

District English Language Learners (ELL) Plan

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Rule 6A-6.0905
Form ESOL 100

Date Received by FDOE

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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(4) MAILING ADDRESS:	(5) PREPARED BY: (If different from contact person)	
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(6) CERTIFICATION BY SCHOOL DISTRICT

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

I, Dr. Howard Hepburn, 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

3/12/25

Date Signed

4-15-25

Date of Governing Board Approval

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

Name of Chairperson representing the District ELL PLC: Luz Adriana Escobar Perez

Contact Information for District PLC Chairperson:
Mailing address: 1258 Allamanda Way, Weston, FL 33327

E-mail Address: adriescobar@hotmail.com Phone Number: 954-278-5447

Date final plan was discussed with PLC: 02/19/2025

Signature of the Chairperson of District PLC

Digitally signed by Luz Adriana Escobar Perez
DN: cn=Luz Adriana Escobar Perez, email=adriescobar@hotmail.com, o=District PLC
Date: 2025.02.19 09:40:19-05'00'

Date Signed by PLC Chairperson

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

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

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

By signature below, I, Dr. Howard Hepburn, 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 School Board Policy 5070. Information can be found at <https://www.browardschools.com/Page/36242> . 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 is needed, a request is made to the Bilingual/ESOL Department.

At the time of registration, all parents/guardians complete a Student Enrollment/Registration form at their child’s school which contains the Home Language Survey:

(a) Is a language other than English used in the home?

(b) Did the student have a first language other than English?

(c) Does the student most frequently speak a language other than English?

Into what languages are the HLS translated?

The HLS is translated into 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 (BCPS) system. Newcomers' Packets, Code of Student Conduct Books, and other materials are made available to parents in the top three major foreign languages. Upon registration in a BCPS, a HLS is completed for all Pre-K through grade 12 students as the first step in identifying a potential 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 in U.S. School (DEUSS) and country of birth. The form is completed at the time of registration. The school's registrar enters all information in the district student information system called Focus.

The term immigrant children and youth means individuals who:

(A) are ages 3 through 21; and

(B) were not born in any State, the District of Columbia, or Puerto Rico; and

(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

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 Schools is used as the DEUSS. DEUSS date is defined as the month, day, and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).

Please include a link to your HLS. <https://www.browardschools.com/Page/36242>

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) 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 and procedures followed to determine if a K-12 student is an ELL.

- *IDEA Language Proficiency Test I Form G (grades K-5) paper & online*
- *IDEA Language Proficiency Test II Form E (grades 6-12) paper & online*

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, within 20 days of registration.

All students who are not proficient on the Listening and Speaking L/S assessment qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assessment are determined as non-ELL (ZZ).

For students in grades 3-12 who score proficient in L/S a reading and writing assessment may be administered to determine placement in the ESOL program.

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.

Reading and Writing Proficiency Assessment

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

- *Kaufman Test of Educational Achievement II Brief Form*

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 the entry assessments.*

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 in ELLevation.

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.

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 and Bilingual/ESOL Department provide 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. Staff has access to a Bilingual Counselor and resources in the Bilingual/ESOL School Counseling Support Canvas course. The course provides detailed information about registration, placement, and transcript evaluation. Student placement is based on the available information and age/grade appropriateness. School Board Policy 5070 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 9th-12th grades who 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 the placement of foreign-born students. In addition, staff has access to a Bilingual Counselor and resources in the Bilingual/ESOL School Counseling Support Canvas course which provides detailed information about how credits are awarded.

For foreign-born students, the same district-adopted policies regarding age-appropriate placement shall be followed as are followed for students born in the United States.

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.*
- *Explore placement in the International Academy for students to receive sheltered language support in core content areas.*

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 in 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*
- *Exploration of placement in the International Academy for students to receive sheltered language support in core content areas.*

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 training. 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. 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 is entered on Focus, but the original HLS, entry, classification, and DEUSS date remains the same. 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 a student has been withdrawn, but attended another Florida school district, no interruption of ESOL services should occur.

For students new to the country, DEUSS date is the date of enrollment, and the appropriate HLS, classification, and entry must be reported. DEUSS date can never be after the classification and entry dates.

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 the student's entry into the ESOL Program*
- *Any other time when there is a change in the student's educational plan*

The plan will reflect the student's instructional program or schedule designated by the Program 130 code which will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan shall include specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as initial IPT scores and current state assessment data is included in the ELL 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 is part of the student's ELL Plan.

The ELL 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 2nd and 3rd 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 4th, 5th or 6th 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 hard copy of the ELL Plan is placed in the ELL folder and saved on ELLevation.

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

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

- *Demographics*
- *Initial Placement Information*
- *Instructional Program of 130*
- *Amount of instructional time/schedule*
- *Language Classification*
- *Instructional Program Recommendations/Continuation of Program Service Letter*
- *Programmatic Assessment and Academic Placement Review*
- *Annual Reviews*
- *Categorical Programs*
- *Reevaluations (Extension of Services)*
- *ELL Committee Meetings*
- *Program Exit Information*
- *Post Exit Information*
- *Post Reclassification Information*
- *Home School Communication*
- *Test Protocols/Results*
- *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. All hard copy documents are stored in the ELL folder and/or on ELLevation.

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

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

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

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

K-12 ESOL Instructional Plan <https://www.browardschools.com/Page/38599>

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 begins 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 is observed during classroom

visits, through lesson plans, through the use of materials, audiovisuals, and through grade book notations. All teachers of ELLs must document the ESOL strategies used for each lesson.

ELLs must not be failed if appropriate instructional strategies, materials, and assessments have not been provided to meet their needs. Students cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing, and math. School-based administrators, school counselors, and district staff are responsible for monitoring and ensuring comprehensible instruction.

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

The Bilingual/ESOL Department works collaboratively with school-based Leadership Teams, Region Directors, and staff from Teaching & Learning to monitor data, scheduling, and the identification of the appropriate instructional model. ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff review instructional models' success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELLs. Teacher input is also requested. 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 school-based administrator(s) and counselor(s) are responsible for ensuring ELLs have equal access to all school programs, services and facilities, and ELLs are afforded the same rights as their non-ELL peers.

The Bilingual/ESOL Department reviews ELL class schedules as part of school monitoring visits. The District office works closely with Region Directors from Teaching & Learning who are responsible for overseeing schools and Principals to ensure 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 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 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 scaffolded 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. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student needs, to target specific weaknesses identified by ACCESS for ELLs, IPT, and any other state, district, school administered assessment.

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

- Teacher/paraprofessional-student interaction in both languages when possible
- Curriculum is structured with consideration of prior knowledge.
- 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 and scaffolds, to ensure comprehensible instruction.
- Use of WIDA CAN DO descriptors.

It is the responsibility of the teacher to ensure the student understands the content and standards being taught during the course.

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 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 in the ELL folder at the time of entry and prior to placement into the ESOL program. District staff is available to assist schools in ensuring 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 provided through face-to-face and web-based ESOL Contact meetings and trainings. School administrators conduct ongoing classroom visitations and walk-throughs. District staff also conducts regular monitoring visits and provides modeling and curriculum development support.

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 supplemental 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 <https://wida.wisc.edu/>*
- *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) _____
- LEA/school-wide assessments (Specify) _____
- Other (Specify) BCPS diagnostics, weekly Benchmark Advance assessments, assessments within instructional software 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.
https://schoolinfo.browardschools.com/bcpsweb/displaypdf.html?filename=Policy_4000.PDF
- No (Specify) _____

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

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. The ELL committee may exempt students in grade 3 from mandatory retention for good cause if ELLs have received less than 2 years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL committee recommendation, including input from parents, teachers, and support staff.

School and district administrators may consider if the good cause exemption is also appropriate for ELLs traveling in and out of the country, who have not had two years of instruction in an English for Speakers of Other Languages program. (Section 1008.25(6).F.S)

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 require the review and approval by an ELL committee, to which the parent must be invited (Meta Consent Decree, 1990)

- *ELLs cannot be retained solely due to a 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:

All ELLs participate in statewide assessments. The Educational Assessment, Analysis & Research Department provides training/information to school testing coordinators, and the Bilingual/ESOL Department provides face-to-face and/or web-based training/information to school ESOL Contacts, teachers, and support staff about the requirements for ELL participation in statewide assessments including information on required accommodations. In addition, both departments collaborate to provide training on accommodations for ELLs. Guidelines are shared with schools regarding ELL participation in statewide assessments.

The ESOL Contact is responsible for identifying students' accommodations via ELLevation. 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 and saved on ELLevation.

District ESOL Instructional Facilitators visit schools and classrooms to assist in the implementation of this requirement. Testing accommodations are documented in 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. Accommodations for ELLs in the administration of state, district, and/or local assessments must follow the guidelines as specified in the respective assessment manuals.

**Statewide content area assessments:
ACCESS for ELLs assessment programs:**

Students coded LY by the first day of the ACCESS for ELLs test administration are tested for language proficiency.

ACCESS for ELLs is an assessment for Grades K–12. Students are administered the Speaking section of the test one-on-one with a certified test administrator. The Listening, Reading, and Writing sections may be administered in a group setting.

Kindergarten ACCESS for ELLs is an assessment for Kindergarten where students are administered all sections of the test, one-on-one with a certified test administrator.

Alternate ACCESS is an assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a certified test administrator.

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 assessment policies, mandates, and student outcomes? Please provide links to communications in parents' languages.

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district.

Parents of ELLs must be notified of the Flexible Setting Accommodation available in English, Spanish, Haitian Creole, and Portuguese. Parents have the right to choose the flexible setting option during testing. Other notifications are generated using the online platform ELLevation. Notifications are available in over 40 languages.

Parents are notified of testing accommodations and an explanation of outcomes is provided in interpretive guides and at school and district-wide parent meetings. These guides are available in multiple languages. Parent/teacher conferences may be requested and convened by the parent or teacher to discuss the assessment policies, mandates, and results, with a translator present if needed.

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

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

Exit criteria is based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten and Grades 1-2 ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-9 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the Florida statewide assessment in English Language Arts (ELA) or Florida Alternate Assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading, and a score on the Florida statewide assessment in English Language Arts (ELA)/Reading or Florida Alternate Assessment of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS assessment, the new proficiency criteria is a composite score of at least P2 in grades K-5, at least P3 in grades 6-8 and at least P4 in grades 9-12.

Once the student meets the exit criteria, the district will identify eligible students to be exited. Students are then monitored for two years (LF). Parents are notified of exit through a letter in English and the child's parent language, unless clearly not feasible.

Upon receipt of the statewide English Language Proficiency Assessment and Florida statewide assessment in English Language Arts (ELA) scores, the district will exit students no later than the last day of the school year. If the scores are received after the end of the school year, the district 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 Florida statewide assessment in English Language Arts (ELA) examination was administered by the state.

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) School 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 or assessment results do not fully capture the student's academic or linguistic needs, ELL committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. An ELL Committee can also be convened at any time there is a concern about a student's placement. This decision is documented in the ELL Plan.

An ELL Committee may recommend the student be exited from the program with consideration of data other than statewide assessments. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment.

The student may have another documented disability that is being met through an IEP or other student plan.

Regardless of the reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

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

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

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 in ELLevation at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year.

The School ESOL contact/designee is responsible for updating the student ELL Plan on ELLevation. 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's ESOL contact/designee is responsible for updating the student ELL Plan in ELLevation. 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.

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?

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 the student information system (Focus).

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 Office of Teaching & Learning monitor 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 TEAMS, email, and phone calls. ESOL Contacts are required to attend all meetings held throughout the year. Meetings are conducted face-to-face (when possible) or via TEAMS. Recordings are posted for further review. In addition, a review of the program can be conducted at any time using the department-developed Onsite Programmatic Review document.

Academic performance is monitored at various levels. Data chats, Rtl meetings, ELL committee meetings, and during professional learning for leadership and instructional staff. Comprehensible instruction is monitored through classroom visits, review of teacher lesson plans, ACCESS for ELLs, and various software.

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

The approved District ELL Plan is available on the Bilingual/ESOL Department website at www.browardschools.com/bilingual-esol and a copy is provided to the ESOL Chair.

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 training. Throughout the school year, the Bilingual/ESOL Department conducts ESOL Onsite Review visits to schools. These visits consist of reviewing compliance and curriculum. A meeting is conducted with the Principal and staff to review concerns and develop a plan of action. The

Bilingual/ESOL Department with Directors from the Office of Teaching & Learning are responsible for oversight and monitoring of the implementation of the ESOL program at each school through classroom walkthroughs.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

- 1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;**
- 2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;**
- 3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;**
- 4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;**
- 5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;**
- 6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);**
- 7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and**
- 8. information pertaining to parental rights that includes written guidance—**
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;**
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and**
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.**

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 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 assistance of interpreters and translators from the Bilingual/ESOL Department. Interpreters assist at parent conferences, ESE staffing, 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.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders, and monitored by Title I. All letters, as well as all home-school communication, must be provided to parents in a language that they can understand unless clearly not feasible.

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 an International Welcome Center (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 the 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, and meetings, and attends ELL committee meetings when necessary. The International Welcome Center provides 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, texts, emails, and notices. The parent website, <https://www.browardschools.com/Page/39896>, contains brochures, strategies, and links to enhance the English language proficiency and academic achievement of ELLs.

The information about the ESOL Parent website is communicated through, but not limited to phone links, texts, emails, and flyers as well as through school contacts. Brochures and handouts with support and 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;
<https://wida.wisc.edu/>; <https://ellevationeducation.com>

- Results of Language Proficiency Assessment (See document B)
- Program placement (See document E)
- Program delivery model option(s) (See document G)
- Extension of ESOL instruction (See document H)
- Exit from ESOL program (See document F)
- Post-reclassification of former ELLs monitoring (See document J)
- Reclassification of former ELLs (See document K)
- State and/or LEA testing (See document L)
- Accommodations for testing (flexible setting) (See document B)
- Annual testing for language development(See document B)
- Growth in language proficiency (Listening, Speaking, Reading, Writing) (See document B)
- Exemption from *Florida statewide assessment in English Language Arts (ELA)* for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause (See document H)
- Transition to regular classes or course change
- Invitation to participate in an ELL Committee Meeting (See document A)
- Invitation to participate in the Parent Leadership Council (PLC) (See document C)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities <https://www.browardschools.com/domain/13351> (See document M & N)
- Free/reduced-price lunch <https://www.browardschools.com/Page/30956>
- Parental choice options, school improvement status, and teacher out-of-field notices <https://www.browardschools.com/schoolchoice>
<https://www.browardschools.com/Page/40372>
<https://www.browardschools.com/Page/35378>
- Registration forms and requirements <https://www.browardschools.com/registermychild>
- Disciplinary forms (See document O)
- Information about the Florida Standards and the English Language Development (ELD) Standards <https://browardschools.instructure.com/courses/627242>
<https://www.browardschools.com/Page/42893>
<https://www.browardschools.com/Page/42899>

Information about community services available to parents
<https://www.browardschools.com/Page/38588>

Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC) <https://www.browardschools.com/Page/32540>

Report Cards* (These are automatically translated on FOCUS (SIS), See document P for instructions for parents on how to access 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.**

Bilingual staff are available to assist teachers in interpreting grades and student expectations for parents/guardians.

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

What type(s) of Parent Leadership Council (PLCs) exists 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 Parent Leadership Council) is composed mainly of parents of ELLs. There is a bimonthly meeting where parents are informed of all policies, rights, and responsibilities pertaining to the education of their students. Different programs are highlighted in order to easily transition into the United States 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 recruiting parents for Leadership Training. Using technology, meetings are translated concurrently into Spanish, Haitian-Creole, and Portuguese.

From the ESOL Parent Leadership Council (PLC), an elected Board serves as the Steering Committee, which schedules monthly meetings. This is comprised of the Chair, Vice Chair, and Secretary. All parents involved in any subcommittees, or representing 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 Director of ESOL and the District. They are an integral part of the development of the ELL District Plan.

The PLC is "composed of 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 the ESOL Parent 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 4000 (Student Progression Plan), Calendar Committee, Code of Student Conduct, Attendance, and the Student Waiver Committee.

The ESOL Parent Leadership Council hosts bimonthly meetings for ELL parents on topics of current interest. The ESOL Parent Leadership Council (PLC) Steering Committee meets monthly with Bilingual/ESOL Department Administrators.

The Parent Outreach Specialist works collaboratively with the ESOL Parent 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 Parent 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 Parent 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 Parent Leadership Council is consulted for the ELL Plan and any legislation, Board Policy, or Committee report impacting the education of ELLs. 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 the title of person(s) responsible for issuing the notifications and how the process is documented.

Applicants accepting 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 the consequences if requirements are not met. During the Broward County On-Boarding Session administered by the Talent Management Department, the applicants are given a processing form indicating their ESOL category. During the session, the different categories of ESOL, ESOL training requirements, and timelines are reviewed. This information is also included in their New Teacher Handbook. Information on ESOL training requirements is posted on the websites of the Certification Department, Professional Learning Standards and Support Department, and Bilingual/ESOL Department. Furthermore, several reminder notices are sent by the Talent Management Department throughout the year, as well as opportunities to attend virtual TEAMS meetings to review requirements. These notices are sent to new and current teachers. All notices identify the ESOL category, the required training, and the timeline, and refer candidates to “Learning Across Broward” (LAB) 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 a notification that they were Board-approved and what they must do to comply. Tracking is done through SAP/District Database, which tracks completion of district professional development.

Staff can access course offerings on the Professional Development Standards & Support website at <https://www.browardschools.com/site/Default.aspx?PageID=34537>

All ESOL training courses are offered at various times throughout the year, online, through Broward Virtual University (BVU).

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

Applicants who 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 the consequences if requirements are not met. During the Broward County On-Boarding Session administered by Talent Management Department, the applicants are given a processing form indicating their ESOL category. During the session, the different categories of ESOL, ESOL training requirements and timelines are reviewed. This information is also included in their New Teacher Handbook. Information on ESOL training requirements is posted on the websites of the Certification Department, Professional Learning Standards and Support, and Bilingual/ESOL Department. Furthermore, several reminder notices are sent by the Talent Management Department throughout the year, as well as opportunities to attend

virtual TEAMS meetings to review requirements.. These notices are sent to new and current teachers. All notices identify the ESOL category, the required training, and the timeline, and refer candidates to "Learning Across Broward" to access and register for courses.

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

Applicants who 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 the consequences if requirements are not met. During the Broward County On-Boarding Session administered by the Talent Management Department, the applicants are provided a processing form indicating their ESOL category. During the session, the different categories of ESOL, ESOL training requirements, and timelines are reviewed. This information is also included in their New Teacher Handbook. Information on ESOL training requirements is posted on the Certification Department, Professional Learning Standards and Support, and the Bilingual/ESOL Department websites. Furthermore, several reminder notices are sent by the Talent Management Department throughout the year. These notices are sent to new and current teachers. All notices identify the ESOL category, the required training, and the timeline, and refer candidates to "Learning Across Broward" 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 contains a layout for sending home notifications to all the parents of students being taught by teachers out-of-field.

Identified teachers are approved by the School Board to teach out-of-field. Following Board approval, newly 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. There is a report called "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 offered online 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.

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

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 learning opportunities on the WIDA Framework and English Language Development standards. Professional learning is delivered through Professional Learning Communities 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 requirement is 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 Languages 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 the 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, bilingual paraprofessionals work 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 in 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 research-based educational practices and programs of The School Board of Broward County, Florida.

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. The ELL Plan date in Focus is 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.

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 and October 1 of the following school year, the ACCESS for ELLs and applicable Florida statewide assessment in English Language Arts (ELA) scores will suffice, and a more recent assessment is not required. If the student's date falls after October 1st, an assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any district-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing.

The procedures followed when determining the extension of services are:

- a) Student is referred to the ELL Committee.*
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program, and language acquisition proficiency.*
- c) ELL Committee may determine that the student be referred for further evaluation.*
- d) ELL Committee may determine that the student needs an extension of services.*

The ESOL Contact is responsible for initiating a new student ELL Plan, providing the school data processor with the student data to enter into the mainframe, and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date, stay the same.

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 and Florida statewide assessment in English Language Arts (ELA).*

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)*
- *ACCESS for ELLs or Alternate ACCESS*

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)*
- *ACCESS for ELLs or Alternate ACCESS*
- *Florida statewide assessment in English Language Arts (ELA)*



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Dr. Howard Hepburn Superintendent of Schools

April 6, 2025

To Whom It May Concern,

This letter serves as an assurance that Broward County Public Schools is compliant in reference to all English for Speakers of Other Languages (ESOL) training requirements. Teachers are compliant and/or working toward applicable ESOL training requirements within the mandated timeline. The District offers all required training for Category I-IV as outlined in the Multicultural Education, Training, and Advocacy (META) Consent Decree (see attached).

Sincerely,

Dr. Howard Hepburn
Superintendent of Schools

HH/VS
Attachment