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**Florida Department of Education**

Bureau of Academic Achievement through Language Acquisition  
 Florida Department of Education  
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**DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)**

<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Broward County Public Schools		Sayra Hughes, Executive Director		754-321-2978	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
201 SW 172 <sup>nd</sup> Avenue Pembroke Pines, FL 33029			Victoria B. Saldala, ESOL Director		
<b>6) CERTIFICATION BY SCHOOL DISTRICT</b>					
<p>authorized by the School Board 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.</p> <p>I, <u>James F. Notter</u>, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p>					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Monica Nelsas-Larrazza					
Contact Information for District PLC Chairperson: Mailing address: 201 SW 172nd Avenue Pembroke Pines, FL 33029					
E-mail Address: <a href="mailto:mnelsas@bellsouth.net">mnelsas@bellsouth.net</a> Phone Number: 754-321-2951					
Date final plan was discussed with PLC: August 12, 2008			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

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

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

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

## SECTION 1: IDENTIFICATION

### 1) Enrollment Procedures

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

The Home Language Survey is part of the District's registration form used by all schools. It is available in the top four languages represented in the District: English, Spanish, Haitian Creole and Portuguese. These forms have been included in the ESOL Department Handbook, Appendix A and posted on the Department website [www.broward.k12.fl.us/esol/Eng/ESOL/Handbook.htm](http://www.broward.k12.fl.us/esol/Eng/ESOL/Handbook.htm).

Information on registration and identification of English Language Learners (ELLs) is shared at ESOL Contact Meetings and included in the ESOL Department Handbook.

### 2) Administration of the Home Language Survey

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

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). The registration form, which includes the three Home Language Survey questions, is available in English, Spanish, Haitian-Creole, and Portuguese.

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

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 assessor at the school. If the assistance of a language assessor from the Multicultural, ESOL and Program Services Department is needed, these services are requested by completing the form *Request for Assessment Form* found at [www.broward.k12.fl.us/esol/Eng/Forms.htm](http://www.broward.k12.fl.us/esol/Eng/Forms.htm).

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

X Registrar  Guidance Counselor X Other (Specify)

In addition to the registrar, the ESOL Contact/Designee or Guidance Counselor, as designated by the school administration, is responsible for processing all affirmative responses to the Home Language Survey.

### 3) Provision of Understandable Communication

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

From the time of students' registration, every effort is made to inform and orient parents to the Broward County Public Schools System through the use of materials translated into the district's three predominant non-English languages: Haitian-Creole, Portuguese, and Spanish. Newcomers Packets and Code of Student Conduct Books are made available to parents in the major languages as well. Schools that have 15 or more students who speak the same language have available bilingual staff to assist with registration. 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).

**4) Student Data Collection**

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

Upon registration and assessment, the registrar, guidance counselor or ESOL contact/designee collects student demographic data and provides this information to the school Data Processing Clerk (DPC). The school DPC then inputs pertinent information in the TERMS database and panels required for ELLs

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

X Registrar    X Data Entry Clerk    X Other (Specify) Guidance Counselor or ESOL contact/designee

**SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)**

**5) English Language Proficiency (ELP) Assessment**

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

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

**6) Listening and Speaking Proficiency Assessment**

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National percentile <sup>(3)</sup>
IDEA Language Proficiency Test I	K Initial ID		C (LES)	
	K redesignation to 2		D (LES)	
	3-6		E (LES)	
IDEA Language Proficiency Test II	7-12		E (LES)	

(1) A raw score represents the number of points a student received for correctly answering questions on a test.  
 (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.  
 (3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

**6a)** Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking

(NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

K-2 students who score at NES and LES levels based on the IPT-I are assigned Broward County Language Classifications ranging from A1-C1 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-C1) students qualify for ESOL Program Placement.

K-2 students who score at FES levels based on the IPT-I are generally assigned a Broward County Language Classification of C2 using the aforementioned charts. These FES (C2) students do not qualify for ESOL Program Placement [Exception: FES K-2 students can be given a Broward County Language Classification of C1, qualifying them for ESOL Program placement, if recommended by an ELL Committee because of a lack of English proficiency in readiness (K) or academic skills (Grades 1-2).]

Grade 3-12 students who score at NES or LES levels based on the IPT are assigned language classifications ranging from A1-B2 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-B2) students qualify for ESOL Program Placement.

For FES (C1-C2) students in grades 3-12, test scores in reading and writing are considered for ESOL Program entry and the following criteria are used to determine student eligibility for the ESOL Program:

- If both reading and writing test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program.
- If both reading and writing test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.
- If either the reading or writing test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic program.

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

If a parent answers “yes” to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency with the IPT.

The school 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 assessors are available to test at school sites. In addition, schools may request language assessors from the district Multicultural, ESOL and Program Services Department.

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

If a parent answers “yes” to ANY of the three questions on the Home Language Survey, then the student is assessed for aural/oral language proficiency in English within 20 days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language.

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

K-2 students who score FES based on the IPT-I are generally assigned a Broward County Language Classification of C2 using the aforementioned charts. These FES (C2) students do not qualify for ESOL Program Placement and are placed in the Basic Program [Exception: FES K-2 students can be given a Broward County Language Classification of C1, qualifying them for ESOL Program placement, if recommended by an ELL Committee because of a lack of English proficiency in readiness (K) or academic skills (Grades 1-2).]

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

Grade 3-12 students who score at NES or LES levels based on the IPT are assigned language classifications ranging from A1-B2 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-B2) students qualify for ESOL Program Placement.

### **7) Reading and Writing**

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

<b>Name of Reading and Writing Instrument(s):</b>
Kaufman Test of Educational Achievement-II Brief Form

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

To ensure that the Reading/Writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- 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 FES.
- This testing is completed within 20 days of the identification of the student as FES.

- The District ESOL Program staff informs the school ESOL Contact or designee of the results so appropriate student placement is made and TERMS database can be done by school staff.

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

Upon identifying students requiring the Reading/Writing test, schools must request an assessor from the Multicultural, ESOL and Program Services Department for those students who require the test via Request for Assessment Form available at [www.broward.k12.fl.us/esol/Eng/Forms.htm](http://www.broward.k12.fl.us/esol/Eng/Forms.htm). If the 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.

## **8) ELL Committee Intervention**

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

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

For students in grades K-12, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test) and/or reading and writing:

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

ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign the folder for documentation purposes. For a copy of the ELLSEP folder, go to [www.broward.k12.fl.us/esol/Eng/ESOL/index.html](http://www.broward.k12.fl.us/esol/Eng/ESOL/index.html).

## **9) Native Language Assessment**

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

Yes     No

If yes, describe the procedures implemented and list the instrument(s) used. \_\_\_\_\_

### **SECTION 3: PROGRAMMATIC ASSESSMENT**

#### **10) Academic/Programmatic Assessment**

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

Programmatic assessment of all incoming ELLs is conducted prior to placement in the ESOL Program. Steps are taken to determine the academic levels(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 appropriate grade placement of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the student's English Language Learner Student Educational Plan (ELLSEP) Folder ([www.broward.k12.fl.us/esol/Eng/ESOL/index.html](http://www.broward.k12.fl.us/esol/Eng/ESOL/index.html)).

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.

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

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.

This information is documented in the applicable section of the student ELLSEP folder. In addition, the district Guidance 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. Students are then placed based on the available information and age/grade appropriateness.

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

Schools try to locate students' records by asking parents for any available records and by requesting records from previous schools. If records are incomplete or unobtainable, the following procedures are implemented by schools:

Interview the parent/guardian and student 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.

This information is documented in the applicable section of the student ELLSEP folder. In addition, the district Guidance 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. Students are then placed based on the available information and age/grade appropriateness.

### **10c) Grade Level and Course Placement Procedures – Grades K-8**

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

The school ESOL Contact/Guidance Counselor/Designee is involved in determining grade level placement. The following procedures are used to ensure appropriate placement:

- Programmatic assessment is conducted prior to placement in the ESOL Program.
- Interview parent/guardian/student to determine prior educational experiences.
- Review student's prior school records and assessment results.
- Consider age appropriateness of grade placement.
- Programmatic assessment information is documented in the ELL Student Programmatic Assessment and Academic Placement Review section of the student's ELLSEP folder. See [www.broward.k12.fl.us/esol/Eng/ESOL/index.html](http://www.broward.k12.fl.us/esol/Eng/ESOL/index.html).

At the elementary and middle school level, ELLs are often placed in academic classes based on age/grade appropriateness. However, academic assessment is also conducted and documented. ELLs have equal access to all programs in the district. The same guidelines and procedures described above for K-5 students are also applied to middle school students.

Placement decisions are primarily based on (check all that apply):

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

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

The school ESOL Contact/Guidance Counselor/Designee are involved in determining grade level placement. ELLs have equal access to all programs in the district. For procedures for Exceptional Student Education/English Language Learners (ESE/ELLs) refer to Guidelines for ESE and ELL Students available at [www.broward.k12.fl.us/esol/Eng](http://www.broward.k12.fl.us/esol/Eng).

School Board Policy 5.1 on Enrollment addresses appropriate placement of students entering high school from other countries. The policy can be found at [www.broward.k12.fl.us/sbbcpolicies/index.asp](http://www.broward.k12.fl.us/sbbcpolicies/index.asp).

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.

#### For Students With Educational Records

To evaluate, document, and grant equivalency status to student's prior educational experiences, schools:

- Conduct a comprehensive interview with the parent/guardian and student.
- Check the academic year of the report card.
- Check the 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 that 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 in scheduling courses. Ensure correct placement in the core academic areas, such as English, mathematics, science, and social studies.
- Assist the student's teachers in developing an appropriate instructional program.

#### For Students Without Educational Records

- Interview parents 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?
- Where 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.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement-Brief-II Form) and/or the student's heritage/native language, or other forms of formal or informal assessment are used in determining the appropriate grade placement of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the ELLSEP Folder. See [www.broward.k12.fl.us/esol/Eng/ESOL/index.html](http://www.broward.k12.fl.us/esol/Eng/ESOL/index.html).

Placement decisions are primarily based on:

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

#### **11) Re-evaluation of ELLs that Previously Withdrew from the School/District**

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

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 of the student, a new home language survey, classification, original entry date and test date will be reflected in the ELLSEP. All prior documentation shall be maintained in the ELLSEP 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.

## **12) ELL Student Plan Development**

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. The ESOL contact/designee is responsible for overseeing the development and updating of the English Language Learner Student Education Plan (ELLSEP) by the ELL committee. The ELLSEP 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, if applicable
- any other time when there is a change in the student's educational plan

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

All ELLSEPs are reviewed annually, at the beginning of each school year, to reflect current services. Assessment data (ie. achievement test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations are part of the student ELLSEP folder. The plan can also be 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 ELLSEP folder. In addition, 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 ELLSEP Folder by the school ESOL contact person or designee. The ELLSEP folder is available at [www.broward.k12.fl.us/esol/Eng/ESOL/index.html](http://www.broward.k12.fl.us/esol/Eng/ESOL/index.html).

## **13) Parent Notification**

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

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.

Other (Specify)

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

X English

X Spanish

French

X Haitian Creole

X Portuguese

Vietnamese

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

#### **SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION**

##### **14) Instructional Models**

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

X Sheltered English Language Arts

X Sheltered Core/Basic Subject Areas

X Mainstream-Inclusion English Language Arts

X Mainstream-Inclusion Core/Basic Subject Areas

One-Way Development Bilingual Education

X Dual Language (Two-Way Developmental Bilingual Education)

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

In schools with ESOL self-contained classes (Sheltered English), 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. Basic Program using ESOL Strategies (Inclusion) is another approach used to provide comprehensible instruction to ELLs. 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. Native Language Instruction in Content Area (Dual Language Program) is an approach offered at two elementary schools. The Dual Language program provides native English speakers and native Spanish-speaking

students with integrated academic instruction delivered in English and Spanish. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Regardless of the approach implemented, ELLs receive instruction which 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 Sunshine State 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 and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

**14b)** As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information. See Attachment from year 07-08 data.

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

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 ELLSEP folder at time of entry, prior to placement into the ESOL program. District ESOL administrators and ESOL Resource Teachers 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 honors, college preparatory, and advanced placement courses. Information addressing instruction of ELLs is also provided through scheduled ESOL contact meetings and trainings. All information is available on the department website at [www.broward.k12.fl.us/esol](http://www.broward.k12.fl.us/esol). On-going classroom visitations and walk-throughs are conducted by school administrators.

Program goals and objectives for ELLs are the same as the program goals and objectives for all students. They must meet the Sunshine State Standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. This is accomplished by following the curricula frameworks and by the utilization of the following materials:

- Grade level State/District adopted materials
- District-recommended supplementary ESOL materials
- State adopted Language Arts ESOL textbooks
- Content area textbooks in the student's native language may be used

- Implementation of ESOL Strategies (students are assessed and monitored on an ongoing basis).
- Developmental Language Arts through ESOL Instructional Frameworks

Instructional delivery, not content, is modified 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, when ELLs are enrolled in their classes. 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.

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

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. Review of documentation in lesson plans, evidence of appropriate use of materials and audiovisuals, and review of grade book notations. 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 ELL student:

- teacher/paraprofessional-student interaction is in both languages when possible;
- the 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, in a way that can be understood by the ELL student.

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

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

X Region Administrator(s)

X District Administrator(s)

X School Level Administrator(s)

X Other (Specify) ESOL Contact/Designee and ESOL Resource Teacher

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

Student Portfolios

FCAT Practice Tests

Other Criterion Reference Test (Specify) \_\_\_\_\_

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

FCAT

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

**15) Student Progression**

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

Yes  No

If yes, indicate where in the Student Progression Plan these are described.  
[www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf](http://www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf)

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

The district's Good Cause options are described in detail in School Board Policy 6000.1. Go to [www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf](http://www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf). ELLs who have had less than 2 years of instruction in an ESOL program are exempt from mandatory retention. Retention requires the recommendation of an ELL Committee.

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

When an ELL student is considered for retention, an individual ELL Committee is convened to evaluate the student's educational progress. ELL Committee members assist in reviewing the student's current educational needs. If retention is in the best interest of the child, the ELL Committee ensures that the decision to retain a ELL student is not "solely based" on a student's lack of English language proficiency. The ELL committee must also analyze all available academic information and determine the most appropriate educational placement. ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign and date the folder for documentation purposes. Go to [www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf](http://www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf).

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

The parents are invited to attend the meeting of the ELL Committee with a translated letter of invitation. Schools keep a record of parent contacts in the ELLSEP folder. The school principal takes whatever action is necessary to ensure that the parents understand the proceedings of the meeting, which may include arranging for an interpreter through the Multicultural, ESOL and Program Services Department for parents whose home language is other than English.

## SECTION 5: STATEWIDE ASSESSMENT

### 16) Statewide Assessment

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

All ELLs participate in statewide assessments. The Student Assessment & School Performance Department provides training and information to school testing coordinators and the Multicultural, ESOL and Program Services Department provides training/information to school ESOL contacts about the requirements for ELL participation in statewide assessments. In addition, both departments collaborate to provide training on FCAT accommodations for ELLs. Guidelines are sent to schools regarding ELL participation in statewide assessments. The guidelines are also available on the Multicultural, ESOL and Program Services Department website.

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

Training is provided on the procedures for administration of statewide assessments including appropriate accommodations for ELLs by the District Student Assessment and School Performance Department. The Multicultural, ESOL and Program Services Department provides information on required accommodations for assessment and instruction through trainings for ESOL contacts, teachers, administrators, and support staff. District ESOL resource teachers visit schools and classrooms to assist in the implementation of this requirement. Testing accommodations are documented on the Accommodations Checklist for Active ELL (LY) Students available in the Multicultural, ESOL and Program Services Department Handbook. 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 curriculum contact, Guidance Counselor, School Testing Coordinator or Designee.

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

Yes     No

If yes, describe the process for alternatively assessing ELL students.

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: N/A

Math: N/A

Writing: N/A

Science: N/A

## SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

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

The 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 ELLSEP folder for exiting students.
- Completes the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Provides the school data processor with required exit data. The required information in entered in the State Database (TERMS).
- Parents must be notified, by the school that the student is exiting the ESOL program.
- The student is then monitored for two years from the exit date in order to ensure success in the mainstreamed classroom.

Students in K-2 are eligible for exit from the ESOL program upon scoring at FES level on the IPT-I. Students in grades 3-12 eligible for exit from the ESOL program must score an achievement level of three (3) or greater or equivalent developmental scale score on the Reading portion of the Florida Comprehensive Assessment Test. In addition students must score a level of proficient on the Comprehensive English Language Learning Assessment (CELLA) in listening and speaking, and writing. See box below for proficient cut scores in listening and speaking, and writing.

### 17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IDEA Language Proficiency Test I	K-2		E (FES)	
Comprehensive English Language Learning Assessment (CELLA)	3-5		720	
CELLA	6-8		733	
CELLA	9-12		739	

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

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

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

### 17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is

used, a score at or above the 33<sup>rd</sup> percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link: [http://www.fldoe.org/eias/dataweb/database\\_0809/st105\\_1.pdf](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

<b>Name of Reading and Writing Instrument(s):</b>
FCAT Level 3 or greater or equivalent developmental scale score on the Reading Test.
A score of proficient on the Writing section of the CELLA.

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) District Level Assessors

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

For students in Grades K-2 that score FES on the IPT-I, a classification code of C1 (continues ESOL services) may be given if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation. If a 3rd -12th grade student scores inconsistent assessment information or discrepancies between scores, the ELL Committee determines if the student should remain in or exit from the ESOL Program after considering the criteria set forth in the Consent Decree. This decision is documented on the ELLSEP Folder.

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.

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

The school ESOL contact/designee at the school site is responsible for updating the ELLs exit data in the ELLSEP Folder. The school principal/designee is responsible for ensuring this process is completed.

**17f)** Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The same procedures apply as for students who meet the exit criteria at the end of the school year. 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.

## **Section 7: MONITORING PROCEDURES**

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

School ESOL contact/designee with input from classroom teacher(s), and any other applicable staff.

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

The ELLSEP folder includes a section for documenting the exited ELL progress. Exited student's academic performance is monitored on an on-going basis and is documented on the ELLSEP folder at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year.

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

X Report Cards

X Test Scores

X Classroom Performance

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

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

If the student's performance is unsatisfactory, the ESOL contact or designee convenes an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL Program.

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

Responsible staff includes school ESOL contact and or Guidance Counselor/ designee. The school ESOL contact initiates a new ELLSEP folder. Appropriate placement is made based on the recommendations of the ELL Committee. All post-reclassification information is documented on the student's ELLSEP folder.

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

The recommended program delivery model is based on the student's instructional needs and previous academic placement as discussed at the ELL Committee meeting. As appropriate, referrals for additional services are made as well as additional interventions. The student will be provided with additional state or district approved diagnostic assessments in Reading, Writing, Science and/or Math to determine the nature of the student's difficulty and areas of academic needs.

## **Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS**

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

From the time of students' registration every effort is made to inform and orient parents to the Broward County Public Schools through the use of translated materials or the use of interpreters. Bilingual social workers, ESOL resource teachers, 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 Multicultural, ESOL and Program Services Department. Interpreters assist at parent conferences, ESE staffings, ELL Committee meetings and other pertinent meetings where heritage language assistance might be needed. School forms and documents are sent home in English and the district's three major languages: Haitian-Creole, Portuguese and Spanish.

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

- X Temporary placement
- X Delay in language proficiency testing
- X Results of language proficiency assessment
- X Program placement
- X Program delivery model options
- X State and/or district testing
- X Accommodations for testing (flexible setting)
- X Annual testing for language development
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)
- X Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- X Retention/Remediation
- X Transition to regular classes
- X Extension of ESOL instruction
- X Exit from ESOL program
- X Post-reclassification (LF) monitoring
- X Reclassification of former ELL student
- X Invitation to participate in an ELL Committee Meeting
- X Invitation to participate in the Parent Leadership Council (PLC)
- X Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- X Free/reduced price lunch
- X Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements
- X Disciplinary forms
- X Information about the Sunshine State Standards and the ELP Standards
- X Information about statewide assessments
- X Information about community services available to parents

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

Other \_\_\_\_\_

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

The Code of Student Conduct is available on the district's website at [www.browardschools.com](http://www.browardschools.com). It is also available in the district's three major languages: Spanish, Haitian-Creole and Portuguese. Parents may access this document and other pertinent information regarding the students' rights and responsibilities at [www.browarddesolparents.com](http://www.browarddesolparents.com)

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

X Yes  No

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

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

The Multicultural, ESOL and Program Services Department has on staff a Bilingual Parent Outreach Specialist dedicated to providing schools, parents/guardians and community organizations special programs, based on the most current research and data, to promote parent and community participation in programs for ELLs. Programs can be presented at the individual schools, at community or church organizations or through school and district parent organizations. Parents of ELLs that are, or wish to be, in leadership positions are also invited to attend local conferences and are provided translation technology for better understanding.

The Bilingual Parent Outreach Specialist also provides a dual track ELL Parent Development Program that assures that parents and the ESOL student representatives can enter the ESOL Leadership Council process with confidence and better communication for productive collaboration to benefit all students. Participants also acquire relevant knowledge, information, skills and strategies needed to fully integrate into their leadership role at the ESOL Leadership Council, the School Advisory Councils, the School Advisory Forums, the PTA/PTO's, the Area Advisories and the District Advisory Council. Leadership training for parents of ELLs and student representatives also provides for shadowing at other district committees, conferences and meetings. The ESOL Leadership Council also provides for monthly presentations on curriculum, assessments, programs and services available throughout the district and how to understand and network through the American School System. Parents of ELLs are also invited to participate in the district-wide Parent Involvement Committee which has produced the "Parent Guide" in the major district languages and which can be accessed in the major languages on the district website. Parents of ELLs also participate in a yearly Bilingual Parent Institute that focuses on different topics each year to promote their involvement in their ELLs' education and guidance towards making good academic decisions.

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

Every school provides a progress report to the parents on the school's adequate yearly progress. In addition, there is access to this information through the district website. Adequate yearly progress is also discussed fully at the ESOL Leadership Council meetings and at school-

based meetings. Letters to parents informing them about Adequate Yearly Progress are also translated in the district's major languages.

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

Parents and students have access to the Parent Outreach Office at the Multicultural, ESOL and Program Services Department, manned by bilingual staff, for any questions or concerns of parents of ELLs in reference to the program or compliance of the program, either district-wide or at their own individual school. Parents, through the ESOL Leadership Council meetings, are informed of their rights and responsibilities and the components of the District ELL Plan, and can bring forward any issues they deem necessary, where issues are quickly addressed by district staff. Parents are also informed of the process of bringing complaints to the principal, school Advisory Forum, the ESOL Leadership Council or the Multicultural, ESOL and Program Services Department.

The Broward County Public Schools also has an Equal Educational Opportunities (EEO) Department to handle discrimination and/or harassment complaints, which is stated, in the major languages, in all meeting notices to parents. In the district Code of Student Conduct Book, forms of discrimination in the Broward County Public Schools is as follows: Harassment is a form of discrimination. Harassment based on age, color, disability, ethnicity, gender, linguistic differences, national origin, marital status, race, religion, sexual orientation, socioeconomic background, physical appearance, or harassment for any other reason are violations of School Board Policies.

Applicants, employees, or students alleging discrimination in the Broward County Public Schools system are encouraged to first discuss the problem informally through established lines of communication (teacher, principal, supervisor, district office, etc). If unable to resolve the complaint informally through established means, he or she may call or visit the EEO Department. The office will attempt to resolve the complaint before a formal charge is filed.

Charges of discrimination against the district, which are filed through the Equal Opportunity Commission (EOC), the Office for Civil Rights (OCR) or other discrimination regulatory agencies are also resolved through the EEO.

If a parent or student wishes to appeal the decision of the EEO, they can bring their complaint to the OCR or the Florida Department of Education.

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

The Multicultural, ESOL and Program Services Department collaborates with all other district departments in the development and updates of district policies and guidelines to ensure that all ELLs have equal access to all programs and facilities. ELLs have access to English language instruction as well as math, science, social studies and computer literacy classes appropriate to their level. Placement of students follows the district programmatic assessment guidelines and is documented on the ELLSEP folder.

## **Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC**

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

The ELL Committee is composed of at least 4 members: an administrator or designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s), plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. For ESE/ELLs an ESE representative is a member of the ELL Committee. The parent(s) must be invited to attend any meeting of the ELL Committee through letters of invitation in English, Haitian-Creole, Portuguese and Spanish.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32<sup>nd</sup> percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32<sup>nd</sup> percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) \_\_\_\_\_

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

- School Level  District Level

Describe the functions and composition of PLCs in your district.

The District Parent Leadership Committee (referred to in Broward County as the ESOL Leadership Council) is composed in its majority by parents of ELL students. 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 integrate 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. Meetings are translated concurrently using technology into Spanish, Haitian Creole and Portuguese. From this committee 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 represent the total committee on a district wide committee also form part of this steering committee. The function of this committee is to provide input to the Executive Director of the department as well as the district as to the educational needs of ELL students. The Chair also sits on the District Steering Committee that meets monthly with the District

Superintendent. The Steering Committee has also initiated their own meetings with the District Superintendent. There is also a "Looping Policy" where all new policies are required to go through the committee for input. They are an integral part in the development of the ELL District Plan.

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

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

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan. The ESOL Leadership Council is directly involved in the development of the District ELL Plan. Any changes or modifications are discussed at length with the steering committee and they in turn bring forth to the general meetings information about these changes 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 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 so they can have access to it at any time.

The ESOL Leadership Council is not only consulted for the ELL Plan but about any legislation, Board Policy or Committee report that may impact the education of the ELLs. They are widely respected in the community, the administration, the Superintendent and by Board Members. Their input is highly requested and considered. They are active in the legislative process and in Policy review.

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

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

## **Section 10: PERSONNEL TRAINING**

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

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

Applicants new to Broward County Schools are made aware of the ESOL training requirements during a New Teacher Orientation. This information is also included in their New Teacher Handbook and in the Teacher Contract.

Information on ESOL training requirements is posted on the Certification Department and Multicultural, ESOL and Program Services Department websites.

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 English

Language Learner (ELL), must sign an out-of-field waiver in ESOL until they meet the ESOL Endorsement requirements as detailed in the FLDOE Timelines for Completion of the ESOL Training Requirements. The Board must approve out-of-field waivers for Category I 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 Multicultural, ESOL and Program Services Department sends the course schedules to all schools and to Human Resource Development (HRD).

- All ESOL training courses are offered during the first, second, and summer semesters.
- All coursework materials are available on the Multicultural and ESOL Program Services Education website. Participants are given instructions on how to download materials and complete program requirements.

#### Online Assistance

Courses are posted on the HRD web site, and teachers can register on-line through the District's Professional Development Services System [www.broward.k12.fl.us/hrd/teachers/](http://www.broward.k12.fl.us/hrd/teachers/)

Through the District's computer-based communication network (CAB), participants can:

- Access Course Training Schedules
- Post questions related to any ESOL Course
- Access Coursework for any ESOL Course
- Download coursework

**34)** Describe the process (es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. Category I teachers who are on an out-of-field waiver are tracked in a database maintained by the Certification Department. The database identifies the initial contact date the teacher has with the English Language Learner (ELL) and it also shows completion of each ESOL related in-service activity. Schools will be able to track individual teachers via Manager Self-Service. With the implementation of the district BRITE system, schools will be able to monitor the progress of the teachers toward the ESOL endorsement.

For Category I teachers, upon successful completion of the five Category I ESOL endorsement courses, the individual teacher applies for the ESOL endorsement to be added to their professional certificate. The teacher downloads the CG-10 Application from the Broward County Certification Department web site at [www.broward.k12.fl.us/certification](http://www.broward.k12.fl.us/certification) or [web/certification](http://web/certification). The application is processed at the downtown Broward County Certification Department. Then the Certification Specialist inputs the information to the master system and it is transferred to the Florida DOE.

As for Category II, Category III, and Category IV, upon successful completion of the ESOL training requirements, the teacher downloads and completes a Verification of ESOL Training form from the certification web site. The teacher submits said form to the Broward County Certification Department and is issued a Broward County Certificate of Completion.

The Multicultural, ESOL and Program Services Department:

- closes out the courses for submission to Human Resources and Development (HRD) for in-service points, and
- maintains attendance rosters, post-tests and checklists with completed course requirements.

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

School-based administrators can register for the 60-hour required district ESOL training course which is offered on-line via Broward Virtual University. Upon successful completion of the ESOL training requirements, the school-based administrator downloads and completes a Verification of ESOL Training form from the Certification web site. The teacher submits said form to the Broward County Certification Department and is issued a Broward County Certificate of Completion.

The Multicultural, ESOL and Program Services Department:

- closes out the courses for submission to Human Resources and Development (HRD) for inservice points, and
- maintains attendance rosters and checklists with completed course requirements.

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

Guidance counselors can register for the 60-hour required district ESOL training course which is offered on-line via Broward Virtual University. Upon successful completion of the ESOL training requirements, the teacher downloads and completes a Verification of ESOL Training form from the Certification web site. The guidance counselor submits said form to the Broward County Certification Department and is issued a Broward County Certificate of Completion.

The Multicultural, ESOL and Program Services Department:

- closes out the courses for submission to Human Resources and Development (HRD) for inservice points, and
- maintains attendance rosters and checklists with completed course requirements.

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

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 Foreign Language and Multicultural and ESOL Department staff to screen possible candidates for bilingual instructional personnel.

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

The primary assignment of the bilingual paraprofessional is to provide instructional assistance in the classroom to ensure the delivery of comprehensible instruction. For more specific information go to: <http://www.broward.k12.fl.us/Compensation/JDPDF/OO-011%20TchAsstMulticul%20Edu.pdf>

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

Bilingual paraprofessionals register for ESOL in-service training for IPT Initial Proficiency Testing and Developing Effective Teams of Interpreters and Users of Interpreter Services in the

school setting. In addition, at school-based settings, the bilingual paraprofessional works closely with the School ESOL Contact and with the District ESOL Resource Teachers to stay abreast of the latest information regarding providing services to ELLs.

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

Bilingual paraprofessionals must possess the ability to speak, read and write English and the language representative of the targeted English Language Learners (ELL) population(s) at the school, as well as the ability to work with students through the interview process. The assignments will be consistent with the state statutes, regulations and good educational practices and programs of The School Board of Broward County, Florida.

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

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

Schools are held accountable for meeting the goals and objectives as outlined in the Title III, Part A Grant to increase English proficiency. District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration is conducted with area offices to monitor the progress of schools' ELL subgroups on a regular basis. Principals are provided feedback in a timely manner and district resource teachers are assigned to provide support at schools. District and school personnel have access to a multitude of data of ELL student progress through data warehouse reports, virtual counselor reports, and TERMS.

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

Schools are held accountable for meeting the goals and objectives as outlined in the Title III, Part A Grant to increase academic achievement of all current and former ELLs. District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration is conducted with area offices to monitor the progress of schools' ELL subgroups on a regular basis. Principals are provided feedback in a timely manner and district resource teachers are assigned to provide support at schools. District and school personnel have access to a multitude of data of ELL student progress through data warehouse reports, virtual counselor reports, and TERMS.

**43)** Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. The District Assistance and Intervention Plan is a district wide plan that describes the programs, professional development and support services that will be provided by district departments and staff from Core Curriculum, ESE, Multicultural and ESOL, Title I, and other appropriate departments. This plan is developed collaboratively among these departments to ensure that support for improved achievement for each subgroup targets the needs of each school based on the analysis of the data. The system improvement plan will be submitted to DOE by January 2009.