student work samples. The principal or assistant principal verifies the documentation of the use of ESOL strategies to make instruction comprehensible. For students who are not progressing linguistically and academically, an ANI form is completed to address interventions and a progress monitoring timeline is developed and implemented immediately in an ELL Committee meeting. This monitoring process is ongoing throughout the school year and is done a minimum of 3 times a year by the District Compliance Specialists.

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*)

- Region Administrator (s) Area Superintendents
- District Administrator (s) Associate Superintendent
- School Level Administrator(s) Principal and/or Assistant Principal
- Other (Specify) ELL Compliance, Instructional Coaches and Student Advocates

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

Student Portfolios

FCAT Practice Tests

Other Criterion Reference Test (Specify) Benchmark Assessment

Native Language Assessment (Specify) Aprenda (K-8) and IDEL (K-5) in Bilingual Education Schools

FCAT

Other (Specify) Informal teacher assessment

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 No

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

Student Progression Procedures File: 1A states the following: Language Enriched Pupils K-12

Schools are to follow all procedures stated on the approved District ELL Plan and the ELL Committee Meeting Procedural Handbook for any education decisions for ELL: placement, promotion and retention. The ELL Committee, functioning in accordance with Rules A-6.0900 – A6.90, F.A.C., and 1990 League of United Latin American Citizens et al. State Board of Education et al. Consent Decree, will make the appropriate decisions regarding the proper placement of English Language Learners (ELLs) in the school district.

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 exempt from mandatory retention.

- The school-based principal or principal's designee convenes the ELL Committee to evaluate ELLs linguistic and academic progress.
- Schools may use various academic and linguistic assessments to monitor student progress. The ELL Committee may be comprised of ESOL teacher(s), a home language teacher (if applicable), administrator or designee, guidance counselor, social worker, school psychologist or other educators as appropriate for the situation. The parent(s) are also invited to attend any ELL Committee meetings and are kept informed of the outcome of the meeting. An Academic Needs Identification (ANI) plan is developed, if necessary. The district implements Florida Statute 1008.25 through its Student Progress Plan.
- A letter to parents with students in grades K-3 is provided for the parents in the fall of each school year with an explanation of the law on mandatory retention in third grade and good cause exemption. This notice has translated versions in Spanish, Haitian Creole, French, Vietnamese, and Portuguese.

- Compliance specialists or the ESOL contact at each school are trained by the assigned district compliance administrator in the process of the ELL Committee meetings and related procedures of ANI and promotion/retention decisions for grades K-12.
- ELL students enrolled in approved ESOL programs for two years or less are eligible for the good cause exemption through the actions of the ELL Committee meeting. A copy of the *ELL Committee Conference Report Form* serves as documentation that parents have been given the explanation of this process and have been involved in the decision. The entry and/or reentry date into the ESOL program is used to verify enrollment of two years or less.
- Schools use various formal and informal academic and linguistic assessments to monitor student progress.

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

The ELL Committee, functioning in accordance with Rules 6A-6.0900-6A-6.0909, F.A.C. and the 1990 League of United Latin American Citizens et al. v. State Board of Education et al. Consent Decree and the District ELL Plan, make the appropriate decisions regarding the proper placement, retention and promotion of English Language Learners in OCPS. However, all decisions made for third grade students must be made in accordance to Section 1008.25, Florida Statute on retention in addition to LEP Committee meeting requirements for retention. ALL GOOD CAUSE EXEMPTIONS ALSO APPLY TO ELLs WHO ARE NOT IN THIRD GRADE.

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

Parents are notified via progress monitoring letters concerning their student's academic achievement on grade level standards. In the fall semester if a student is showing deficiencies in reading or math, parents are notified in writing through the Parent Consultation Notice. Notices are sent in January if a student is in jeopardy of failing. All notices are available in the five major languages, Spanish, Haitian Creole, French, Vietnamese and Portuguese. For ELL students who are not progressing linguistically and academically in their academics an ELL Committee meeting is convened to initiate an ANI plan. Parents are notified and kept informed of the child's progress toward promotion. The ELL Committee convenes prior to the end of the school year to discuss the most appropriate promotion or retention decision for students who may be in danger of failing.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

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

All English Language Learners (ELLs) in Orange County Public Schools (OCPS) participate in the Florida statewide FCAT assessment program. This includes students who have been enrolled in an ESOL program for 12 months or less.

High school ELLs who by the end of grade 12 fail to meet the 10th grade standards as measured by the Florida required assessment test (FCAT), shall be provided compensatory education for the “**thirteenth year**” as provided in s. 232.246 (10), F.S. The following options as well as others may be explained to the student and the parent by the school counselor, the local PLC, and/or multilingual school based staff:

- Return to school for the summer and/or the following school year to prepare for (using remediation class(es) and re-take the FCAT. These students may attend school on a part-time basis if they so desire.
- Not return to school, but return on the day(s) the FCAT is being administered to re-take the test

All ELLs are required to participate in the Florida statewide annual proficiency assessment program with the *Comprehensive English Language Learning Assessment (CELLA)* based on guidelines provided by the FDOE Bureau for Student Achievement through Language Acquisition.

The principal or principal's designee is responsible for ensuring that all ELLs participate in the state assessment program for FCAT and CELLA.

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 ELL principal or principal's designee reviews the *FCAT Administration Manual* every year to ensure that any additional accommodations allowed by FDOE are implemented accordingly. Permissible accommodations for ELLs are:

1. **Flexible Setting**-ELLs may be offered the opportunity to be tested in a separate room with the ESOL or native language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.
2. **Flexible Scheduling**-ELLs may take the test during several brief sessions within one school day.
3. **Flexible Timing**-ELLs may have extended time on sections as needed.

4. **Assistance in the Native Language**-For the mathematics and science tests and the multiple-choice portion of the writing test, ELLs may be provided limited assistance by an ESOL or native language teacher using the student's native language. The teacher may answer specific questions about a word or phrase that may be confusing to the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems or answer writing and science test items. A student's question must not be answered in a way that would lead the student to infer the correct answer to an item. If FCAT is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students.

For the reading test, the ESOL or native language teacher may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of the items. The teacher is prohibited from reading words to the student from passages, test items, and performance tasks, and from answering student questions about the passages, test items, and performance tasks.

The ESOL or native language teacher may answer student questions about the general test directions in their native language. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that may be confusing to the student because of limited English proficiency. Under no circumstances shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the prompt to the student.

5. **Approved Dictionary**-ELLs have access to an English-to-native language translation dictionary and/or a native language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the native language or in English may not be provided. Use of electronic dictionaries is strictly prohibited.
6. ELLs, who otherwise are classified as exceptional education or student with disabilities, shall be afforded the additional test accommodations specified in Rule 6A-1.0943, FAC.
 - As required by state law, the school has written documentation that parents were informed of the FCAT accommodations available for the students. The notification clearly explains the consequences for the student if a parent refuses the FCAT accommodations that may be available to ELLs in Florida. If an accommodation has the word "must", as specified in the FCAT administration manual, it may not be waived by the parent. A copy of the signed document sent to parents must be placed in the Student ELL Plan.
 - ESOL or native language teachers who administer FCAT to ELLs receive appropriate training related to general test administration procedures, procedures for maintaining test security, as well as procedures for implementing the ELLs modifications defined herein.
 - The school principal or principal's designee monitors the implementation of FCAT accommodations for ELLs to verify that appropriate testing conditions are maintained.

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?

Yes No

If yes, describe the process for alternatively assessing ELLs.

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.

ELLs in OCPS are considered for possible exit from ESOL based on grade level performance, FCAT and CELLA scores for the school year, as applicable for the grade.

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.

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⁾
CELLA	K-2		Composite score at the proficient level	
CELLA	3-12		Proficient score in listening, speaking, and writing for the grade	

- (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.

Name of Reading and Writing Instrument(s):
CELLA
FCAT

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

Registrar ESOL Teacher/Coordinator Other (Specify): Principal or Principal's designee

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

- Parents are invited to the ELL Committee meeting to be part of the decision making process
- If parents are unable to attend the meeting, the principal or the principal's designee obtains written documentation from the parents prior to the meeting stating that they will not be able to attend and the committee may proceed without them
- The principal or the principal's designee must be present in order for the ELL Committee to convene. If this is not feasible, the meeting is rescheduled
- The school ELL Committee convenes to review grade level performance and assessment data provided to the committee members to determine if the student is ready to exit from the program successfully. The following are areas reviewed during the ELL Committee meeting for exit:
 - CELLA proficiency scores AND
 - FCAT proficiency scores AND
 - Academic achievement on grade level in:
 - English
 - Social Studies
 - Science
 - Math
 - Reading
 - Writing
 - SAT/ACT scores

- Parents must be provided a copy of exit forms either in person or through the mail, informing the parents of the decisions made by the majority of the ELL Committee members in the native language, as feasible.

If the student is enrolled in the One-Way or Two-Way Developmental Bilingual Education instructional program models, the student may continue participation as an “LF” student. The student is not enrolled in ESOL and does not generate weighted funding. The student is not entitled to receive FCAT accommodations as an “LF” student. For students who may qualify during the middle of a grading refer to 17f.

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 and briefly describe the process.

The principal or the principal’s designee is responsible for updating the Student ELL Plan and all student electronic files to reflect exit decisions made by the majority of the ELL Committee members.

“LF” students must be monitored for two years. Academic progress is reviewed and documented on the monitoring forms used in the district. If the progress in the mainstream classroom is not satisfactory, the ELL Committee must be convened to discuss and implement intervention strategies, as applicable. The intervention strategies are documented on an *Academic Needs Identification (ANI* and Section XI of the Student ELL Plan is updated. An *ELL Committee Conference Report Form* is completed and filed in the *Required Documents Section* of the Student ELL Plan. A copy must be provided to the parents in their native language, as feasible.

The “LF” student who continues to participate in One-Way or Two-Way Developmental Bilingual Education Instructional Models will now have the program participation code updated to H, as well as updating the student’s schedule with the appropriate class code.

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

The principal or the principal’s designee convenes the ELL Committee and the majority of the members determine when it is most appropriate to exit the student based on grade level performance, CELLA scores and FCAT scores, as applicable, at this point in time.

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 principal or the principal's designee is responsible for ensuring that the monitoring process has been completed as required.

Academic progress is reviewed and documented on the monitoring forms used in the district during the two year monitoring process. An "S" (satisfactory) or "U" (unsatisfactory) plus the appropriate date according to the monitoring period is entered on the monitoring form and on the electronic file for the student.

The performance of former ELLs (LF) shall be reviewed periodically to ensure parity of participation once they have been reclassified. These reviews shall take place automatically after the student's first report card, semi-annually during the first year after exiting, and at the end of the second year after exiting. If the progress in the mainstream classroom is satisfactory during the two year monitoring process, the "LF" student becomes an "LZ" student.

Any consistent pattern of under-performance on appropriate tests and/or grades shall result in the convening of an ELL committee with parental participation. The committee will assess the student's need for additional ESOL services or other needed programs. Attention shall be given to any decline in grades and/or test performance after reclassification. Intervention strategies shall be developed for ELLs not performing satisfactorily. The intervention strategies are documented on an *Academic Needs Identification (ANI)* form and Section XI of the Student ELL Plan is updated. An *ELL Committee Conference Report Form* is completed and filed in the *Required Documents Section* of the Student ELL Plan. A copy must be provided to the parents in their native language, as feasible.

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

District forms used to document the linguistic and academic progress of ELLs are filed in the Student ELL Plan. An *Academic Needs Identification (ANI)* form, is completed and Section XI of the Student ELL Plan is updated. A copy is provided to the parents in their native language, as feasible.

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) Aprenda, CELLA, DIBELS, IDEL, Performance Portfolios, Benchmark Testing, Progress Reports, and FAIR.

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

Progress monitoring practices are in place in all schools. Any consistent pattern of continuing below grade level performance on tests, grades or a GPA under 2.0 for secondary students shall result in the convening of the ELL Committee. Parents are encouraged to participate in the

committee decision. Special consideration is given to a decline in grades and/or test performance after reclassification from “LY” to “LF (Florida Consent Decree Section I, F, and Rule 6A-6.0903 Section 2a).

The ELL Committee must convene for all students who score at FCAT Level 1 or 2 during the two year monitoring process. The ELL Committee members are required to document the needed interventions to assist the student in obtaining a higher FCAT score on an *Academic Needs Identification* (ANI) form and Section XI is updated in the Student ELL 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 ELL Committee must convene. A monitoring schedule is delineated to review the effectiveness of the ANI plan developed for the student by the ELL Committee. Parents are provided copies of all decisions made to improve the academic performance of the student in their native language, as feasible. The principal or principal’s designee is responsible for updating the electronic student files to reflect the linguistic and academic placement.

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

ELLs who are re-classified as “LY” students are eligible for all program models available in the school district, just as they are for students classified initially. Additionally strategies documented on the ANI will be implemented and monitored by the principal or principal’s designee.

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.

Procedures have been established and made available at all schools to ensure that the Code of Student Conduct, bus rules, disciplinary forms, suspension letters, registration procedures, ELL Parent Notification Letter, charter schools, magnet programs, gifted programs, curriculum services, and other such documents/procedures are available in the native languages of students served. Translation services are made available to provide assistance to parents/guardians of ELLs in their home language, as feasible.

School principals and/or principal's designee maintain and monitor a binder for the current school year of all school-home communications which have been translated, such as, newsletters, school brochures, PTA, SAC, and PLC. These files are monitored by district compliance specialists to ensure that the information to parents is being disseminated by the school in a language that the parents can understand.

Resources for assistance with school-home communication include world language teachers, ESOL, and/or bilingual teachers; as well as other parents of ELLs, especially those on the school-based Parent Leadership Council.

All translation efforts are coordinated by the principal or the principal's designee, and if this is not feasible, the principal or the principal's designee requests assistance from the Multilingual Student Education Services at the district office.

The district provides the TransAct Translation Library. All schools may access the library as a resource for communication with parents of ELLs and non-ELLs. The library has forms translated in over 26 different languages that schools may customize.

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:

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring

- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other

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

The Student Code of Conduct is translated into the five main languages of ELLs. The languages are Spanish, Vietnamese, Portuguese, French, and Haitian Creole.

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

Yes 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. NA

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.

Every school in the district has at least four PLC meetings a year. Topics may include but are not limited to the following:

- Cultural Adaptation Process
- Parents as Tutors for their Children
- District Curriculum/Florida Sunshine State Standards
- Florida META Consent Decree
- Program Instructional Models for ELLs
- Understanding the School System
- FCAT Statewide Assessment
- Graduation Requirements
- No Child Left Behind (NCLB) Act
- Parent Involvement and Leadership Skills
- Promotion/Retention Requirements
- CELLA

The District PLC members also plan and implement training for the school PLC Chairs and Co-Chairs and may serve as an additional resource to parents during ELL Committee meetings.

A supplementary *Family Leadership Institute* has been implemented for interested parents of ELLs and former ELLs. The institute classes are scheduled five Saturdays during the school year and provide training in 10 modules.

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

School grade information is disseminated by the Department of Education. All district school-home communication regarding these topics is sent home in the five major languages spoken by ELLs.

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.

ELLs in Orange County are entitled to appropriate education and equal access to all appropriate programs implemented in the school district regardless of English language proficiency.

English language learners who are unable to benefit from appropriate services due to discrimination may contact the Equal Opportunity Supervisor at (407) 317-3200, ext. 2955.

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

ELLs have equal access to other appropriate programs implemented in the school district whether provided or funded under federal or state law or through local initiatives as required by state law. These programs include: Title I, exceptional education, early childhood, VPK, magnet schools, gifted, AP courses, extracurricular activities, vocational and adult education as well as drop-out prevention and other supportive services.

ELLs are not restricted to equal access due to criteria or methods of program administration (such as preset time limits regarding program eligibility or reasons related to limited English proficiency, or minimum prerequisite levels of English proficiency prior to being served) which inappropriately delay or deny services.

The Multilingual Directors monitor district reports to determine the percentage of ELL participation in programs offered in OCPS. The Title III support staff provides assistance to the schools through Student Advocates/Parent Liaisons/Instructional Coaches They work directly with guidance counselors to monitor proper placement of ELLs in available programs in their respective schools. Such opportunities include, but not limited to, gifted, advanced placement, and magnets.

Complaint and Appeal Process

The process for registering any type of concern or complaint is as follows:

1. The parents, guardians or individuals request an ELL Committee meeting to problem solve concerns or complaints at the school level.
2. The ELL Committee convenes at the school and reaches a final solution.
3. If concerns or complaints continue after the ELL Committee meeting, individuals may communicate concerns or complaints to the school administration. The principal meets with parents one-on-one to problem solve the issues.
4. The School Parent Leadership Council (PLC) Chairperson or Vice-Chairperson may serve as a resource to the parents during the process.
5. If the parent is still not satisfied with the results of the ELL Committee school-based decision, an appeal may be made to the Area Superintendent in the learning community. The appeal must be filed within thirty days of the meeting and must be in writing. The written appeal must include:
 - The fact(s) on which the complaint is filed.
 - The signature and contact information for the complainant; and
 - If alleging violations regarding a specific child:
 - (a) The name of the child and address of the residence of the child;
 - (b) The name of the school the child is attending;
 - (c) A description of the nature of the problem of the child, including facts relating to the problem; and
 - (d) A proposed resolution of the problem to the extent known and available to the party filing the complaint.
6. The Area Superintendent in the Learning Community conducts an administrative review of the concerns and/or complaint.
7. If the parent is not satisfied with the decision of the Area Superintendent, an appeal may be made to the Associate Superintendent for ESE and Multilingual Student Education Services.
8. All appeals must be in writing.

Parents are provided information on the complaint and appeal process at each ELL Committee meeting, in addition to district PLC meetings and school PLC meetings.

Role of Equal Access

The Equal Opportunity Supervisor and the Section 504 Coordinator assists the school board in its policy of nondiscrimination including equal access issues. The School Board of Orange County, Florida does not discriminate with regards to, access, treatment, or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, handicap or any other reason prohibited by law.

SECTION 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

The members of the ELL Committee are the parents, principal or principal's designee, ESOL teacher(s), compliance teacher, home language teacher(s), a guidance counselor, social workers, school psychologists, other educators, and students as appropriate (Rule 6A-6.0901. FAC). Parental notification is required for all ELL Committee meetings. The notification is written in the parent's native language, as feasible. If the parents are not able to attend the meeting, a written statement is requested from the parents stating that the ELL Committee may convene without their attendance. Documentation of all decisions made is sent to parents in their native language, as feasible.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
 - Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
 - Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and 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
- Other (Specify) Behavioral and discipline concerns, complete Informal assessment for ESE students with mental age below five years old, possible retention decisions

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

School Level District Level

Describe the functions and composition of PLCs in your district.

Most schools in the district have a PLC comprised of a majority (51%) of ELL parents. The purpose of the PLC is to encourage parental involvement and participation in the implementation of ELL programming and academic achievement initiatives. The district provides resources to the District PLC such as leadership training and orientation to the district's ELL program services and involvement opportunities available to parents of ELLs. Parents of ELLs are informed of the opportunities to be represented on existing school and district committees by the principal of every school in the district.

The function of the District PLC is to collaborate in problem solving, program enhancements, communication to parents, and recognition of student achievement. The District PLC also assists with the district training of school PLC participants. The District PLC consists of one parent-at-large, one community member, two ELL parents from each of the six district learning communities, and two district multilingual staff. Typically, the parents from the learning community are a chair and co-chair of a school PLC.

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.

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

The District PLC is actively involved in district initiatives for parents and ELLs.

The District PLC collaborates with the district, learning communities, and schools to promote the ELL Parent Leadership Councils. ELL parents/guardians are encouraged to participate in the school’s Parent Leadership Council, School Advisory Committee (SAC), the District Parent Leadership Council and other school/district committees. Parents/guardians are notified of upcoming events in their native language, as feasible.

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

The district provides opportunities to the District PLC for input on the district ELL plan in various meetings/conversations throughout the year. The PLC reviews the ELL plan and provides feedback and recommendations.

It is important to note that the content of this plan is reflective of a collaborative effort between the District PLC and Orange County Public Schools. Many committees and subcommittees worked to develop the content beginning with district meetings and continuing with individual committee meetings. The committees and subcommittees included: District PLC chair and co-chair, school-based PLC chairs and co-chairs, instructional coaches, parent/student advocates, compliance teachers, parents from the learning communities, school administrators, and district staff. The following is a list of dates the district and PLC met from September 2008 – May 2009.

Meeting Members:

District PLC Chair: Ms. Evelyn Rivera

District Co-Chair: Mr. Jose Fernandez (Attended September 22, 2008)

Associate Superintendent for Exceptional Education and Multilingual Services: Anna Diaz

Director of ESOL Compliance: William A. Bohn

Director of Title III: Tomasita Ortiz

Senior Fund Manager for IDEA/Medicaid: Beverly Knestrick

Section I: Identification

__Page 3, question 1, number 3: Add the following statement: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines for implementation practices on appropriate modifications in the student's instruction program.***

__Page 5, number 2a: Change "principal's designee" to say "principal's designee and/or the ELL contact"

__Page 6 at the bottom, next to "Other", after Principal's Designee, add: "and/or ELL contact"

Section II: ELP Assessment and Placement

__Page 7, question 5, next to "Other", after Principal's Designee, add: "and/or ELL contact"

__Page 8, question 6a, at the beginning of the third bullet, after principal's designee, add "and/or ELL contact"

__Pages 9, last bullet, at the end of the sentence, add a new sentence to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific implementation guidelines.***

__Page 10, corrections on the third bullet at the end of the sentence:

1. (n) to (in)
2. (Meta) to (META Consent Decree of 1990)

__Page 10, question 6c, beginning of paragraph 2, after "principal's designee" add: "and/or ELL contact"

The PLC Chair feels that this would be in the best interest of the parents to create consistency as to having a person at the school site they can contact.

__Page 11, question 6e, at the end of the paragraph, add a new sentence to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on implementation placement practices.***

__Page 11, question 6e, second sentence, delete the word "compliance" on "ELL compliance contact" to say "ELL contact"

__Page 11, question 7: The PLC Chair and Co-Chair do not accept a score at or below the 32nd percentile on the reading and writing portion of a norm-referenced test since this thinking does not reflect the same standards the State has for non-ELL students today. Proficiency level has been set at Level 3 on FCAT. A 32 percentile is equivalent to a Level I on FCAT. This is not acceptable for our ELLs in a standards based accountability system. How can the State pretend to measure the academic success for ELLs with a low percentile (32) that no longer fits the accountability standards in schools today?

__Page 12, question 8, second paragraph, change 33rd percentile to **32nd percentile**.

The PLC Chair and Co-Chair do not accept a score at or below the 32nd percentile on the reading and writing portion of a norm-referenced test since this thinking does not reflect the same standards the State has for non-ELL students today. Proficiency level has been set at Level 3 on FCAT. A 32 percentile is equivalent to a Level I on FCAT. This is not acceptable for our ELLs in a standards based accountability system. How can the State pretend to measure the academic success for ELLs with a low percentile (32) that no longer fits the accountability standards in schools today?

__Page 13, before question 9, add the following sentence: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on implementation placement practices.***

Section III: PROGRAMMATIC ASSESSMENT

__Page 14, question 10, under:

- Grades K-5
- Grades 6-8
- Grades 9-12

At the beginning of each sentence, after “principal’s designee”, add “**and/or ELL contact**”

__Page 15, question 10a, paragraph 1, change the word “heritage” to the word “**native**”

__Page 15, question 10a, paragraph 2, after the last sentence add a new one to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on developing intervention plans.***

__Page 15, question 10c, second sentence, change the word “heritage” to “**native**”

__Page 15, question 10c, second sentence, add “**ELL contact**” to list of staff listed

__Page 18, question 13:

- Mark the second box

__Page 18, question 13a:

- Delete the (X) from the last box

Section 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

__Page 21, first bullet, change “heritage” language to “**native**” language

__Page 21, third bullet, third sentence, delete the word “compliance” from “ELL compliance contact”

__Page 21, fifth bullet, second sentence, add **“ELL committee”** before the word “meeting”

__Page 21, second bullet, change “ educational options” to **“educational services”**

__Page 21, information next to the heading “TRANSFER” change “Bilingual/ESOL” to One-Way Developmental Bilingual program”

__Page 22, second bullet, change the word “heritage” to **“ native”** language

__Page 22, first bullet under Two-Way Developmental Bilingual Education, change “English language instruction in the first and second language” to **instruction in the native language to develop linguistic and academic proficiency in English and in Spanish.”**

__Page 22, fourth bullet, delete **“or subjects of study”**

__Page 22, sixth bullet, first and second sentence, change the word “heritage” to **“native”**

__Page 23, last sentence on the top, change the word “heritage” to “native” and add the following after the word students: **“ since the class may be composed of different language backgrounds.”**

__Page 23, after the section on Sheltered Instruction add the following statement:

“Transfer: If the school does not offer Sheltered Instruction, the student may be transferred to a school that offers the instructional model with parent consent. A student may transfer from a Sheltered Instruction school to another school that offers the instructional model without further testing. The student enrolling from another school district may be placed in the Sheltered Instruction program upon review of records or parent interview on a temporary basis until eligibility requirements in the district are completed.”

__Page 23, second bullet, add the following statement after the first sentence: **“The teacher is certified in ESOL or is in the process of completing the ESOL training requirements.”**

__Page 23, last paragraph, first sentence, after the statement “ prior discussion with” add the following: **“parents, school PLC, District PLC, area superintendents, Associate Superintendent for ESE and Multilingual Services, and MSES Directors. Approval for any changes are determined by the Area Superintendent and the Associate Superintendent for ESE and Multilingual Services after the discussion and planning process have been completed.”**

__Pages 25-30: According to the PLC Chair the matrices for instructional program models have discrepancies that need to be reviewed carefully and due to time constraints, this has not been done.

__Page 31, question 14c:

- Questions District PLC Chair:

- How many District Compliance Specialists do we have?

- How many schools do they serve?
- Whom do they meet with?
- How do they measure that that instruction is equal to the instruction provided to students who are not ELL?

__Page 31, Question 14d:

- Question from District PLC Chair:
 - How many times in the school year is the verification process done?

__Page 31, Question 14e: Add next to School Level Administrator “Principal and/or Assistant Principal”

__Page 31, Question 14f:

- Questions from the District PLC Chair:
 - **FCAT practice Tests:** Is this legal under the new State legislation on FCAT

__Page 32, Question 15a:

- Questions from the District PLC Chair:
 - Who convenes the ELL Committee meeting?
 - Who attends the ELL Committee meeting?
 - How is the linguistic and academic progress monitored?
 - After the last sentence add a new one to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on promotion and retention of ELLs.***

Section 5: State Assessment

__Page 34, Question 16, second paragraph (13th year option):

- How is this option offered to the students and their parents?
 - Who makes this option available to students and parents?
 - When is this option made available to students and parents?
 - Include the communication sample in different languages
- Page 34, Question 16, last sentence,: after “principal’s designee”, add **“and/or ELL contact”**

__Page 34, Question 16a, number 1 and number 4, change “heritage” language to “native” language

__Page 35, continuation of question 16a, second paragraph and third paragraph, change “heritage” to “native”

__Page 35, number 5 and number 6, change “heritage” to “native”

Section 6: English Language Proficiency Assessment

__Page 38, Question 17b, Question posed by FLDOE:

- The PLC Chair and Co-Chair representing parents of ELLs do not accept a score at or below the 32nd percentile on the reading and writing portion of a norm-referenced test since this thinking does not reflect the same standards the State has for non-ELL students today. Proficiency level has been set at Level 3 on FCAT. A 32 percentile is equivalent to a Level I on FCAT. This is not acceptable for our ELLs in a standards based accountability system. How can the State pretend to measure the academic success for ELLs with a low percentile (32) that no longer fits the accountability standards in schools today?

__Page 38, Question 17c:

- Place an (X) in the box before ESOL Teacher/Coordinator
- Add next to “principal’s designee”, and/or ELL Contact

__Page 39, continuation of Question 17d:

- Add the following statement: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on exit.***
- What options are provided to parents if they cannot be present in the ELL Committee meeting***

__Page 39, Question 17e:

- First sentence after “principal’s designee” add “and/or ELL Contact”
- Second paragraph, last sentence, change “heritage” to “native”
- Add new statement after the last sentence to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on developing and implementing intervention strategies.***

__Page 39, Question 17f:

- First sentence after “principal’s designee” add “and/or ELL Contact”

Section 7: Monitoring Procedures

__Page 40, Question 18:

- First sentence after “principal’s designee” add “and/or ELL Contact”
- Third paragraph, questions from District PLC Chair:
 - Can the student be placed back in the ESOL program?
 - Is the student classified as “LY”
 - Is an Academic Needs Identification Form developed for the student?
- Fourth paragraph, change “heritage” to “native” language.
- Add new statement after the last sentence to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on reclassification.***

__Page 41, continuation of Question 19, first paragraph:

- After the last sentence, add a new sentence to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on monitoring.***

● **District PLC Chair question:**

- **Are middle and high school students included in ELL Committee meetings?**

● Page 41, Question number 20:

- First sentence, after “principal’s designee”, add “and/or ELL contact”
- Last sentence, change “heritage” to “native”
- After the last sentence, add a new sentence to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on monitoring.***

__ Page 41, Question 21, comment from the District PLC Chair for the first sentence

- This is not applicable to high school students since bilingual education is not provided at that level. This needs to be clarified under this section of the ELL Plan.

Section 8: Parent/Guardian/Student Notification and Rights

__ Page 42, Question 22:

- First paragraph, change “heritage to “native”
- Request made by PLC Chair:
 - Include a statement to say that ELL Committee meetings to discuss IEP issues need to be conducted in the language parents understand. Information on IEP is not translated for parents.
- Second paragraph, second sentence; add a statement saying who monitors the files to make sure it has been done.
- Fourth paragraph, first sentence, change “School staff” to “ELL Contact”

__ Page 43, Question 24, add the following:

- The District PLC members also plan and implement training for the school Chairs and Co-chairs. These trainings may take place at a Parent Institute or area PLC Forums.

__ Pages 44, Question 26, after number 4, add a new number 5 to say: The District PLC Chair or Co-Chair may serve as an additional resource to parents during ELL Committee meetings. (Current practice.)

__ Page 45, Question 26, number 8, delete one year, “I have seen cases that go back three or four years” (statement from Evelyn Rivera)

__ Page 45, Question 27, first sentence, after the “local initiatives” statement, can you provide examples of these initiatives?

__ Page 47, Question 28:

- Last sentence, add a new sentence to say: “Documentation of all decisions made are sent to parents in a language they understand, as feasible.
- After the last sentence, add a new sentence to say: ***The ELL Committee Procedural Handbook will be updated as soon as FDOE approves the District ELL Plan to reflect specific guidelines on ELL Committee meetings.***

__ **Page 48, Question 30:**

- Add what is the composition of the School PLC and the District PLC

- 51 percent need to be parents
- The PLC Chair has requested a review of Section XIV: Parent Leadership Council of the previous District ELL Plan (2004-2007) for current practices implemented by the District PLC in collaboration with School PLC members and administrators. The answers to questions related to PLC are not indicative of current practices implemented over the years. (See attachment of Section XIV)

__Page 48, Question 32a: The PLC Chair states: “The answer at this time is “No” since we have not seen the final draft to be sent to FDOE. A more specific statement from the PLC Chair will be sent to the Associate Superintendent for ESE and Multilingual Services. The PLC Chair is requesting that the document: **District PLC Input to District ELL Plan 2008-2011 be included with the District ELL Plan sent to DOE.**

Section 10: Personnel Training

- __Page 50, Question 35 and 36, add a sentence describing how the training is offered and by whom.
- __Page 51, Question 37, first and second paragraph, change “heritage “ to “native”
- __Page 51, Question 38, the fourth bullet, change “heritage” to “native”
- __Page 52, Question 40, change “heritage” to “native”

Section 11: Title III, Part A, NCLB- Accountability

- __Page 53, question 41, First paragraph, second sentence, add a sentence to clarify who takes this training and what is it about.

Meeting Members:

District PLC Chair: Ms. Evelyn Rivera

District PLC Co-Chair: Jose Fernandez (Attended May 22 and May 26, 2009)

Associate Superintendent for Exceptional Education and Multilingual Services: Anna Diaz

Director of ESOL Compliance: William A. Bohn

Director of Title III: Tomasita Ortiz (Attended November 20, 2008)

Senior Fund Manager for IDEA/Medicaid: Beverly Knestrick

Sections Covered:

Section I: Identification

__ Pages 3-7, Questions 1 through 4 were reviewed. No suggestions.

Section II: ELP Assessment and Placement

__ Pages 8-14, Questions 5-8 were reviewed.

__ Page 12, Question 7, The PLC Chair and Co-Chair do not accept a score at or below the 32nd percentile on the reading and writing portion of a norm-referenced test since this thinking does not reflect the same standards the State has for non-ELL students today.

Proficiency level has been set at Level 3 on FCAT. A 32 percentile is equivalent to a Level I on FCAT.

Section III: PROGRAMMATIC ASSESSMENT

__ Pages 15-20, Questions 9-13 were reviewed.

__ Page 14, question 10, under:

- Grades K-5
- Grades 6-8
- Grades 9-12

Change the word “through” to **via**

__ Grade level and course placement procedures

__ Page 16, question 10a, fourth sentence, add the word “**writing**”.

__ Page 17, question 10b, second sentence, change the word “knowledge” to “**proficiency**”.

__ Page 18, question 12, add the following paragraph:

“The ELL Committee reviews test results and teacher recommendations. Placement decisions are documented in writing. No single person can decide to place a student that is not eligible for services in an ELL instructional program. No single person can decide not to place a student that is eligible for an ELL instructional program. Only the majority of the ELL Committee members representing the student make placement decisions. Parent participation and written consent on the most appropriate placement for the student are documented as part of the process for ELL Committee meetings. Documentation of all decisions made in an ELL Committee meeting is kept in the Student ELL Plan and placed in the student’s cumulative folder. Parents are provided a copy of all forms signed only by those members present at the meeting and completed in a language parents understand, as feasible.”

Section 4: **COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION**

___ Pages 21-35, Questions 14-15 were reviewed.

___ Page 21, first sentence under English for Speakers of other Languages (ESOL) Sheltered English, add "**non ELL**"

___ Page 22, delete bullet number 6.

___ Page 23, first sentence, change the word "with" to "**per**".

___ Page 25, delete third bullet under One Way Developmental Bilingual Education

Section 5: State Assessment

___ Pages 36-38 , Question 16 was reviewed.

___ Page 36, Question 16, last sentence, add "principal's designee".

Section 6: English Language Proficiency Assessment

___ Pages 39-42, Question 17 was reviewed.

___ Page 41, Question 17d, add "SAT/ACT"

Section 7: Monitoring Procedures

___ Page 43-44, Questions 18-21 were reviewed.

___ Page 44, Question 18b, add the "FAIR" assessment to the list.

Section 8: Parent/Guardian/Student Notification and Rights

___ Pages 45-49, Questions 22-27 were reviewed.

___ Page 45, Question 22:

First paragraph, change "LEP" to "ELL"

___ Page 48, Question 26, add "Parents are provided information on the complaint and appeal process at each ELL Committee meeting, in addition to district PLC meetings and school PLC meetings"

Section 9: Functions of the ELL Committee and the PLC

___ Pages 50-52, Questions 28-32 were reviewed.

Section 10: Personnel Training

___ Pages 53-55, Questions 33-40 were reviewed.

___ FDOE Review Checklist for the District ELL Plan was reviewed with District PLC Chair

___ A copy of the ELL procedural Handbook was given to the District PLC Chair

Section 11: Title III, Part A, NCLB- Accountability

___ Pages 55-58, Questions 41-44 were reviewed.

___ Page 55, Question 41, First paragraph, second sentence, add the "FAIR" assessment.

Section 4: Comprehensive Program Requirements and Student Instruction

___ Pages 27-32, Instructional Program Models 2009-2010 for ELL Students were reviewed with the PLC chair and Co-chair.

___ The District PLC Chair and Co-chair had specific questions for each learning community program model offerings.

___ A copy of the ELL Procedural Handbook was given to the District PLC Co-Chair

__Mr. Bohn provided the District PLC chair and Co-chair questions to each of the learning communities Executive Directors for answers concerning their community program models offerings.

__On May 26, the learning communities Executive Directors provided the answers to Mr. Bohn to be shared with the District PLC Chair and Co-chair.

__On May 26, Mr. Bohn and Ms. Diaz shared the learning communities' Executive Directors responses with the District PLC Chair and Co-chair. The responses included some enhancements to program models.

__The District PLC Chair and Co-chair provided a copy to Ms. Anna Diaz and Mr. Bohn of why they were declining to sign the ELL Plan.

__The MSES department will continue to collaborate with District PLC Chair and Co-Chair

32a) Does the district PLC approve of the District ELL Plan? __ Yes **X** No

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

See attachment

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.

The primary language arts teachers for ELLs are notified in writing by the district certification department if they are out of field and provided the options available to meet the ESOL certification requirements. A copy of the written notification is maintained by the certification department and the electronic teacher file is updated accordingly to reflect the out of field status.

The options available to meet the ESOL certification requirements are posted on the Multilingual Student Education website at www.ocps.net.

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.

Teachers continue to receive a letter reminding them of ESOL training requirements until the completed ESOL training credit or degree has been posted on their OCPS in-service record.

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 school district has developed and implemented a tracking report for all school and district level administrators that have not complied with ESOL training requirements. School based and district level administrators receive a letter from the Associate Superintendent for ESE and Multilingual Services informing them of the ESOL training requirements. The course is offered

three times during the school year by a district ESOL trainer. Registration is done online through signmeup.

Once the ESOL training is completed, and in-service points are awarded, their name is removed from the district tracking report.

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

Guidance Counselors are also part of the tracking system implemented for teachers in the school district as described in Question 34. The course is offered three times during the school year by a district ESOL trainer. Registration is done online through signmeup.

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.

Proficiency in the native language for teachers who instruct ELLs in a language other than English is assessed by district staff that is proficient in the native language. The assessment consists of an oral interview in the native language and a writing sample that is collected from the teacher at the time of the interview. The assessment documents are sent to the certification department and they are placed in the teacher's personnel record.

Teachers, who teach in a native language other than English, in both One-Way and Two-Way Bilingual Education programs, must meet Florida teaching certification requirements in English. Successful completion of Florida certification requirements are recognized as proof of proficiency in English.

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.

All bilingual paraprofessionals in OCPS are required to complete 18 hours of ESOL training and research-based practices to assist ELLs with comprehensible instruction. Instructional bilingual paraprofessionals are hired at the school site by the principal. They must meet the same employment qualifications set by the district for school paraprofessionals in addition to being proficient in English and the native language of the students with whom they work.

The job requirements for instructional bilingual paraprofessionals or teachers hired to meet the compliance mandate for schools that have at least 15 students who speak the same language include:

- Support ELLs of the same language group as their instructional bilingual paraprofessional
- Support for all ELLs in mainstream academic core classes
- Proctor FCAT, CELLA and/or Aprenda (K-8) test administration
- Guide and/or interpret day to day test questions and homework assignments for ELLs
- Use the native language of the student when providing instructional support to provide comprehensible instruction within the mainstream classroom
- Plan activities and strategies with the classroom teacher to be used to support students with comprehensible instruction in core classes

A detailed class schedule for the instructional bilingual paraprofessional is developed by the school principal or principal's designee. A copy is kept in the main office and with the ELL administrator for compliance purposes. In Title I schools the instructional bilingual paraprofessionals must meet all NCLB training requirements to meet the highly qualified staff mandates and complete the 18 hours of ESOL training.

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

Three ESOL training sessions are provided by the Multilingual Student Education Services Department during the school year (Fall, Winter and Spring). A flyer is sent to schools with information on dates for all sessions, location, time and registration process. Once the bilingual paraprofessionals complete the ESOL training requirements, 18 points are awarded and entered in their in-service district records.

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

Bilingual paraprofessionals are hired at the school site. The school principal ensures that the bilingual paraprofessional is proficient in the native language by including a staff member or interpreter that speaks the student's native language in the interviewing process.

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 holds elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs by implementing procedures at the schools to progress monitor second language acquisition growth of ELLs. District training is provided during Technical Compliance meetings for school based educators and principal or principal's designee. The compliance director sends all schools a calendar listing the trainings offered for the school year. Title III staff provide district and school training on understanding the second language acquisition process and activities to determine growth and areas of needs to assist the students during the process. Training is also provided on the alignment of the second language proficiency process with CELLA.

The principal or principal's designee reviews the State CELLA Reports to determine areas that need special attention to increase second language acquisition growth by students.

To demonstrate that OCPS has met goals and objectives for increasing the English proficiency of ELLs, data is provided to the FDOE on the following areas in the Title III Annual Report:

- Progress made by children in learning the English language and meeting challenging state academic standards
- Analysis of CELLA scores to determine the percent of ELLs demonstrating a 5% increase from the CELLA baseline data
- Identifying the number and percentage of children attaining English proficiency by the end of each school year

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.

Area Superintendents monitor the progress of all students including former ELLs. The district provides reports on all formal assessments including but not limited to Aprenda, FAIR, IDEL, Benchmark assessments aligned with the Sunshine State Standards, FCAT scores and individual SAT, ACT, AP, and PSAT scores. If a student is performing below grade level, the convening of an ELL committee meeting will result.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the Annual Measurable Achievement Objectives (AMAO) for two years.

The Title III Annual Report and Application for the current year is reviewed by the Title III Staff along with the following FDOE Reports:

- School AYP Report for ELLs (Reading & Math)
- School Learning Gains Reports for ELLs
- District and School FCAT Reports for ELLs
- CELLA School Reports

As a result of the review, the district staff develops in collaboration with the school, area superintendent, principal and the school instructional leadership team, a support plan for improvement for the school year. The support plan is based on principal input according to the needs at the school for teachers, students and parents.



School Support Action Plan



SCHOOL:	MSES STAFF WHO VISITED SCHOOL: – Title III Instructional Coach
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Needs Assessment Activities Performed by Title III Instructional Coach	Activities and Action Steps Recommended for Title III Instructional Coach	Activities for 2008-2009 based on meeting with administrator	Date Initiated	Follow-up Date	Completion Date
<input type="checkbox"/> Classroom Walk-Through <ul style="list-style-type: none"> • • <input type="checkbox"/> Teachers complete the Self Assessment Checklist on instructional practices for ELLs Areas of need for support: <ul style="list-style-type: none"> • • <input type="checkbox"/> Other <ul style="list-style-type: none"> • • 	Develop a Support Action Plan with the following recommendations:				

This is to acknowledge that the Title III Instructional Coach has shared his/her activities to support my school during the 2008-2009 school year.

Principal

Title III Instructional Coach

Date

Date