

**2016-2019**

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

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**Rule 6A-6.0905  
Form ESOL 100  
(February 2016)**

Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through Language Acquisition  
 Florida Department of Education  
 325 West Gaines Street  
 444 Turlington Building  
 Tallahassee, Florida 32399-0400

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**(1) NAME OF THE DISTRICT:**

Broward County Public Schools

**(2) CONTACT NAME/TITLE:**

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**(5) PREPARED BY: (If different from contact person)**

First Name:  
 Last Name:  
 Mailing Address:  
 Phone No:

**(6) CERTIFICATION BY SCHOOL DISTRICT**

The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, Robert W. Runcie, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

\_\_\_\_\_  
Signature of Superintendent or Authorized Agency Head\_\_\_\_\_  
Date Signed\_\_\_\_\_  
Date of Governing Board Approval**(7) Chairperson representing the District ELL Parent Leadership Council (PLC)**

Name of Chairperson representing the District ELL PLC: Maria Cecilia Alvarez

Contact Information for District PLC Chairperson:

Mailing address: 1672 Victoria Point Circle, Weston FL 33327

E-mail Address: ceciparties@hotmail.com

Phone Number: 954-297-7142

Date final plan was discussed with PLC: 5/24/2016

\_\_\_\_\_  
Signature of the Chairperson of the District PLC\_\_\_\_\_  
Date Signed by PLC Chairperson

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

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

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

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

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date Signed**

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

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

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

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

Procedures for registration are the same. All students register at their respective home school and comply with the requirements outlined in the *Checklist for Enrollment of Students K-12 (as per School Board Policy 5.1)*. This checklist is available at [www.browardschools.com/info/register.htm](http://www.browardschools.com/info/register.htm). Parents of students who answer “yes” to any of the three HLS questions and/or meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the district’s ESOL Program. The student is then referred to a trained language proficiency assessor at the school. If the assistance of a language proficiency assessor from the Bilingual/ESOL Department is needed, these services are requested by completing the *Request for Assessment Form* found at <http://esol.browardschools.com>. (Department Handbook)

#### **Into what languages are the HLS translated?**

The HLS is translated in Spanish, Haitian-Creole, and Portuguese

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

From the time of students' registration, every effort is made to inform parents about the Broward County Public School system. Newcomers' Packets, Code of Student Conduct Books, and other materials are made available to parents in the top three major languages. Upon registration in a Broward County Public School, a Home Language Survey (HLS) is completed for all Pre-K through grade 12 students as the first step in identifying a potential English Language Learner (ELL). Schools that have 15 or more students who speak the same language have available bilingual staff to assist with registration.

#### **How do you identify immigrant students?**

The registration form collects the Date Entered US School (DEUSS) and country of birth at the time of registration. The school’s registrar enters all information in the district platform (TERMS).

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

This information is requested on the registration form. If parents do not provide the information, the first day of school in Broward County Public Schools is used as the DEUSS.

#### **Please include a link to your HLS.**

<http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Register-My-Child-In-School>

## **Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)**

## 1. English Language Proficiency (ELP) Assessment

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

- Registrar
- ESOL Coordinator/Administrator
- Other (Specify) Guidance Counselor or District or School-based trained language assessor

## 2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

- IDEA Language Proficiency Test I Form G (grades K-5)
- IDEA Language Proficiency Test II Form E (grades 6-12)
- WIDA MODEL (kindergarten)
- WIDA Online Screener (grades 1-12)

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

If a parent answers "yes" to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency using the approved listening and speaking proficiency assessment listed above.

The school's ESOL contact/designee keeps a record of all students whose parents answer "yes" to one or more of the three HLS questions to ensure aural/oral testing is completed within 20 days of registration. District-trained school-based language proficiency assessors are available to test at school sites. In addition, schools may request language assessors from the district's Bilingual/ESOL Department.

If a parent answers "yes" to ANY of the three questions on the HLS, then the student is assessed for aural/oral language proficiency in English, within 20 days of registration. If the student is not assessed within the 20 days, this period is extended an additional 20 days as long as parents are notified in writing in their native language. The *Parent Notification of a 20-day Oral Language Assessment Expiration* is available at <http://esol.browardschools.com> (Department Handbook)

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

K-12 students who score English proficient on the Listening and Speaking assessment are interviewed informally for further proficiency. In grades 3-12, schools may request a Reading and Writing assessment from the district to determine if a student needs ESOL services. The *Request for Assessment Form* is available at <http://esol.browardschools.com>. (Department Handbook). Any students in grade 3 or above, who scores at or below 32<sup>nd</sup> percentile on reading comprehension and writing or language usage subtests of the approved test or

scores below the English proficient level on an approved assessment in reading and writing shall be classified as ELL and provided ESOL services.

### **Reading and Writing Proficiency Assessment**

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

- Kaufman Test of Educational Achievement II Brief Form
- WIDA Online Screener

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

To ensure that the Reading/Writing test is administered within 20 days of the aural/oral test, the following procedures are implemented. If a student is not assessed within the 20 days, the period is extended to an additional 20 days, as long as parents are notified in writing in their native language.

- Reading and Writing subtests of the Kaufman Test of Educational Achievement-II Brief Form (K-TEA-II) are administered by district ESOL Program staff to grades 3-12 students identified as Fluent English Speakers (FES).
- This testing is completed within 20 days of the identification of the student as FES.
- District ESOL Program staff informs the school ESOL Contact/designee of the results so appropriate student placement is made, and information can be entered in TERMS database.

### **3. ELL Committee**

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

For students in grades K-12 with inconsistent test data, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting.

The ELL Committee may determine a student to be an ELL or not to be an ELL according to consideration of at least two of the following criteria in addition to the results of the assessments used for placement.

Two of the state approved criteria must be documented on the ELL plan:

- a. extent and nature of prior educational and social experiences; and student interview;
- b. written recommendations and observations by current and previous instructional and supportive services staff;
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- d. grades from the current or previous years;
- e. test results other than those from the district assessments of listening/speaking/reading/writing.

ELL Committee decisions are documented in the English Language Learner Plan (ELL) under ELL Committee recommendations. ELL Committee members must be present at the meeting and sign for documentation purposes. For a copy of the ELL folder, go to <http://esol.browardschools.com> (Department Handbook)

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

### Academic/Programmatic Assessment

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

Programmatic assessment of all incoming ELLs is conducted prior to placement in the ESOL Program. Steps are taken to determine the academic level(s) of the student, independent of the student's English language proficiency. Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g. Kaufman Test of Educational Achievement II-Brief Form, informal assessment) and review of prior school records are used in determining the prior academic experience of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented and placed in the student's ELL folder. <http://esol.browardschools.com> (Department Handbook)

Schools are prohibited from requesting documentation of students' immigration status. Schools are also prohibited from making and keeping photocopies of any immigration documentation provided by parents as proof of birth date.

Schools employ the following guidelines to address the placement of students with limited or no prior school experience:

- Interview parents/guardians regarding the student's previous schooling.
- Generate a general profile of the student using target questions such as:
  - What grade was the student in during the previous year?
  - What courses did the student take?
  - How did the student perform in the prior school setting?
  - At what age did the student start school?
  - What is the total number of years the student has been in school?
  - Was the student ever retained?
  - Were there excessive absences or special circumstances affecting achievement?
- Check the age of the student to determine approximate grade placement.
- Administer placement tests to assess student's academic skills.

The information is documented in the applicable section of the student's ELL folder. In addition, the District's School Counseling Department provides assistance to schools regarding recommended grade placement, transcript evaluations and grade level equivalency, for students with or without educational records. Schools also use the district-developed document entitled *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students*, to provide guidelines for grade placement of students who enter the district with foreign educational credentials. Student placement is based on the available information and age/grade appropriateness. School Board Policy 5.1 allows the use of an ELL Committee for special circumstances, such as overage children.



## **Grade Level and Course Placement Procedures – Grades 9-12**

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

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

Schools use the *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students* for grade placement, transcript evaluations and grade level equivalency for high school students with or without educational records. Each school also has a copy of *Cultural Portraits*, which provides a plethora of information on placement of foreign born students.

### **For Students with Educational Records**

Schools:

- Conduct a comprehensive interview with the parent/guardian and student.
- Check the academic year of the report card and academic calendar of the student's prior school.
- Check that the name of the student corresponds with educational records.
- Verify whether the student was promoted or retained.
- Check subjects the student passed or failed.
- Determine courses to be transferred and match them to those offered in the district to ensure that the student receives the credits earned.
- Review student records when scheduling courses.
- Assist the student's teachers in developing an appropriate instructional program.

### **For Students Without Educational Records:**

Schools:

- Interview parents regarding the student's previous schooling.
- Generate a general profile of the student using target questions.
- Check the age of the student to determine approximate grade placement.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English and/or the student's native language, or other forms of formal or informal assessment are used in determining the appropriate placement of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented on the appropriate section of the ELL folder.

Placement decisions are primarily based on:

- Age Appropriateness
- Documented Prior Educational Services
- ELL Committee Recommendation
- Assessment – Diagnostic/placement test
- Parent/Guardian and Student Interview

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

School Counselors  
Guidance Directors (district and school-based)

School staff attends monthly meetings with district staff in which they receive training. The district also provides specific training as needed. Sign in sheets and agendas are used to document all trainings. When schools have questions or need clarification, they contact the district School Counseling Department or Bilingual/ESOL Department.

### **Re-evaluation of ELLs that Previously Withdrew from the LEA**

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

ELLs who leave the district for another state or country for a period longer than 90 school days and then return and re-enroll, should be reassessed for English language proficiency, due to an interruption of ESOL services. As a result of this reassessment, a new test date and plan date will be updated on the ELL Plan and TERMS. An ELL Committee may be convened if necessary. All prior documentation shall be maintained in the ELL folder and/or cumulative folder with an explanation of new data. If student has been withdrawn, but attended another Florida school district, no interruption of ESOL services should occur.

**Moving from one Florida LEA to another:** Immediately upon registering in Broward County Public Schools.

**Moving from another state to Florida LEA:** Immediately upon registering in Broward County Public Schools.

**Moving from another country to Florida LEA.** Immediately upon registering in Broward County Public Schools.

### **ELL Student Plan Development**

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

The ESOL contact/designee is required to attend training for the online platform (ELLEvation) in order to successfully be responsible for overseeing the development and updating of the ELL Plan.

The ELL Plan is updated as follows:

- Whenever an ELL Committee is held
- Annually at the beginning of each school year to reflect current services
- On the anniversary date of student's entry into the ESOL Program

- Any other time when there is a change in the student's educational plan

All ELL Plans are reviewed annually, at the beginning of each school year, to reflect current services. Assessment data (e.g. test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations are part of the student's ELL Plan.

The plan is also updated on the student's anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program. The 2<sup>nd</sup> and 3<sup>rd</sup> year recommendations are documented by the ESOL contact/designee in the appropriate section of the ELL Plan.

The principal/designee or the ESOL Contact person informs the teachers of students who have completed a 3-year base period in the ESOL program. If the student does not meet the re-evaluation criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> year of continued ESOL program placement. Recommendations for an extension of the ESOL program are documented on the ELL Plan by the school ESOL contact person or designee. The hardcopy of the ELL Plan is placed in the ELL folder.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The ESOL Contact works collaboratively with the classroom teacher to gather information for the development of the plan.

- Demographics
- Parent Signature
- Initial Placement Information
- Language Classification
- Instructional Program Recommendations/Continuation of Program Service Letter
- Programmatic Assessment and Academic Placement Review
- Annual Reviews
- Categorical Programs
- Reevaluations
- ELL Committee Meetings
- Program Exit Information
- Post Exit Information
- Post Reclassification Information
- Home School Communication
- Test Protocols/Results
- Student Schedules
- Accommodations

Please include a link to the ELL Student Plan.

Broward County Public Schools uses an online platform (*ELLevation*) to develop the ELL Student Plan [www.ellevationeducation.com](http://www.ellevationeducation.com). All hard copy documents are kept in the ELL folder. <http://esol.browardschools.com> (Department Handbook)

## Section 4: Comprehensive Program Requirements and Student Instruction

### Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) Database Manuals. *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

#### Sheltered English and Sheltered-Core/Basic Subject Areas:

ELLs are grouped by grade levels and receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education.

#### Mainstream/Inclusion:

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

#### Dual Language

The Dual Language Program will begin in Kindergarten or First Grade. Students who participate in the program will continue at the next grade level the following year. Students will learn the second language in context. Language Arts, Social Studies and Math are taught in English and the target language.

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

Regardless of the approach implemented, ELLs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate standards,

benchmarks, and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

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

The Bilingual/ESOL Department works collaboratively with Principals and School Performance & Accountability Directors to monitor data, scheduling, and the identification of the appropriate instructional model. If the instructional model implemented does not show positive student performance, a different model is considered.

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

The Bilingual/ESOL Department reviews ELL class schedules as part of school monitoring visits. The District office works closely with School Performance & Accountability Directors responsible for overseeing schools and Principals to ensure that ELLs are provided equal access to all programs and facilities. District Bilingual/ESOL administrators and ESOL Instructional Facilitators are available to assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in Gifted, Honors, College Preparatory, and Advanced Placement courses. Information addressing instruction of ELLs is also provided through face to face and web based ESOL Contact meetings and trainings.

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

ELLs receive instruction using ESOL Instructional Strategies. School site administrators are responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations and classroom walk-throughs, including review of documentation/notation in lesson plans, and evidence of appropriate use of materials and audiovisuals. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book using the codes from the District's ESOL Instructional Strategies Matrix.

The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELLs:

- Teacher/paraprofessional-student interaction in both languages when possible
- Curriculum is structured so that prior knowledge is considered.
- Methods and materials used in the program reflect second language acquisition strategies and needs.
- All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction.

It is the responsibility of the teacher to ensure the student understands the instruction being provided.

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

To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, take appropriate steps in the placement of ELLs. Programmatic assessment and academic placement reviews are documented on the ELL folder at time of entry and prior to placement into the ESOL program. District staff is available to assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses. Information addressing instruction of ELLs is also provided through face to face and web-based ESOL Contact meetings and trainings. School administrators conduct ongoing classroom visitations and walk-throughs.

Program goals, objectives, and content of the curriculum for ELLs must be the same in scope, sequence and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. This is accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials
- District-recommended supplementary ESOL materials
- Content area textbooks in the student’s native language may be used
- ESOL Instructional Strategies Matrix and Addendum
- Developmental Language Arts ESOL – Reading Units of Study
- WIDA Framework and Resources available at [www.wida.us](http://www.wida.us)
- CPALMS

Instructional delivery, not content, is tailored to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the State. Teachers of Language Arts/Reading and elementary grades are also certified in their areas, and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.

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

- Student Portfolios
- Other Criterion Referenced Test (Specify) \_\_\_\_\_
- Native Language Assessment (Specify) Running Records in Spanish (grades K-2)
- LEA/school-wide assessments (Specify) District Performance Tasks

Other (Specify) FAIR, assessments within instructional programs such as but not limited to iStation, IReady, Imagine Learning

### **Student Progression**

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

Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.  
Policy 6000.1 [www.broward.k12.fl.us/sbbcpolicies/index.asp](http://www.broward.k12.fl.us/sbbcpolicies/index.asp)

No (Specify) \_\_\_\_\_

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

ELLs in third grade who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Parents must be notified in their home language, when feasible.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

Formal retention recommendations for ELLs requires the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990)

- ELLs cannot be retained solely due to lack of proficiency in English.
- Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.

## Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

### Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

#### Statewide content area assessments:

All ELLs participate in statewide assessments. The Student Assessment and Research Department provides training/information to school testing coordinators, and the Bilingual/ESOL Department provides face to face and web based training/information to school ESOL Contacts about the requirements for ELL participation in statewide assessments. In addition, both departments collaborate to provide training on FSA accommodations for ELLs. Guidelines are sent to schools regarding ELL participation in statewide assessments. The guidelines are also available on the Bilingual/ESOL Department website. <http://esol.browardschools.com>

The ESOL Contact is responsible for identifying students *Accommodations* using the online platform. Parents are notified via the *Flexible Setting Form* if their child will be tested in a different setting. A copy of the ELL Plan containing the accommodations is kept in the ELL folder. The Flexible Setting Form can be located at <http://esol.browardschools.com> (Department Handbook)

The Bilingual/ESOL Department provides information on required accommodations for assessment and instruction through trainings for ESOL Contacts, teachers, administrators and support staff. District ESOL Instructional Facilitators visit schools and classrooms to assist in the implementation of this requirement. Testing accommodations are documented on the *Accommodations* section of the ELL Plan. These same accommodations are provided on a regular basis during classroom instruction and documented as ESOL Instructional Strategies in the teacher's plan book. The school-level person responsible for this process is the ESOL contact, Guidance Counselor, and School Testing Coordinator or Designee.

#### ACCESS for ELLs assessment programs:

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

School Testing Coordinator and/or ESOL Contact

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

Parents of ELLs must be notified of the Flexible Setting Accommodation using the letter found at <http://esol.browardschools.com> which is available in English, Spanish, Haitian Creole, and Portuguese. Other notifications are generated using the online platform



ELLevation. Notifications are available in 36 languages. Parents are also notified of testing accommodations and understanding outcomes at school meetings and district-wide parent meetings.

## Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Students in K-2 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment.

Students in grades 3-9 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment and the appropriate passing score on the grade level FSA or FSAA in English Language Arts pursuant to Rule 6A-1.09430, F.A.C.

Students in grades 10-12 are eligible to exit the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment, a score on the 10<sup>th</sup> grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

Upon receipt of the statewide English Language Proficiency Assessment and ELA scores, schools shall exit students no later than the last day of the school year. If the scores are received after the end of the school year, schools shall exit students within (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the ELA examination was administered by the state.

The school ESOL Contact person, in coordination with the teachers, follows the procedures below to exit students from the ESOL program:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL Plan for exiting students.
- Convenes an ELL committee meeting, if necessary. Parents must be invited and all members of the committee must sign. The ESOL Contact completes the ELL Meeting section of the ELL Plan with the assessment data used to determine English proficiency, dates and signs document(s).
- Provides the school data processor with required exit data. The required information is entered into TERMS,
- Notifies the parents that the student is exiting the ESOL program via *Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* letter.
- Monitors the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) Guidance Counselor or District/School Based-Trained Assessors

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

If there are discrepancies in a K-12 student's scores, the ELL Committee can determine if the student should remain in or exit from the ESOL Program. An ELL Committee can also be convened at any time there is a concern about a student's placement. This decision is documented on the ELL Plan.

Any student being considered for exit by an ELL Committee shall be assessed on at least one Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four domains, including listening, speaking, reading, and writing.

The ELL Committee could recommend the following:

- Student remains in ESOL (student may also be recommended for placement in an additional program)
- Student exits ESOL (may also be recommended for placement in a categorical or a basic program). When a student exits the ESOL program, parents are notified via *Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* letter.

Two of the state approved criteria must be documented on the ELL Plan as the rationale for the decision of the committee:

- a. extent and nature of prior educational and social experiences; and student interview;
- b. written recommendations and observations by current and previous instructional and supportive services staff;
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- d. grades from the current or previous years;
- e. test results from tests other than the statewide English Language Proficiency Assessment.

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

In order for students to be exited in the middle of a grading period, an ELL committee must be convened. Parents are notified via *Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* letter. During the meeting test data is reviewed and input from the teachers is considered.

Two of the state approved criteria must be documented on the ELL Plan as the rationale for the decision of the committee:

- a. extent and nature of prior educational and social experiences; and student interview;
- b. written recommendations and observations by current and previous instructional and supportive services staff;
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- d. grades from the current or previous years;
- e. test results other than those from the district assessments of listening/speaking/reading/writing.

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

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

### Conducting the follow-up performance of former ELLs?

The School ESOL contact/designee with input from classroom teacher(s) and any other applicable staff is responsible for monitoring.

The student's academic performance is monitored on an on-going basis and is documented on the ELL Plan at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year.

### Updating the student ELL plan?

The School ESOL contact/designee is responsible for updating the student ELL Plan. This is documented on the ELL Plan at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year.

### Reclassification of ELL status in data reporting systems?

The School ESOL contact/designee provides information to the school data processor to enter in TERMS. TERMS data transfers the information within 48 hours to the online platform (ELLevation) to generate an updated student ELL plan.

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) \_\_\_\_\_

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

Responsible staff includes school ESOL Contact and/or School Counselor/designee. The school ESOL contact initiates an ELL committee to discuss student performance. Appropriate placement is made based on the recommendations of the ELL Committee. All post-reclassification information is documented on the student's ELL Plan and updated on TERMS.

Two of the state approved criteria must be documented on the ELL Plan as the rationale for the decision of the committee:

- a. extent and nature of prior educational and social experiences; and student interview;
- b. written recommendations and observations by current and previous instructional and supportive services staff;
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- d. grades from the current or previous years;

- e. test results other than those from the district assessments of listening/speaking/reading/writing.

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

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

The Bilingual/ESOL Department in collaboration with Directors from the School Performance & Accountability Department monitors the ESOL program for compliance and student academic performance. The district Bilingual/ESOL Department staff, including ESOL Instructional Facilitators, are assigned to schools. They visit schools regularly and communicate via email and phone calls. ESOL Contacts are required to attend all meetings held throughout the year. Meetings are conducted face to face or via ADOBE Connect. Attendance is monitored and reported via the minutes which are posted on the Bilingual/ESOL Department website <http://esol.browardschools.com/>. In addition, a review of the program can be conducted at any time using the department developed Onsite Programmatic Review document.

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

The approved District ELL Plan is posted on the Bilingual/ESOL Department website at <http://esol.browardschools.com/> and a copy is given to the ESOL Chair and filed with their documents for all ELL parent access in hard copy.

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

Each school is notified of the requirements of the district ELL Plan via the website, emails, ESOL Handbook, Database Guidelines Handbook, and face to face and web based trainings. Throughout the school year the Bilingual/ESOL Department conducts ESOL Onsite Review visits to schools. These visits consist of reviewing compliance and curriculum as it pertains to ELLs. A meeting is conducted with the Principal and appropriate staff to review any concerns and develop a plan of action. The Bilingual/ESOL Department in collaboration with Directors from the School Performance & Accountability Department are responsible for oversight and monitoring of the implementation of the ESOL program at each school.

## **Section 8: Parent, Guardian, Student Notification and Rights**

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

From the time of students' registration every effort is made to inform parents about Broward County Public Schools through the use of translated materials or the use of interpreters. Bilingual social workers, ESOL Instructional Facilitators, Bilingual school psychologists and district-trained staff provide services to parents in their heritage language when feasible. Schools also request the assistance of interpreters and translators from the Bilingual/ESOL Department. Interpreters assist at parent conferences, ESE staffings, ELL Committee meetings and other pertinent meetings where heritage language assistance might be needed. Forms and documents are sent home in English and the District's three major languages: Spanish, Haitian-Creole and Portuguese.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The Bilingual/ESOL Department has a Bilingual Parent Outreach Office consisting of a Parent Outreach Specialist and three Community Liaisons who speak the District's top languages. The office is dedicated to increasing involvement of ELL parents. Through increased knowledge of the educational system, parents are provided opportunities to make well-informed academic decisions for their children and for the advancement of all ELLs in the District. The staff works with families of ELLs via phone calls, emails, meetings, and attending ELL committee meetings when necessary. The department has worked collaboratively with key schools in the district to establish Parent Outreach Centers. The centers and the department will provide free supplemental books and resources to assist in the academic advancement of their students and families, including summer enrichment materials.

All activities and materials, such as notices, brochures, and information, are disseminated by Parent Link phone calls, emails, notices, and Internet. Meetings have concurrent translations through the use of translation technology. The parent website, [www.browarddesolparents.com](http://www.browarddesolparents.com), can now be translated into over 50 languages through a translation tool and contains brochures, strategies, and links to enhance English language proficiency and academic achievement of ELLs.

The information about the ESOL Parent website is communicated through, but not limited to, phone links, emails and flyers as well as through school contacts. CDs with the District Parent Guide and the Code of Conduct and other academic information in all four languages are distributed at all parent meetings. The website is continuously being expanded and updated including current information and resources about the Florida State Standards.

The department hosts events in which the information presented is above and beyond what is required and is specific only to ELLs.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

Forms are available in different locations such as [www.browardschools.com](http://www.browardschools.com);  
<http://www.broward.k12.fl.us/ets/css/ret/recordsret/forms.html>;  
[www.ellevationeducation.com](http://www.ellevationeducation.com); [www.wida.us](http://www.wida.us)

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)
  
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs
  
- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change
  
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards\*
- Other (Specify) \_\_\_\_\_

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



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

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

- LEA Level  
 School Level

Please address the functions and composition of the PLC:

The District Parent Leadership Committee (referred to in Broward County as the ESOL Leadership Council) is composed mainly of parents of ELLs. There is a monthly meeting where parents are informed of all policies, rights and responsibilities pertaining to the education of their students. Different programs are highlighted so that they can more easily transition into the American School System. There is a portion of the meeting dedicated exclusively to having staff answer any questions related to their child in the program and to soliciting parents for Leadership Training so they may fully integrate into the ESOL Leadership Council Steering tht is provided several times a year. Using technology, meetings are translated concurrently into Spanish, Haitian- Creole and Portuguese.

From the ESOL Leadership Council (PLC) there is an elected Board that serves as the Steering Committee that also meets monthly. This is comprised of the Chair, Vice Chair, and Secretary. All parents involved in any subcommittees, or that represents the total committee District wide, also form part of this Steering Committee. The function of this committee is to provide input on the educational needs of ELLs to the ESOL Director and the District. The Chair also sits on the District Steering Committee that communicates monthly with the Superintendent. A "Looping Policy" is in place where all new policies are required to go through the ESOL Leadership Council for input. They are an integral part in the development of the ELL District Plan.

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

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

The Bilingual/ESOL Department ensures that the ESOL Leadership Council (PLC) is appointed to district and school committees as requested by the Superintendent, Board Members, and other district departments. PLC members are included in committees such as Policy 6000.1 (Student Progression Plan), Calendar Committee, Code of Student Conduct, Attendance, and the Student Waiver Committee.

The ESOL Leadership Council hosts monthly meetings for ELL parents on topics of current interest. The ESOL Leadership Council (PLC) Steering Committee also communicates with the Superintendent bi-monthly and meets monthly with Bilingual/ESOL Department Administrators.

The Parent Outreach Specialist works collaboratively with the ESOL Leadership Council and the Steering Committee to inform them of updates to Federal, State, and Local requirements.

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

The ESOL Leadership Council (PLC) is directly involved with the development of the District ELL Plan. Any proposed changes are discussed at length with the Steering Committee, and shared at the general meetings to seek further input. The ESOL Leadership Council Chair is responsible for signing off on the document.

The consultation with the parents starts as soon as the plan is being reviewed for changes. They, in turn, meet with the Department Administrators or Parent Outreach Specialist to go over these changes and to provide input. If there are questions or concerns, they are immediately addressed by the Administrators. The Council has a copy of the plan in their files for immediate access.

The ESOL Leadership Council is consulted for the ELL Plan and any legislation, Board Policy or Committee report that may impact the education of ELLs. They are widely respected in the community, the administration, the Superintendent and by Board Members. Their input is highly sought after and considered. They are active in the legislative process and in Policy review.

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

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

## **Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)**

**Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.**

Applicants that accept a position at a school sign the Location Agreement Preclearance with the hiring principal. This document informs the new candidate of the ESOL requirements and consequences if requirements are not met. During the Broward County On-Boarding Session administered by Talent Acquisition Department, the applicants are given a processing form that indicates their ESOL category. During the session, the different categories of ESOL, ESOL training requirements, and timeline are reviewed. This information is also included in their New Teacher Handbook. Information on ESOL training requirements is posted on the Certification Department, Talent Development, and Bilingual/ESOL Department websites. Furthermore, several reminder notices are sent by the Director of the Department of Talent Acquisition throughout the year. These notices are sent to new and current teachers. All notices, identify the ESOL category, the required training, timeline, and refer candidates to My Learning Plan to access and register for courses.

It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Policy 4003.3. Participants who are in the process of completing the ESOL Endorsement Courses, and have been assigned an ELL, must sign an out-of-field waiver in ESOL until they meet the ESOL Endorsement requirements. The Board must approve out-of-field waivers for Category 1 teachers, if needed. The Certification office then follows-up with notification that they were Board-approved and what they must do to comply. Tracking is done through a master database.

The Bilingual/ESOL Department posts the course schedules on the department website. Teachers can also access course offerings on the District's Employee Self Service website available at <http://www.broward.k12.fl.us/erp>

All ESOL training courses are offered at various times throughout the school year

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

Applicants that accept a position at a school sign the Location Agreement Preclearance with the hiring principal. This document informs the new candidate of the ESOL requirements and consequences if requirements are not met. During the Broward County On-Boarding Session administered by Talent Acquisition Department, the applicants are given a processing form that indicates their ESOL category. During the session, the different categories of ESOL, ESOL training requirements and timeline are reviewed. This information is also included in their New Teacher Handbook. Information on ESOL training requirements is posted on the Certification Department, Talent Development, and

Bilingual/ESOL Department websites. Furthermore, several reminder notices are sent by the Department of Talent Acquisition throughout the year. These notices are sent to new and current teachers. All notices, identify the ESOL category, the required training, timeline, and refer candidates to My Learning Plan to access and register for courses.

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

Applicants that accept a position at a school sign the Location Agreement Preclearance with the hiring principal. This document informs the new candidate of the ESOL requirements and consequences if requirements are not met. During the Broward County On-Boarding Session administered by Talent Acquisition Department, the applicants are given a processing form that indicates their ESOL category. During the session, the different categories of ESOL, ESOL training requirements and timeline are reviewed. This information is also included in their New Teacher Handbook. Information on ESOL training requirements is posted on the Certification Department, Talent Development, and Bilingual/ESOL Department websites. Furthermore, several reminder notices are sent by the Department of Talent Acquisition throughout the year. These notices are sent to new and current teachers. All notices, identify the ESOL category, the required training, timeline, and refer candidates to My Learning Plan to access and register for courses.

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

Teachers newly identified as needing the ESOL Endorsement are sent to the principal in a database. The database contains out-of-field waivers for the principal to review with the affected teachers (requires signature) and also contains a layout for sending home notification to all of the parents of students being taught by teachers out-of-field.

Identified teachers are sent to the Board for approval to teach out-of-field. Following Board approval, identified teachers receive an automated email informing them of their need for mandated training and are provided the link to our website regarding out-of-field. <http://www.broward.k12.fl.us/certification/Out-of-Field.html>. There is a report in SAP/BRITE "Teacher's Teaching Out-of-Field" for schools to view compliance of mandated training for their out-of-field teachers.

All ESOL eligible courses have program code 130. It is the school's responsibility to change program 130 to basic in the External database if the out-of-field teacher does not have a waiver. If there is an out-of-field waiver, then ESOL eligible courses remain reported in program 130.

**Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.**

School-based administrators can register for the 60-hour required district ESOL training course that is offered on-line via Broward Virtual University. Upon successful completion of the ESOL training requirements, the course is documented on the participant's in-service

record.

Broward Virtual University:

- closes out the courses for in-service points, and
- maintains attendance rosters with completed course requirements.

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

Guidance Counselors can register for the 60-hour required district ESOL training course that is offered on-line via Broward Virtual University. Upon successful completion of the ESOL training requirements, the course is documented on the participant's in-service record.

Broward Virtual University:

- closes out the courses for in-service points, and
- maintains attendance rosters with completed course requirements.

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

The Bilingual/ESOL Department provides additional professional development on the WIDA Framework and English Language Development standards. The professional development is delivered through Professional Learning Communities; 2-day WIDA sessions; and/or infused into all current professional learning sessions.

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.

The first competency is that they must write and speak in a logical and understandable style, using appropriate grammar and sentence structure, and demonstrate a command of standard English, enunciation, clarity, follow oral directions, pace and precision in speaking. In addition to school site personnel, schools utilize bilingual district resources, such as the Bilingual/ESOL Department staff or World Language staff to screen possible candidates for bilingual instructional personnel.

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

The primary assignment of the bilingual paraprofessional is to provide instructional assistance in the classroom to ensure the delivery of comprehensible instruction.

The position requires a minimum of a high school diploma however an earned Associate of Arts or Associate of Science degree from an accredited institution or at least 60 semester hours of earned college credit from an accredited institution is preferred.

The bilingual paraprofessional must

- have the ability to speak, read and write English and the language representative of the targeted ELL population(s);
- be sensitive to other cultures ;
- have the ability to work with students;
- have the potential for success in acquisition of teaching/tutorial techniques;
- must have completed, or be willing to commence training within 90 days of employment, training programs presented by State of Florida Human Resource Services, as stipulated in the State of Florida Statutes or programs developed and presented by The School Board of Broward County, Florida, as specified by the requirements of the job assignment;
- possess computer skills as required for the position; and
- must meet all required screening procedures based on the requirements of the assignments as determined by the Superintendent.

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

Bilingual paraprofessionals register for professional learning provided by the Bilingual/ESOL Department. The department maintains documentation of training such as sign in sheets. In addition, at school-based settings, the bilingual paraprofessional works closely with the School ESOL Contact and with the District ESOL Instructional Facilitators to stay informed about the latest information regarding services to ELLs.

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

Bilingual paraprofessionals must possess the ability to speak, read and write English and the language representative of the targeted English Language Learner (ELL) population(s) at the school, as well as the ability to work with students. The assignments will be consistent with the state statutes, regulations and good educational practices and programs of The School Board of Broward County, Florida. Bilingual/ESOL Department staff or World Language staff screen possible candidates for bilingual instructional positions.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

Assurance letter is included as Attachment A of this document.

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

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

### **For Students Entering Years 2 and 3**

The ESOL Contact with feedback from the teacher recommends continued placement within 30 days prior to the DEUSS. For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used. The ELL Plan and the A23 panel are updated. An ELL Committee meeting is not required.

An approved English Language Proficiency Assessment is administered to update language classification for students in years 2 and 3. This information is used to inform continued placement. The ELL Plan is updated to reflect changes in language classification codes.

### **For Students Entering Years 4, 5, 6 and beyond**

An ELL Committee makes recommendations for extension of services no earlier than thirty (30) school days prior to the DEUSS unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1.

For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used to determine continued placement.

Any student considered for extension of services is assessed with an approved English Language Proficiency Assessment (L, S, R, W) no earlier than 30 days prior to the DEUSS. If the student's date falls between the administration of the ACCESS for ELLs 2.0 and October 1 of the following school year, the ACCESS for ELLs 2.0 and applicable FSA scores will suffice, and a more recent assessment is not required.

The ELL Committee reviews the student's academic record holistically and makes a final recommendation. The committee documents recommendations for extension of services on the ELL Plan and maintains information in the ELL Folder.

Two of the state approved criteria must be used to recommend continued placement:

- a. extent and nature of prior educational and social experiences; and student interview;
- b. written recommendations and observations by current and previous instructional and supportive services staff;
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
- d. grades from the current or previous years;
- e. test results from tests other than ACCESS for ELLs 2.0 and FSA.

## **Listening and Speaking Proficiency Assessment**

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

- IDEA Proficiency Test (grades K-12)
- WIDA Online Screener
- WIDA Model
- ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

## **Reading and Writing Proficiency Assessment**

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

- IDEA Proficiency Test (grades K-12)
- WIDA Online Screener
- WIDA Model
- ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0





## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2600 • FAX 754-321-2701

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**ROBERT W. RUNCIE**  
*Superintendent of Schools*

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June 1, 2016

To Whom It May Concern,

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

Sincerely,

Robert W. Runcie.  
Superintendent of Schools