


HANDBOOK

2011 - 2012



Broward County  Public Schools

The School Board of Broward County, Florida



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Multicultural, ESOL and Program Services Department Handbook

2011 - 2012

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Broward County Public Schools

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OVERVIEW

OVERVIEW

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

Introduction

Students whose language origin is other than English have educational needs that are somewhat different from those of native English-speaking students. It is important that students' special needs are identified and that the necessary provisions are made to meet the students' instructional levels. The primary educational need of these students is the acquisition of oral and written communication skills in English that will enable them to function in school and in the community. This includes developing competency both in the English needed for social interaction and the academic English needed for successful participation in the formal curriculum.

The goals of the ESOL program are to: (1) ensure that students entering Broward County Public Schools with little or no skills in understanding, speaking, reading, and writing English can communicate orally and in writing and function in English in a regular class and (2) prepare these students to achieve in all academic areas.

Guidelines

The following guidelines determine the basic directions for Multicultural, ESOL and Program Services Department programs:

1. Special instruction in English/Language Arts through ESOL receives emphasis at both the elementary and secondary levels. Such emphasis reflects the School Board position that developing competency in English is one of the highest priorities for English Language Learners.
2. The programs implemented for ELLs meet requirements of The No Child Left Behind Act – Title III, Florida Statutes, State Board of Education rules, and the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education (SBE) Consent Decree*. To download a copy of the Florida Consent Decree, log on to <http://www.fldoe.org/aala/cdpage2.asp>. These programs include the use of native language support to facilitate instruction in elementary and secondary schools. This helps ensure maintenance of academic achievement while the student is learning English.
3. The use of ESOL instructional strategies with ELLs is required at all grade levels when providing instruction in all subjects, including English/language arts, social studies, science, mathematics, and computer literacy.

ESOL GLOSSARY

English Language Learner – a student who:

- a. Was not born in the U.S. and whose native language is other than English; or
- b. Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
- c. Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency: and

Who, as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

LY - The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LF - The student is being monitored for a two-year period after having exited from the ESOL program.

LZ -

- The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program.
- Once a student completes the two year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of the school career.

ZZ - Not applicable.

- Students whose parents responded in the negative to all three required Home Language Survey questions, that is, non-Ells.
- Students whose parents answered “Yes” to one or more questions on the Home Language Survey but after assessment were not eligible for ESOL services.

LY-T- The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners on a temporary basis. LY-T is used on Pre-K only.

Note: The code of “LN” has been deleted, effective July 1, 2007.

ELL Committee – a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents must be invited to attend all committee meetings.

ELL Student Education Plan – a written document(s) that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient.

Basic Subject Areas – instruction in computer literacy, mathematics, science and social studies.

Basic ESOL – instruction in English/Language Arts, regardless of delivery model approach.

Other Subject Areas – any instruction other than Basic ESOL or Basic subject areas.

Basis of Entry – A one character code indicating the student’s basis of entry in the ESOL program: Aural/Oral (A); Reading and Writing (R); LEP Committee (L) or temporarily placed in a program based on a “Yes” response to Home Language Survey questions b and/or c (T).

Basis of Exit – one or two character code indicating the student’s basis of exit from the ESOL program: B & C for elementary, B & E for secondary, and ‘L’ for ELL Committee or ‘Z’ if not applicable. . *This change is effective July 1, 2008.*

Classification Date – the initial date a student whose parents responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL program.

Entry Date – the initial date a student enters an ESOL program.

Exit Date – the initial date a student exits an ESOL program.

Extension of Instruction – indicates a student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC. Students may receive an additional 4th, 5th or 6th year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations.

Home Language Survey Date – the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC. (Note: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.)

Instructional Model – the type of instructional strategy provided to English Language Learners in each course. The allowable types of instructional models are:

- E** Sheltered – English
- S** Sheltered – Core/Basic Subject Areas
- I** Mainstream/Inclusion – English
- C** Mainstream/Inclusion – Core/Basic Subject Areas
- Z** Not applicable

Post Reclassification Dates – each date that a former English Language Learner’s performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student’s first report card, semiannually during the first year after exiting the program and at the end of the second year, in accordance with Rule 6A-6.0903, FAC.

Reclassification Date – the initial date a **former** ELL (LF) is reclassified as an ELL (LY).

Reclassification Exit Date – the date a reclassified ELL exits the ESOL program.

Reevaluation Date – the most recent date the ELL was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

Student Education Plan Date – the date of the most recent development or review of the ELL plan.

Country of Birth – the country of birth of the student.

Date Entered United States – the month, day and year on which the student entered the United States (any of the 50 states, excluding U.S. territories and possessions.) This is required for all students with affirmative responses to the Home Language Survey and who are coded LY, LF, or LZ.

Immigrant Student – individuals who: (a) are between the ages of 3 through 21; (b) were not born in any state or U.S. territory or possessions and (c) have not been attending one or more schools in any one or more states for more than 3 full academic years. [Note: for reporting purposes “c” should be “not attending one or more schools in Florida.”]

Immigrant Student Services – the type(s) of Title III, Immigrant Children and Youth funded Instructional and Supplemental Services provided to any Title III, Immigrant Children and Youth participant.

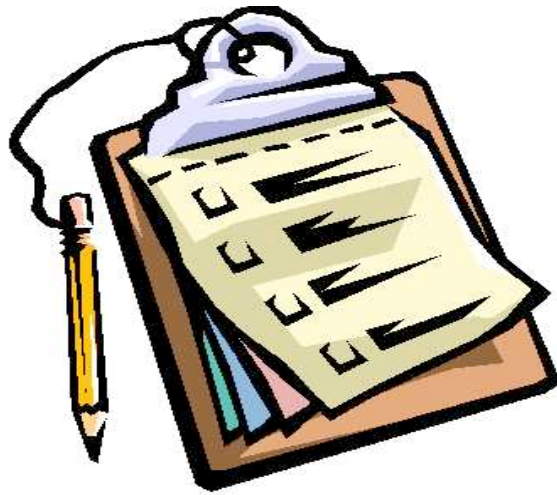
Native Language Student – when used with reference to an individual of limited English proficiency, means the language normally used by a student.

NCLB – No Child Left Behind (NCLB) Act of 2001, Public Law 107-110.

Primary Language Spoken in Home – the primary language of the parent(s) or guardian(s) of the student.

Test Accommodations – the type of special accommodations, if any, needed by the student when being tested.

SECTION 1
IDENTIFICATION



SECTION 1

IDENTIFICATION

Requirement Status

All students who are classified as ELLs are **required** to participate in a program of English for Speakers of Other Languages (ESOL). To comply with the requirements of the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*, and corresponding Florida State Board of Education rules on ELL services, all schools with students classified as ELLs **must** provide an appropriate ESOL program to meet the specific needs of such students in language learning, academic achievement, and cultural integration. To download a copy of the Florida Consent Decree log on to <http://www.fldoe.org/aala/cdpage2.asp>.

Students in the ESOL program are required to meet the same curriculum standards as any other student in English/language arts and content area instruction.

ESOL Program Entry Criteria

The Home Language Survey is the first step in identifying a potential ELL, and it must be completed for all students in grades Pre-K through 12 entering a Broward County Public School for the first time. This is required by the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education, known as META Consent Decree*. The Home Language Survey includes three questions and is given at the time of registration. The questions are as follows:

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

These questions are contained in the [Student Registration Form](#) completed by a parent or guardian. This form must be made available in the home language when feasible. They have been translated into Haitian-Creole, Portuguese, and Spanish (Form # 4709) (see Appendix A).

Registration Procedures

In order to be in compliance with *META Consent Decree*, these procedures must be followed:

- All new students, regardless of language or origin, must be registered at their home school.

- A **social security card/number is NOT required to register** a student for school or to qualify for free or reduced breakfast/lunch. **Please make sure that the school registration form does not list a social security number as a prerequisite for registration.** It is optional. Do not photocopy a student's social security card.
- **Do not ask students or parents for their alien immigration status; do not document any information regarding alien immigration status; and do not ask to see their passports.** If they volunteer the passport, it may be used as proof of age; however, **a photocopy of any portion of the passport cannot be made or kept as documentation.** A notation can be made on the registration form that the student's age was verified through the passport.
- Request and write the student's birthplace on the registration form as part of the registration process.

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. However, all measures must be taken to honor time in an ESOL program. The original ENTRY DATE must **not** be modified. Update the PLAN DATE and print an [A07](#) Panel to document interrupted schooling. 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. Send home [Parent Notification of Continued Placement](#) (appendix H) if the student will continue receiving services or [Parent Notification of Student Exiting](#) (appendix N) if they are going to exit.

Collection and Monitoring of Student Data

Schools are responsible for collecting individual student data and maintaining complete and accurate student information in students' cumulative folders and in the State Database (AS400/TERMS). Principals at each school should designate an ESOL Contact who is responsible for maintaining the records of the ELLs enrolled in the ESOL Program. This person works with the teachers, guidance staff, registrar, and data processor to ensure compliance with ESOL Program requirements.

The Multicultural, ESOL and Program Services Department assists the schools in this process by coordinating the procedures for data collection and maintenance in order to ensure minimal data reporting errors. District ESOL Instructional Facilitators visit some schools and assist the ESOL Contact or school designee with the monitoring, updating, and reporting of accurate ELL data.

Once a student has been identified and determined to be eligible to receive ESOL services, the school Information Management Technician (IMT) enters the following information in the State Database:

- ELL status code ([A03](#))
- Student's native language (A03)
- Parent/guardian primary home language (A03)
- Home Language Survey date (A03)
- Appropriate information on the ELL ([A23](#)) screen including Assessment Date, Entry Date, Basis of Entry/Exit, Plan Date and Fund Code
- Student's courses and instructional model code ([A10](#)).

The descriptors used in TERMS Database are capitalized and bolded on the [ELLSEP folder](#) for easy identification. The information entered on the [A23](#) panel (TERMS) must correlate with the information documented on the ELLSEP folder.

The Educational Technology Services Department records and retains student data in order to send the information required by the state and to generate reports.

School IMTs **may not** open an [A23](#) panel until a student has been determined to be eligible for the ESOL Program nor should the student be classified as LY based on the affirmative responses to Home Language Survey only. English language proficiency data on ELLs is collected by the school and entered into the AS400/TERMS.

The Multicultural, ESOL and Program Services Department offers and provides training to school administrators, teachers, guidance staff, registrars, front office staff, and IMTs on the requirements of the ESOL Program, and emphasizes the importance of accurate database documentation and entries to ensure minimal data reporting errors. Refer to the [State Database Guidelines for English Language Learners](#) for more information.

Q & A Section 1: Identification

Q: Must all 3 questions on the Home Language Survey be checked “yes” before a student is referred for testing for aural/oral language proficiency in English?

A: No. If a parent answers “yes” to any of the 3 questions, then the student is assessed to determine eligibility for ESOL program.

Q: Can parents refuse ESOL services for a student who has been classified as ELL?

A: No. According to LULAC and the State Board of Education Consent Decree, all students classified as ELL must be provided with comprehensible education in the ESOL Program. This is not an opt-out program.

Q: Should an A23 panel be opened before a K-12 student has been determined to be eligible for the ESOL Program?

A: No. Additionally, no student should be classified as LY based solely on the affirmative responses to the Home Language Survey.

Q: Should an A23 panel be opened before a Pre-K student has been determined to be ESOL Program eligible?

A: Yes. The coding should be LY-T, if a parent answers “Yes” to any of the 3 questions on the Home Language Survey.

Q: Should students who leave the state and/or country for 90 days or more be re-assessed for English language proficiency upon re-enrollment?

A: Yes. However, if a student has attended another Florida school during this time, no interruption of ESOL services should occur.

SECTION 2

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)



SECTION 2

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

Aural/Oral Language Assessment

If a parent answers "no" to all three questions on the Home Language Survey, the student is not considered a potential ELL student. This student will NOT be assessed for English language proficiency.

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 ([20-day Parent Notification Letter](#)) (Appendix B).

The aural/oral language assessment instruments used in the Broward County Public Schools are:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 3rd Edition – Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K - 6
- IDEA Oral Language Proficiency Test II (IPT-II) 2nd Edition – Grades 7 - 12

There should be **at least one** district-trained oral language assessor at each school site. Aural/oral assessments for Pre-IPT can be requested from the Multicultural, ESOL and Program Services Department by completing the form [Request for Assessment Form](#) (Form 2590A) (see Appendix C).

Once the student is assessed with an aural/oral language assessment instrument, use the charts correlating the [IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level Classifications](#) (see Appendix D). These charts are used to determine a Broward County language level classification for the student. The Broward County's [Language Level Classifications and Descriptions](#) range from A1 to E (see Appendix E). The student's Broward County language level classification should be written on the front of the aural/oral language assessment test and noted on the [Initial Language Classification Assessment Form](#) (Form # 2590E (see Appendix F). Students with A1 to C1 language level classifications are entitled to receive ESOL services.

The No Child Left Behind Act requires that percentile scores be recorded for Listening and Speaking for IPT I and II. Multicultural, ESOL and Program Services Department provides training for school personnel in the administration and scoring of the IPT I and II.

When students come from other Florida school districts, all ELL assessments must be entered in TERMS for active ELLs (LYs) and students classified as LFs. IMTs are to follow the procedures outlined in the Database Guidelines.

Readministration of the IPT

The district recommends that the time interval between administrations of the IPT should be at least 4 months. Re-administering the same form of the IPT sooner could impact test reliability.

Achievement test scores in reading and writing (language) must be administered as part of the ESOL program eligibility requirements for Fluent English Speakers (FES) in grades 3-12.

Reading and Writing Standardized Tests

- For students in grades 3-12, the Reading and Writing (Spelling) subtests of the Kaufman Test of Educational Achievement II-Brief Form (K-TEA II Brief Form) **will be administered by district ESOL Program staff.**
- Contact the Multicultural, ESOL and Program Services Department at (754) 321-2982 to arrange testing of FES students in Grades 3-12 in reading and writing. **Testing must be completed within 20 days of the student's identification. Broward County Language Level Classifications of D and E should always be considered if applicable. Interview and background data will be helpful in determining D and E Broward County Language Level Classifications.**
- The K-TEA II Brief Form will be administered according to instructions in the test manual, and percentile ranks will be generated based on grade-referenced norms.
- Percentile ranks obtained from K-TEA II Brief Form will be recorded on the student's [Initial Language Classification Assessment Form](#) (Form # 2590E) (see Appendix F) and [ELLSEP Folder](#) (Form # 4300) (see Appendix G).
- The District ESOL Program Staff will inform the school ESOL Contact or designee of the results so appropriate student placement is completed and TERMS database can be updated by school staff.

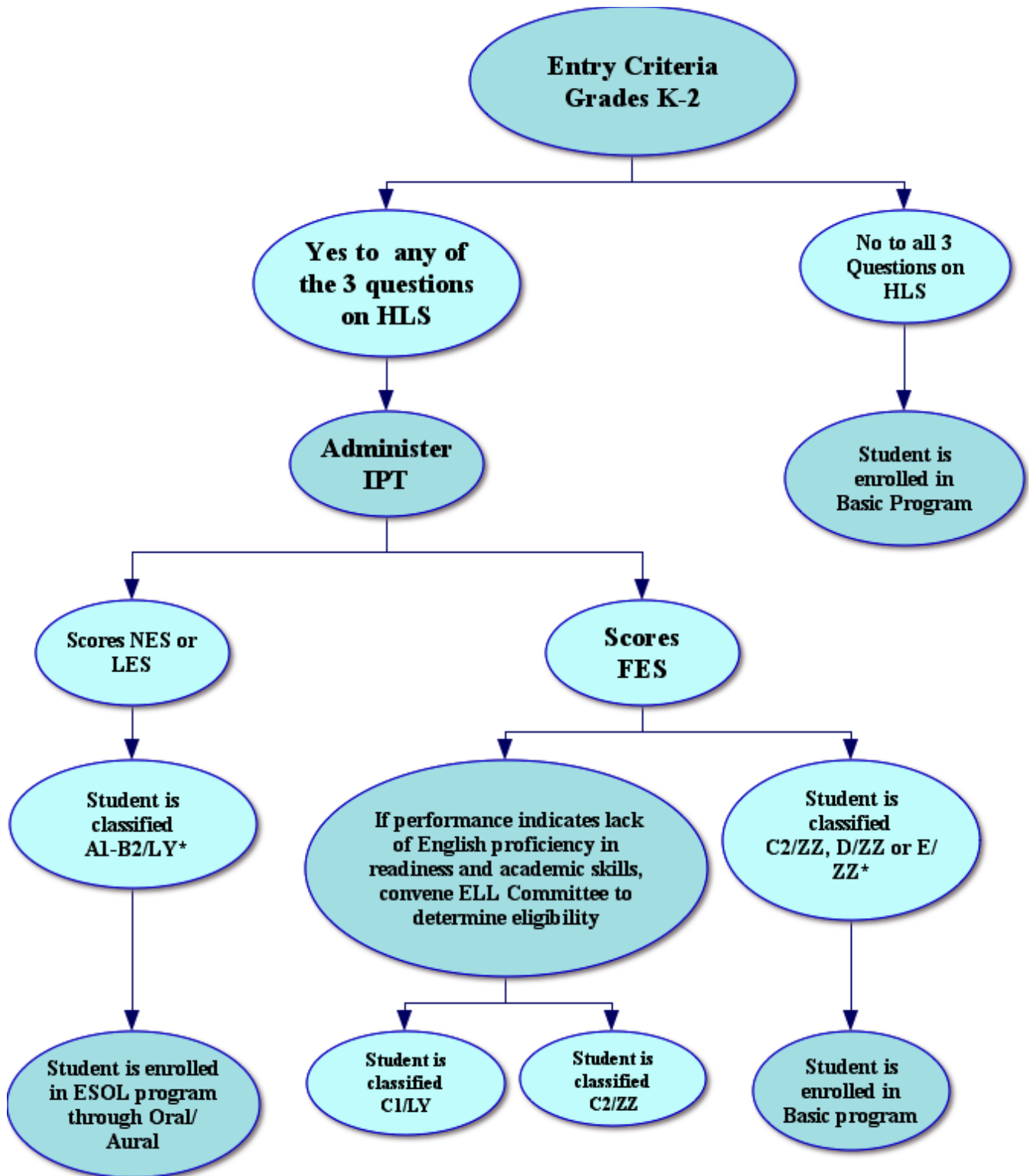
The following criteria will be used to determine eligibility for these FES, grade 3-12 students:

- If **both** reading and writing (language) standardized K-TEA achievement 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 (language) standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.
- If **either** the reading or writing (language) standardized achievement 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. 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:
 - (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.

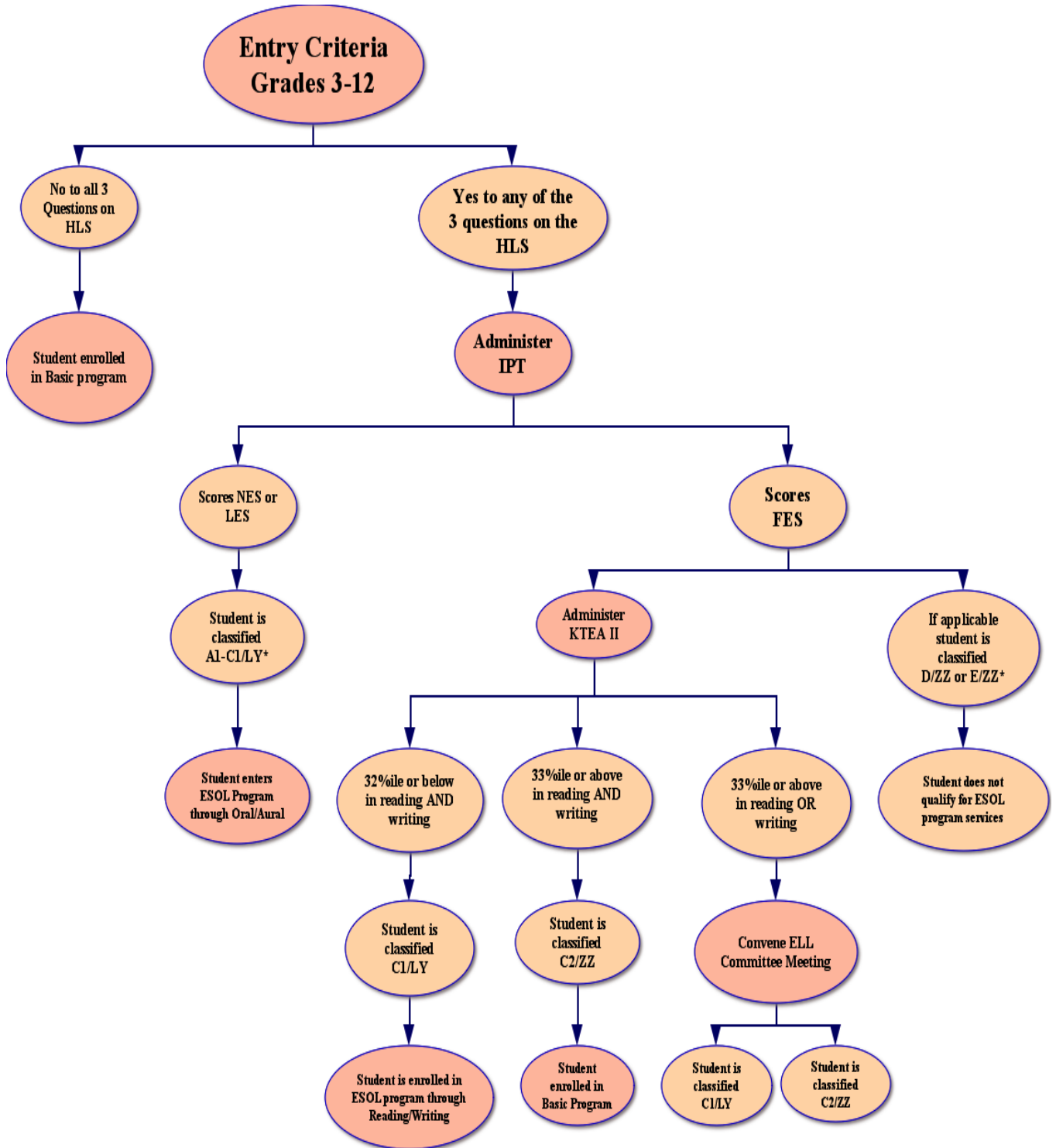
Parents of all students **must be notified by the school** that the student qualifies for the ESOL Program and that he/she will be receiving ESOL services. The [*Parent Notification of Placement/Continuation of Services in the ESOL Program*](#) (Form # 4673) is used for this purpose (see Appendix H). This form is available in English and the three major languages in Broward County: Haitian-Creole, Portuguese, and Spanish. **Beginning with the 2009-2010 school year, this form must also be provided annually on anniversary date to inform parents or guardians of the continuation of services in the ESOL program.**

English Language Proficiency Assessment (Placement)



*Broward County Language classifications of D and E should always be considered if applicable. Interview and background data in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.

English Language Proficiency Assessment (Placement)



***Broward County Language classifications of D and E should always be considered if applicable. Interview and background data in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.**

Q & A Section 2: English Language Proficiency Assessment (Placement)

Q: What happens if a student is not assessed within 20 days of registration?

A: This period can be extended to an additional 20 days, as long as the parents are notified in writing in their native language. (See [Appendix B](#) for a sample of the letter. A copy of the letter must be kept in the [ELLSEP](#) folder.)

Q: Once a student in grades 3-12 scores FES (Fluent English Speaker) on either IPT I or II, what procedures must be followed?

A: Refer to the flow chart in Section 2, for classification procedures.

Q: What is the appropriate time interval allowed between administrations of the IPT?

A: In order to avoid impacting test reliability, the time interval between administrations of the IPT should be at least 4 months.

Q: How are D and E language classifications determined?

A: Interview and background data in addition to questions on the [Initial Language Classification Assessment Form](#) will be helpful in making this determination. Refer to Appendix F.

SECTION 3

PROGRAMMATIC ASSESSMENT: GENERATING THE ELLSEP FOLDER

FSI

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
ESOL DEPARTMENT
ENGLISH LANGUAGE LEARNER STUDENT EDUCATION PLAN (ELLSEP)

| | | | |
|--|--------------------------------|------------|-------------|
| Name _____ (Last) (First) (Middle) | School _____ | Year _____ | Grade _____ |
| Date of Birth _____ | Place of Birth _____ | 20__ | 20__ |
| Student Language _____ | Parent/Guardian Language _____ | 20__ | 20__ |
| Home Language Survey Date *(REFDTE) (Date parent completes registration form) | | 20__ | 20__ |

This is an initial ELLSEP Yes No Date _____ Signature _____
(ESOL Contact/Designee) (Parent Signature)

| | |
|--|---|
| Initial Placement Information | Language Classifications |
| Listening/Speaking Language Assessment (K - 12) Instrument _____ Assessment Date *(CLASS) _____ | Initial Language Classification Date _____ From _____ to _____ or Status Unchanged _____ Grade _____ School _____ |
| Reading/Writing Assessment (ES Grades 3 - 12) Instrument _____ Reading Percentile _____ Writing Language Percentile _____ Assessment Date *(CLASS) _____ | Date _____ From _____ to _____ or Status Unchanged _____ Grade _____ School _____ |
| ESOL Program Entry Date *(ENTRY) *Send Home Parent Notification Letter (Form #267) | Date _____ From _____ to _____ or Status Unchanged _____ Grade _____ School _____ <small>Update *PLAN date to indicate most current Language assessment.</small> |

INSTRUCTIONAL PROGRAM RECOMMENDATIONS

Option 1: ELLS received instruction in a Sheltered Instruction/self-contained setting in English Language Arts and content areas.
Option 2: ELLS received instruction in a Sheltered Instruction/self-contained setting in English Language Arts. Content areas can be delivered through a combination of Shelter and/or basic mainstream instruction.
Option 3: ELLS received instruction in English Language Arts and content areas through the basic mainstream program.

| | | | | | |
|---|---|---|---|---|---|
| GRADE _____ Option: 1 2 3 *PLAN Date: _____ | GRADE _____ Option: 1 2 3 *PLAN Date: _____ | GRADE _____ Option: 1 2 3 *PLAN Date: _____ | GRADE _____ Option: 1 2 3 *PLAN Date: _____ | GRADE _____ Option: 1 2 3 *PLAN Date: _____ | GRADE _____ Option: 1 2 3 *PLAN Date: _____ |
| ESOL Contact Signature _____ | ESOL Contact Signature _____ | ESOL Contact Signature _____ | ESOL Contact Signature _____ | ESOL Contact Signature _____ | ESOL Contact Signature _____ |

CURRENT STUDENT SCHEDULE (A19 Form) WITH DATE, STAMP AND/OR SIGNATURE MUST BE FILED IN ELLSEP.

SECTION 3

PROGRAMMATIC ASSESSMENT

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. However, all measures must be taken to honor time in an ESOL program. The original ENTRY DATE must **not** be modified. Update the plan date and print an [A07](#) Panel to document interrupted schooling. 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. [Parent Notification of Continued Placement](#) (Appendix H) must be sent home if the student will continue receiving services **or** [Parent Notification of Student Exiting](#) (Appendix N) if they qualify to exit the program.

ELL Programmatic Assessment and Academic Placement

To effectively place ELLs, school personnel should review and document student's prior schooling experiences using school records, transcripts, parent and student interviews and other evidence of educational experiences.

Gathering information about the student's educational background and prior academic placement achievements will provide a basis for developing appropriate placement and scheduling. ELLs must have equal access to all instructional programs. Special attention should be given to placement in honors, college preparatory and advanced placement as appropriate.

Programmatic assessment for new ELLs must be conducted at the school site by trained school staff at the time of initial registration and must be documented in the [ELLSEP folder](#). A student's limited English proficiency should not be a factor in determining the student's level of knowledge/skills in the basic subject areas.

At the **elementary level**, especially in the early grades, placement decisions for all students are made based on age-appropriateness. However, as curriculum and student expectations are raised, these decisions become more complicated. Bilingual teachers and bilingual paraprofessionals should be available and used to assist in the programmatic assessment of these students.

At the **middle school level**, ELLs are also often placed in academic classes based on age/grade appropriateness. However, academic assessment must still be conducted and documented for students in sixth through eighth grade. The same guidelines and procedures described above for elementary students may also be applied to middle school students.

At the **high school** level, transcript evaluation and analysis for students who attended schools outside of the United States present unique challenges not encountered on a regular basis by guidance personnel. Appropriate assessment academic skills of ELLs is crucial at this level. Special care must be taken to ensure that (1) ELLs have full and equal access to the entire range of courses offered at the high school, and (2) that the placement of ELLs in courses is not based on English language proficiency level.

Schools should refer to *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students* for guidelines regarding the grade placement of students who enter the district with foreign educational credentials this document is available from the District Guidance Department. The guide also serves as a tool in identifying the grading scale and academic year of each country as well as diplomas awarded upon completion of secondary education.

For Students With Educational Records

In order to evaluate, document, and grant equivalency status to students' prior educational experiences, the school should:

- 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 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.

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) and/or the students' heritage/native language or other forms of formal or informal assessment should be used in determining the appropriate grade placement of ELLs. All decisions regarding ELLs programmatic assessment and academic placement must be documented in the appropriate section of the [ELLSEP Folder](#) (Form # 4300) (see Appendix G).

English Language Learner Student Education Plan (ELLSEP) Folder

An [ELLSEP folder](#) must be generated for each ELL enrolled in the ESOL Program. The [ELLSEP folder](#) (Form# 4300) (see Appendix G) contains the ELLs **individual educational plan** which must be updated as needed and reviewed annually. Individual student identification and school information should be documented on this folder. It is also used to record initial placement information, programmatic assessment and academic placement, language reclassifications, annual reviews, ELL Committee meetings, student's program exit information and the four monitoring periods. The descriptors used in TERMS database are *capitalized and bolded* for easy identification. The information entered on the [A23](#) panel (TERMS) must correlate with the information documented on the [ELLSEP folder](#).

ELLSEP Folder Documentation Checklist

The following documents must be filed in the [ELLSEP folder](#):

- Home Language Survey, which is part of student registration form
- [Initial Language Classification Assessment](#), (Appendix F) (Form # 2590-E)
- Notification Letter (in the parents' native language) must be included if the Aural/Oral Language Assessment (IPT) is not completed within 20 days
- Aural/Oral Language Assessment (IPT I or IPT II)
- Reading and Writing Test (K-TEA II Brief Form) for Grades 3-12 only if applicable
- [Parent Notification of Placement/Continuation of Services in the ESOL Program](#), (Appendix H) (Form # 4673) signed and dated and in parent's native language is to be sent home annually within 30 days prior to the anniversary date for continued placement in the ESOL Program.
- [Parent Notification of Placement/Continuation of Services in the ESOL Program](#), (Appendix H) (Form # 4673) signed and dated and in parent's native language is to be sent home annually within 30 days prior to the anniversary date for continued placement in the ESOL Program.
- AMOUNT OF INSTRUCTIONAL TIME OR SCHEDULE (The amount of instructional time (minutes) the ELL received must correlate with the WFTE claimed and must be documented in the [ELLSEP folder](#). A copy of the students' schedule ([A10](#) Panel) must be filed in the [ELLSEP folder](#) at the beginning of the school year and whenever there is a schedule change.
- [ELL Committee Meeting Invitation](#) letters in parent's native language, (Appendix M).
- [Accommodations Checklist for Active ELLs \(LYs\)](#), (Appendix O).
- CELLA Score reports and all other assessments and correspondence not mentioned above which are related to the ELL educational plan (ELLSEP) and programmatic assessment documentation.
- [Parent Notification of Student Exiting from the ESOL Program](#), (Appendix N). (Form # 4703) in the parents' native language

Generating a Replacement Folder

- Label a new [ELLSEP folder](#) REPLACEMENT.
- Print the [A03](#), [A07](#) and [A23](#) panels and place in the replacement folder.
- Complete as much information on the replacement folder as possible, based on the TERMS panels.
- ELL Committees cannot be recreated.
- All original signatures cannot be falsified.

Q & A Section 3: Programmatic Assessment

Q: When should the Programmatic Assessment be completed?

A: The Programmatic Assessment must be conducted at the school site by trained school personnel at the time of initial registration. The interview should be documented in the ELLSEP Folder.

Q: Does a student's language classification/proficiency determine eligibility for gifted, advanced placement, dual enrollment, etc.?

A: No.

SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION



SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

ESOL Program Delivery Models

Broward County Public Schools offers ELLs instructional services through the following types of instructional delivery models:

- **ESOL Sheltered-Instruction Classes**
- **Basic Mainstream Instruction**

In both of these instructional delivery models, the instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.

These two types of instructional delivery models are implemented through the following placement options:

1. Sheltered Instruction

Sheltered Instruction (K-12) refers to the instructional delivery where only ELLs from different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language Arts by highly qualified teachers.

Students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms.

Delivery models will vary by grade levels. In grades K-5, students are clustered by grade level and instruction is differentiated by language proficiency in a sheltered (self-contained) classroom. In grades 6-8, students are cluster by grade level and sheltered instruction is differentiated by English language proficiency. In grades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

2. Basic Mainstream Instruction

Basic Mainstream Instruction (K-12) is implemented in schools with an insufficient ELL enrollment to provide sheltered instruction. In this model, ELLs receive instruction with ESOL strategies in classrooms with no-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Implementation of this model will vary for the grade levels. Schools should cluster students strategically in order to maximize instruction and resources available.

Clustering is:

- Developing consistent school-wide guidelines for student placement (according to language classification/proficiency, and/or academic needs) in order to strengthen instructional services
- An all school effort-staff must understand the rationale and system for student placement so that new students are placed appropriately

Benefits of Clustering:

For Students:

- Equal access to all instructional options
- More instructional time and support provided by school staff
- More bilingual support provided by bilingual paraprofessional/teacher
- Social and emotional support from peers who are, themselves, learning English
- Instruction provided by a mainstream teacher trained to work with ELLs
- Access to additional materials that are appropriate for ELLs (manipulatives, visual supports, range of leveled books, etc.)
- Better differentiation of instruction-it is harder to overlook a large group of students when planning for instruction

For Teachers:

- Increased opportunities to collaborate with and learn from other teachers
- More professional development opportunities
- Opportunities to work in small groups for focusing instruction
- Access to more materials for differentiation of the instruction

Instructional Approaches

The META *Consent Decree* (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided. The instruction must be comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.

Regardless of which instructional approach is implemented, ELLs must receive course or grade level curriculum, which is aligned with the appropriate benchmarks in the Sunshine State Standards and to the course descriptions. Textbooks and other instructional materials used with ELLs must be the same or comparable to those used with non-ELLs in the same grade.

Sheltered Instruction - Elementary

In schools with ESOL sheltered classes, ELLs (A1-B1) are grouped by grade levels and receive comprehensible instruction from teachers in the area of language arts through ESOL and in all subject areas. Bilingual teachers or paraprofessionals provide native language support. Students are mainstreamed for electives such as art, music, and physical education (see Chart A).

Sheltered Instruction - Middle

In schools with ESOL sheltered classes, ELLs must receive instruction in *Language Arts through ESOL 1, 2 and 3*. *M/J Developmental Language Arts ESOL-Reading* is an elective course, in lieu of Intensive Reading, which could be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

Other subject area instruction may be provided in a sheltered setting by a bilingual teacher providing native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education (see Charts B & D).

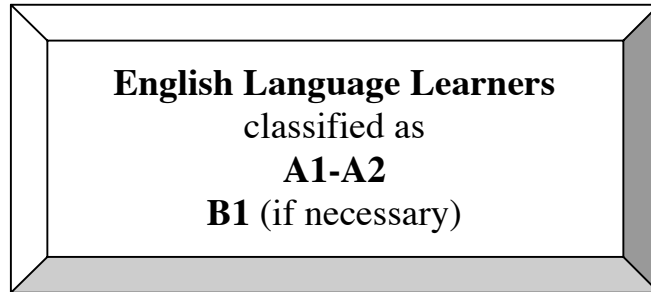
Sheltered Instruction - High

In schools with ESOL sheltered classes, ELLs must take *English through ESOL I, II, III and IV* courses to meet graduation requirements for English. These courses also meet Florida Academic Scholars Program requirements for language arts and provide students with appropriate composition and literature instruction.

Developmental Language Arts ESOL-Reading is an elective course, in lieu of Intensive Reading, which can be taken multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

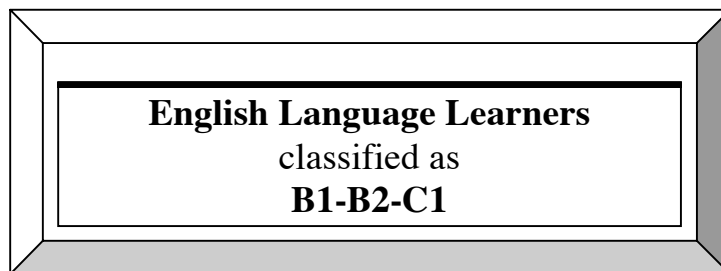
Other subject area instruction may be provided in a sheltered setting by a bilingual teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education (see Charts C & D).

Elementary School ESOL Program *Chart A*



Schools that have 18 or more K-3rd ELLs, or 22 or more 4th - 5th grade ELLs, classified as A1-A2, in the same grade level must provide sheltered instruction using identified curriculum and materials.

Schools that have fewer than 18 K-3rd ELLs, or fewer than 22 4th-5th grade ELLs, classified as A1-A2, in the same grade level must provide basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.



Students may receive instruction in the basic mainstream model using differentiated instruction **or** in a sheltered instruction model using identified curriculum and materials.
(School-based decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher, proficient in the same language, and trained to assist in ESOL basic subject area instruction.

Middle School ESOL Program *Chart B*

English Language Learners
classified as
A1-A2
B1 (if necessary)
(see chart D for B1-C1)

Middle Schools that have 22 or more ELLs, classified as A1-A2, in the same grade level, must provide **M/J Language Arts through ESOL 1-3** using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs, classified as A1-A2, in the same grade level, must provide **M/J Language Arts 1-3** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading through M/J Developmental Language Arts ESOL-Reading** using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

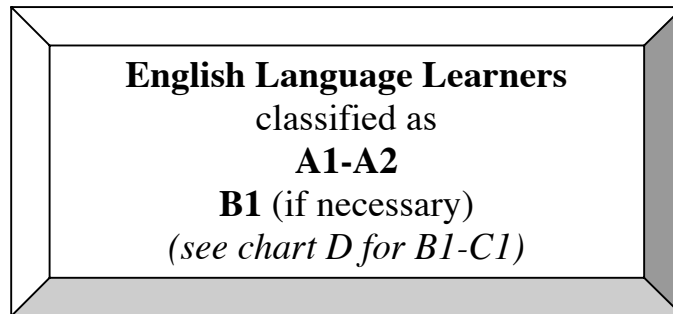
Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is strongly recommended.

Middle Schools that have 22 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

High School ESOL Program *Chart C*



High Schools that have 25 or more ELLs, classified as A1-A2, in the same grade level, must provide **English through ESOL I-IV** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs, classified as A1-A2, in the same grade level, must provide **English I-IV** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through **Developmental Language Arts ESOL-Reading** using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is strongly recommended.

High Schools that have 25 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Middle & High School ESOL Program *Chart D*

English Language Learners
classified as
B1-B2-C1

Students in the same grade level may receive **M/J Language Arts 1-3** (grades 6-8) or **English I-IV** (grades 9-12) in the basic mainstream using differentiated instruction and identified curriculum instruction **or** in sheltered instruction using identified curriculum and materials.
(School-Based Decision)

ELLs, who meet the criteria of Level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**.

ELLs may receive **Content Area** instruction in the basic mainstream using differentiated instruction and identified curriculum **or** in sheltered instruction using identified curriculum and materials.
(School-Based Decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Basic Mainstream Instruction - Elementary, Middle, and High School

In schools that do not offer sheltered ESOL classes, ELLs must receive instruction through the basic mainstream.

Basic mainstream using ESOL strategies is one of the delivery models which ensure comprehensible instruction for ELLs. 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 audio-visuals, and through grade book notations. All teachers of ELLs **MUST** document the ESOL strategies used for each lesson in their plan book.

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. These also include honors, advanced placement, and dual enrollment courses. Guidance department staff provides ELLs with information on courses needed based on their post-secondary career plans.

Instructional Support

As per Section IV of the *META Consent Decree*, ELLs in ESOL basic subject area classrooms shall have access to an aide or teacher, proficient in their languages, in addition to a trained ESOL subject area teacher, when the school has at least 15 students speaking the same native language. These aides or teachers are trained to assist in ESOL basic subject area instruction.

Home Language Assistance

Principals or their designees should monitor the number of students by language background in their schools using demographic information from the State Database (TERMS) [A03](#) panel.

When fifteen or more students of the same language background are identified in the school, the principal or designee **must** ensure that a teacher or paraprofessional proficient in that language is **dedicated and available** to assist ELLs in the classroom (*LULAC et al vs. School Board of Education Consent Decree*).

Teachers who are bilingual and trained in the use of ESOL strategies should deliver instruction in English and provide assistance in the student's native language as needed.

Bilingual paraprofessionals should assist students through the use of the following:

- working in small groups
- translating information
- interpreting test questions and homework assignments as appropriate
- helping students comprehend textbooks and other written materials.

Schools with large populations of ELLs should also provide home language assistance through other bilingual school personnel, including registrars, clerks, guidance counselors, ESOL Program staff, and other school support staff.

In addition, schools **must** provide bilingual dictionaries and may provide resource materials in students' home languages such as computer software, videos, audiotapes, and library books to facilitate content area knowledge development while English is being learned. These resources may be placed in the school's media center. For a suggested list of bilingual dictionaries, visit our department website at www.broward.k12.fl.us/esol/Eng/ESOL/index.html

Instructional Model Codes

The courses (listed in the Course Code Directory) and the instructional strategy codes and course flags must be used to document that appropriate services are provided to ELLs.

The instructional model code indicates the type of instruction an ELL receives in each course (language arts, math, science, social studies, and computer literacy). This code must be entered in the data element of the Student Course Schedule Format ([A10 Schedule Detail](#)).

The following chart describes the instructional model codes that must be used, based on the ELL code of the student to provide ELLs comprehensible instruction.

| ELL Status Code A03 Panel (TERMS) | Instructional Codes (flags) A10 Detail (TERMS) | Instructional Model and Courses |
|---|--|---|
| LF | Z | |
| LZ | Z | |
| LY | E | Sheltered (Self-Contained) English |
| LY | S | Sheltered (Self-Contained) Core/Basic Subject Areas |
| LY | I | Mainstream (Inclusion) English |
| LY | C | Mainstream (Inclusion) Core Basic Subject Areas |
| ZZ | Z | |

Instructional model codes for LY students **MUST** be provided for each eligible weighted FTE course the student is enrolled in and reported under the student course schedule format, regardless of funding source or program placement.

ESOL Program Instructional Delivery Chart

The required elements for ESOL sheltered classes and Basic Program using ESOL strategies are presented in the following chart.

SUGGESTED ELEMENTS FOR INSTRUCTIONAL DELIVERY IMPLEMENTATION

| ESOL Sheltered CLASSES | BASIC PROGRAM USING ESOL STRATEGIES |
|--|--|
| <ul style="list-style-type: none"> • Sufficient ELL enrollment | <ul style="list-style-type: none"> • Insufficient ELL enrollment to provide self-contained classes |
| <ul style="list-style-type: none"> • Teacher selection is based on ESOL endorsement, experience, sensitivity to ELLs needs, and willingness to make content comprehensible. | <ul style="list-style-type: none"> • Teacher selection is based on ESOL endorsement, experience, sensitivity to ELLs needs, and willingness to make content comprehensible. |
| <ul style="list-style-type: none"> • Consideration of ELLs language classifications (A1 - C1) and language and academic needs. | <ul style="list-style-type: none"> • Consideration of ELLs language classifications (A1 - C1) and language and academic needs. |
| <ul style="list-style-type: none"> • Consideration of ELLs educational background (literate vs. pre-literate) for program placement | <ul style="list-style-type: none"> • Consideration of ELLs educational background (literate vs. pre-literate) for program placement. |
| <ul style="list-style-type: none"> • Utilization of the following materials: <ol style="list-style-type: none"> 1. Grade Level State/District adopted materials 2. District-recommended supplementary ESOL materials 3. State adopted Language Arts ESOL textbooks 4. Content area textbooks in the student's native language. 5. Implementation of ESOL Strategies | <ul style="list-style-type: none"> • Utilization of the following materials: <ol style="list-style-type: none"> 1. Grade Level State/District adopted materials 2. District-recommended supplementary ESOL materials 3. Implementation of ESOL Strategies |
| <p>As per the META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language, who is dedicated and available, to assist in ESOL basic subject area instruction.</p> | |
| <ul style="list-style-type: none"> • Guidance counselors who provide individual and group counseling to meet the students' affective needs | <ul style="list-style-type: none"> • Guidance counselors who provide individual and group counseling to meet the students' affective needs |
| <ul style="list-style-type: none"> • Grade and age - appropriate curriculum | <ul style="list-style-type: none"> • Grade and age - appropriate curriculum |
| <ul style="list-style-type: none"> • Equal access to all categorical/educational programs (i.e., Title I, DOP, ESE, Gifted, Magnet, Dual Enrollment, etc.) | <ul style="list-style-type: none"> • Equal access to all categorical/educational programs (i.e., Title I, DOP, ESE, Gifted, Magnet, Dual Enrollment, etc.) |

ESOL Weighted FTE Funding

The FEFP Program number for English for Speakers of Other Languages (ESOL) KG-12 is 130. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, ESOL electives, and ESOL or home language instruction in math, science, social studies, and computer literacy. For a complete list of *Courses eligible for ESOL Weighted FTE* refer to [Appendix I](#).

Implementation of the K-12 Comprehensive Reading Plan (Found in BEEP under Teaching Resources)

In compliance with the policy and guidance developed by the Just Read, Florida! Office for district implementation of the Florida Education Finance Program (FEFP) Reading Allocation, the district has developed a Comprehensive Reading Plan for all students in grades K-12. This plan addresses the requirement that students who are reading below grade level or who score a level 1 or 2 on FCAT in Reading should be enrolled in intensive reading. As required by Section 1003.56, F.S., ELLs are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non-ELLs. Therefore, the following guidelines should guide schools in determining the appropriate placement for ELLs not reading on grade level in English.

ELLs in **elementary grades** who meet the criteria for Intensive Reading must receive additional support in addition to grade-level instruction in Reading/Language Arts. This instruction will incorporate a language development focus, including instruction in the acquisition of listening, speaking, reading and writing in English.

Developmental Language Arts ESOL-Reading (6-12) is a course designed for ELLs who are non-English speaking and/or at the beginning level of English language proficiency and score a level 1 or 2 on FCAT Reading. Listening, speaking, reading, and writing are made comprehensible through instruction in English using strategies and techniques appropriate to their level of English proficiency and reading ability. English language development is strongly emphasized and incorporated into reading and writing instruction. Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful. This course is in lieu of intensive reading; therefore, it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan. The Middle and High School Placement Charts in the K-12 Comprehensive Reading Plan are very specific as to the time that students must be enrolled in Intensive Reading courses. Highly qualified teachers instructing this course must have a Reading and ESOL Endorsement or Certification.

| | |
|------------------------------|--|
| Middle School Example | M/J Developmental Language Arts ESOL-Reading Course Number: 1002181 |
| High School Example | Developmental Language Arts ESOL-Reading Course Number: 1002381 |

Instructional Framework for Developmental Language Arts through ESOL

The goal of the Middle and High School [*Instructional Framework for Developmental Language Arts through ESOL*](#) is to address the needs of the English language learner and to incorporate the development of Reading, Writing, Listening and Speaking instruction as an integrated curriculum. The delivery of effective instruction in the Developmental Language Arts ESOL-Reading course will employ ESOL strategies in order to support students as they embark on learning the subject content. This course, in conjunction with the *Instructional Framework*, will enable students to receive instruction at their linguistic levels and, as proficiency develops, the amount and complexity of their language use will increase.

The *Instructional Framework* consists of:

- Refer to www.broward.k12.fl.us/esol under Best Practices to print the Instructional Framework.

English Language Proficiency Standards

The English Language Proficiency Sunshine State Standards have been aligned by grade level and English language proficiency levels. This document provides sample performance indicators to make academic content comprehensible to ELLs and illustrates how ELLs may demonstrate benchmark achievement at different language proficiency levels. Refer to www.broward.k12.fl.us/esol and link to Best Practices to print these standards for the appropriate grade level.

Equal Access to All Areas and Instructional Levels

The school principal and guidance department staff take appropriate steps in the placement of ELLs into the core academic subjects. In cooperation with the faculty, they verify the student's level of learning in each of the grade level appropriate courses. Testing, parent/guardian and student interviews, as well as review of records and programmatic assessment are used by schools for the verification process. District ESOL Administrators and ESOL Instructional Facilitators 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.

Program goals and objectives for ELLs in the basic subject areas of social studies, science, mathematics, and computer literacy are the same as the program, goals and objectives for all students. They must meet the Sunshine State Standards and Common Core 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. 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 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.

A [*Summary of Best Practices in ESOL Program Implementation*](#) has been included for further reference. It summarizes successful practices that can be implemented in the schools.

Comprehensible Instruction

In accordance with Florida law, ELLs are entitled to comprehensible instruction through a curriculum that is equal in scope and sequence to the curriculum provided to non-ELLs. The method of program delivery, whether as an ESOL Sheltered or Basic Mainstream provides comprehensible instruction to ELLs through the use of ESOL instructional strategies, appropriate supplemental materials, and native language assistance from bilingual teachers and/or paraprofessionals. A list of translated [*Vocabulary for School System Personnel*](#) has been included as Appendix K.

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

- 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; bilingual dictionaries are used to support instruction.

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

ESOL Instructional Strategies

ESOL instructional strategies are crucial to the development of academic and oral language skills of ELLs. Through the use of these strategies instruction is modified and made comprehensible, providing students with cognitive practice to improve processing and production of the content material. The teacher of ELLs uses a variety of symbolic and concrete referents to illustrate meaning.

Students performing at the beginning level of English proficiency require learning activities which are higher in context and lower in cognitive demand. A lot of contextual support in the form of realia, visuals, hands-on activities, lab experiments and many others is needed, not only to instruct the students, but also to assess and monitor their progress.

As the students acquire more academic language, the learning activities should require “higher” cognitive skills and less contextual support until finally the ELL is able to master activities which are abstract in nature without contextual support. Mastering this kind of “academic language” is much more difficult than mastering “conversational language” and it takes much longer. Cummins’ Quadrants illustrate how the degree of context and degree of cognitive demand can be arranged to characterize language and learning activities for ELLs.

The instruction provided to the student is made comprehensible by the use of ESOL strategies, supplemental materials and bilingual assistance. This will facilitate accurate and fair grading of student progress.

In addition to adapting the instruction according to the student's level of English proficiency, teachers must also be aware of the student's prior knowledge of the topic being taught.

Beginner ELLs **with** academic skills in their native language will require activities high in context, so they can transfer these academic skills when performing activities which require high levels of cognitive skills.

Beginner ELLs with **little or no previous schooling in their native language**, and without prior knowledge of the topic being taught, face additional challenges. Teachers will need to instruct these students with strategies that are high in contextual support and build the necessary background knowledge.

In order to assist teachers with the required documentation of ESOL Instructional Strategies, the Multicultural, ESOL and Program Services Department, in a joint effort with the Broward County Teachers Union, has developed an [ESOL Instructional Strategies Matrix](#) and [Addendum](#) to assist in this documentation (see Appendix L). This instrument has been approved by the Bureau of Student Achievement through Language Acquisition (SALA) of the Florida Department of Education and is aligned to Marzano's High Yield Strategies.

Note: SALA states that having the list of ESOL instructional strategies in the plan book is not sufficient documentation. For example, if a teacher is using Total Physical Response (TPR) as a strategy, the corresponding code (A-1) must be documented in the teacher's plan book **for that lesson**.

Lesson Plans

Teachers must plan lessons that incorporate language development by:

- offering many opportunities for students to listen, speak, read and write;
- using cooperative activities;
- creating an environment where students are engaged in meaningful, comprehensive, and useful language activities;
- aligning the lessons with Sunshine State Standards and documenting benchmarks as required by the state;
- focusing on critical thinking and problem-solving skills;
- providing opportunities for active participation in the learning process

Teachers must document the implementation of ESOL instructional strategies for each lesson in the plan book by using the appropriate codes from the [ESOL Instructional Strategies Matrix](#) (see Appendix L).

Accommodations offered to ELLs during most statewide assessments are part of the [ESOL Instructional Strategies Matrix](#). These include the following: A-5 Flexible Setting, A-6 Flexible Timing, A-4 Flexible Scheduling, A-2 Limited Assistance in the Heritage Language, A-1 Bilingual Dictionaries. **These accommodations must be used during regular classroom instruction throughout the year as appropriate to ELLs needs.**

ESOL Instructional Materials

The ESOL Program develops ELLs' English language skills while maintaining the students' academic progress in content area instruction. Content area teachers employ a variety of teaching strategies identified for second language learners to convey skills and concepts to ELLs. Teachers use appropriate materials to make the essential content information understandable to ELLs and differentiate instruction to meet their needs. Teachers must ensure that students in sheltered ESOL content classes receive instruction that is comparable in amount, scope, sequence and quality to the instruction received by non-ELLs. This is accomplished by following the curricula frameworks and standards for their subject areas. Schools are responsible for ordering ESOL and content area materials for ELLs. For a list of Suggested Supplementary Materials, refer to www.broward.k12.fl.us/esol.

ELL Grading Guidelines

Grading ELLs can take some adjustment because teachers must separate the students' content area knowledge from their knowledge of English. Therefore, teachers should assess what students know and can do rather than their ability to express this in English.

When grading and reporting the progress of ELLs, the following are some of the factors that should be considered:

- The student's level of English proficiency may affect his or her ability to communicate content knowledge.
- Previous educational background, including native language literacy level, impact current functioning.
- The *Florida META Consent Decree* requires that teachers provide comprehensible instruction to ELLs.
- A variety of assessments, including alternative assessment techniques, such as mapping, webbing, illustrations, diagrams, portfolios, projects and teacher observations can be accepted in lieu of the more traditional language-based assessments used with non-ELLs. Most alternative assessments take place in relaxed settings with flexible time limits.
- Grading should be a "combination of process and product" for all students. Grades should reflect a variety of performances, such as participation, projects, portfolios, and oral explanations. Using only "product criteria" for grading would not recognize some of the students for their effort, and for the things that they do well, which are an equally legitimate and relevant part of the criteria for grading them.

The following are specific guidelines for teachers to follow when grading ELLs:

- Explain grading criteria and expectations to students and provide them with samples of student work meeting these performance expectations.
- Modify the curriculum by reducing the language demands of instruction, without compromising the content of instruction.
- Provide comprehensible instruction to ELLs. This can be accomplished through the use of [ESOL instructional strategies](#), alternative assessments, supplementary materials and native language assistance.
- Document the use of [ESOL Instructional Strategies](#) and alternative assessment in the teacher plan book (see Appendix L).
- Document other modifications, accommodations and parent contacts made for each ELL.
- In elementary schools, ELLs must be identified as such on the report card by checking “Receiving ESOL Services” under the appropriate marking period.
- Parents of ELLs must be informed that grading reflects the academic achievement of their child based on a modified curriculum and use of ESOL instructional strategies. This must be documented in the comment section of the report card, on interim reports, and/or on parent conference forms.
- Parent must always be notified if their child is working below grade level.
- For promotion/retention of ELLs, refer to [School Board Policy 6000.1](#).

The grading of ELLs must be based on the knowledge and skills that the students are able to demonstrate when the appropriate curriculum, materials, modifications, and instructional strategies are implemented by the teacher.

Promotion and Retention of ELLs

The School Board of Broward County has revised Policy 6000.1 Student Progression Plan in order to align the policy with current state and local requirements. This policy includes areas such as: Promotion criteria, Alternative promotion criteria: Good Cause, Student Retention and Reporting Student Progress. Refer to this policy and its corresponding Procedural Manual for additional information. All retentions must be taken to an ELL committee and documented in the [ELLSEP Folder](#).

Response to Intervention (RtI)

Overview

Response to Intervention (RtI) is defined as “the change in behavior or performance as a function of an intervention (Gresham, 1991). RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity, based on a student’s need. Assessment data provide the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. The delivery model is one of tiered interventions for both academic and behavior problems. Academically, the vast majority of students (75-80%) are served in Tier 1 with the district’s core



curriculum. Behaviorally, the vast majority of students (75-80%) are served with Tier 1 universal interventions, a small percentage (10-15%) are served in Tier 2 with strategic interventions and a very small percentage (5%) are served in Tier 3 with comprehensive and intensive small group or individualized interventions.

What Does RtI Add to Collaborative Problem Solving (CPS)?

While CPS provides the basic infrastructure for intervention planning and implementation, RtI adds three essential components. These components are: (1) *a tiered system of intervention delivery* that becomes progressively more intensive in relation to the student's identified problem(s); (2) use of *evidence-based interventions* that are research based and supported by a proven "track record" of effectiveness with the student's identified problem(s); and (3) systematic *progress monitoring* of interventions to evaluate their effectiveness.

A Tiered System of Intervention Delivery

RtI is constructed around a 3-tiered model of intervention delivery **Tier 1** is called "universal" because the methods used at this level are what all students receive. **Tier 2: Strategic/Targeted.** At Tier 2, at-risk students who are struggling with either academics are identified and provided with interventions targeted to their specific needs. As noted above, these interventions are supplemental to Tier 1 strategies and are generally delivered in a small group format. How are such students identified? A combination of existing methods may be used to accomplish this task. For academic subject areas, screening strategies such as benchmark testing, use of the FAIR, DAR results, DIBELS results, etc. should be routinely used to identify students who are struggling with academic content. When the record of screenings demonstrates a consistent pattern of performance that is below age or grade-level expectations, consideration should be given to whether or not the student would benefit from Tier 2 interventions. Decisions about whether to try Tier 2 interventions, and what strategies should be used, are made by the CPS team at the school. **Tier 3: Intensive.** Students who continue to make insufficient progress toward age or grade-level standards with Tier 2 interventions are identified and selected for Tier 3 interventions. The progress monitoring data from Tier 2 interventions allow the CPS team to make this determination. If progress monitoring indicates that the student is not closing the "performance gap" (e.g., is not making sufficient progress toward the pre-defined goal or standard) with Tier 2 methods, then Tier 3 strategies should be tried. The essential change from Tier 2 to Tier 3 is one of "intensity"—that is, a change in *frequency* of intervention (e.g., from 3 days/week to 5 days/week), *duration* of intervention (from 30 minutes/session to 45 minutes/session), *method* of intervention (e.g., from group counseling for problems with anger management to a PBIP along with individual counseling), or a combination of some or all of these increases in intensity of intervention delivery.

RtI FOR ENGLISH LANGUAGE LEARNERS

In implementing RtI approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). RtI has the potential to affect positive change for ELLs by requiring the use of research-based practices based on individual children's specific needs. All ELLs, however, need culturally and linguistically appropriate instruction, no matter the educational setting. In other words, instruction

and interventions must consider a student’s cultural background and experiences as well as their linguistic proficiency (in both English and the native language) in order for instruction to be *appropriate*.

Q: How can I tell the difference between a reading “disability” and reading difficulties in ELLs?

A: ELLs need explicit, intensive instruction to support their word reading skills, whether they have a reading disability or not. If they respond to this instruction (Tier 1, Tier 2), the difficulties that they are having are not due to a “disability”. The majority of ELLs develop word-reading skills that are equally as accurate and fluent as their classmates, without any significant delays. However, these same children often have low English vocabulary knowledge and reading comprehension skills.

Q: What skills must educators have to effectively implement RtI for ELLs?

A: Personnel need to know about the development of oral language, early literacy, students’ home language, contextual considerations, and the cultural background of students.

Q: How is progress monitoring effectively implemented with ELLs?

A: Monitor ELLs’ progress as frequently as the other students. Consider students’ accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features. When making comparisons to the peer group, the appropriate reference group is other ELLs with similar language classifications and background characteristics, *not* same-age peers in the classroom from the dominant culture.

Q: How is Tier 1 instruction effectively implemented for ELLs?

A: Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development. Integrate academic language into core instruction across subject areas.

Q: How is Tier 2 intervention effectively implemented for ELLs?

A: Do not wait for English oral language to improve before providing supplemental reading intervention to students who demonstrate weak reading skill or have evident reading difficulties in English.

Q: How is Tier 3 intervention effectively implemented for ELLs?

A: This level of intervention needs to be provided by a teacher (or other professional) with a strong background in literacy and an understanding of the educational needs of ELLs. Strategies and instructional routines such as repetitive language, modeling, time to practice and discuss reading, and systematic and explicit instruction are beneficial with ELLs who have reading difficulties.

Web Sources and Resources

Language Level Classifications and Descriptions

<http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices>

ESOL Instructional Strategies Matrix

<http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices>

Description of Supplementary Materials

<http://www.broward.k12.fl.us/esol/Eng/What's%20New/PDF/DescSuppESOLElemMaterials>

National Center on Response to Intervention

<http://www.rti4success.org/>

Florida's Response to Intervention

<http://www.fldoe.org/Schools/florida-reponse-to-intervention.asp>

Florida Center for Reading Research

<http://www.fcrr.org/>

RtI Network

<http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage>

The National Center for Culturally Responsive Educational Systems (NCCRESt)

www.nccrest.org/Briefs/Framework_for_RTI.pdf

Source: RtI Action Network. "Response to Intervention in Reading for English Language Learners." Retrieved from

<http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage>

Q & A Section 4: Comprehensive Program Requirement and Student Instruction

Q: What is sheltered instruction?

A: Sheltered instruction refers to the instructional delivery model in which only ELLs from different language backgrounds are grouped together to receive instruction by highly qualified teachers.

Q: Where can intensive Reading Programs for ELLs who are Level 1 or 2 in reading, or who have no FCAT scores, be found?

A: The list of programs can be found in the K–12 Comprehensive Reading Plan, found in BEEP under Teaching Resources. These programs are on the Struggling Readers Chart.

Q: Are schools required to provide assistance in the home language?

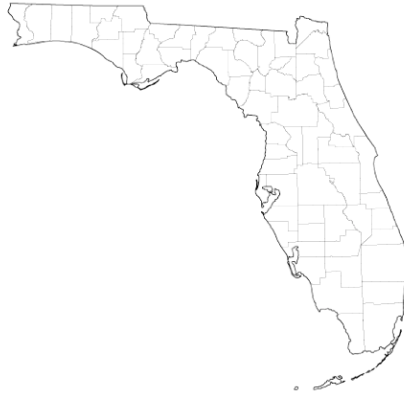
A: According to Section IV of the Florida Consent Decree, ELLs in ESOL basic subject area classrooms **shall** have access to an aide or teacher, proficient in their language, **in addition** to the subject area teacher, when the school has at least 15 students speaking the same native language.

Q: Is it sufficient documentation of instructional differentiation for ELLs, if a teacher includes the ESOL Instructional Matrix in their teacher plan-book?

A: No. For each lesson, the corresponding code for each strategy must be documented in the teacher's lesson plan.

SECTION 5

***STATEWIDE
ASSESSMENTS
AND
ACCOMMODATIONS***



SECTION 5

STATEWIDE ASSESSMENT

The Comprehensive English Language Learning Assessment (CELLA)

CELLA is a statewide assessment for all active ELLs and identified LFs in grades K-12, which assesses the four language modalities: listening, speaking, reading and writing. This comprehensive test:

- addresses NCLB requirements for Title I, (Part A) and Title III
- aligns to the Language Arts through ESOL Curriculum. Language Arts Through ESOL represents the "vehicle" by which ELLs demonstrate mastery of the Sunshine State Standards.
- provides data for reporting Annual Measurable Achievement Objectives (AMAOs) required by Title III of NCLB.

The CELLA is designed to provide evidence of program accountability per Title III of NCLB; charting student progress over time for AYP; information for placement decisions; diagnostic information about individual students' strengths and weaknesses in English.

Florida Comprehensive Achievement Test (FCAT)

Accommodations for ELLs in the Administration of Statewide Assessment

ELLs are provided accommodations in the administration of statewide assessments consistent with the requirements of State Board of Education rule 6A-6.09091 and with Appendix A of the FCAT Test Administration Manual.

Students who have exited the program (LF), and are being monitored, are not eligible to receive testing accommodations.

As stated in Appendix A of the FCAT Test Administration Manual:

Districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district ELL Plan. Permissible accommodations for these ELLs are listed below. The test may be administered with any one of these or a combination of accommodations that are determined to be appropriate for the particular needs of the ELL. However, all testing, with or without accommodations, must be completed during the prescribed testing dates shown on the inside front cover of this manual.

Flexible Setting. ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration ([Appendix P](#)).

Flexible Scheduling. ELLs may take a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

Additional Time. ELLs may be provided additional time; however, a session must be completed within one school day.

Assistance in Heritage Language. For the mathematics and science tests and the prompt portion of the writing test, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems and answer writing and science test items. A student's questions must not be answered in a way that would lead the student to infer the correct answer to an item. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the entire prompt to the student. If the FCAT is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students.

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

In addition to the information above, the ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language. **All student responses must be written in English.** Responses written in languages other than English will not be scored.

Approved Dictionary. ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

Training is provided on the procedures for administration of statewide assessments including appropriate accommodations for ELLs by the District Student Assessment Department.

Testing accommodations consistent with those offered on the FCAT are also offered to ELLs during the administration of the SAT-10.

Testing accommodations must be documented on the [Accommodations Checklist for Active English Language Learners \(ELLs\)](#) ([Appendix O](#)). These same accommodations must also be provided on a regular basis, during classroom instruction and documented as ESOL Instructional Strategies in the teacher's plan book.

The flexible setting accommodation requires parent notification and an [FCAT/SAT-10 Testing: Flexible Setting Accommodation](#) letter is available for this purpose in English, Haitian-Creole, Portuguese and Spanish ([Appendix P](#)). The Multicultural, ESOL and Program Services Department provides information on required accommodations for assessment and instruction through trainings for ESOL Curriculum Contacts, teachers, administrators, and support staff. District ESOL Instructional Facilitators visit schools and classrooms to assist in the implementation of this requirement.

Q & A Section 5: Statewide Assessment and Accommodations

Q: Are testing accommodations for ELLs provided only for statewide assessments such as FCAT?

A: No. These same accommodations must also be provided on a regular basis during classroom instruction, and documented as ESOL Instructional Strategies in the teacher's plan book.

Q: What are the allowable accommodations for ELLs in the administration of statewide assessment?

A: ELL accommodations are listed and described in detail in Section 5, and in Appendix L.

Q: How are accommodations documented for ELLS?

A: Testing accommodations must be documented on the "Accommodations Checklist for Active English Language Learners" (Appendix O). These same accommodations must also be provided during classroom instruction, and documented as ESOL Instructional Strategies in the teacher's lesson plans.

Q: Must parents be notified of provided testing accommodations?

A: The flexible setting accommodation requires parent notification. The "FCAT Testing: Flexible Accommodation" letter is available for this purpose in English, Haitian-Creole, Portuguese, and Spanish (Appendix P). A copy of this letter must be kept in the ELLSEP folder.

SECTION 6

***ENGLISH
LANGUAGE PROFICIENCY
ASSESSMENT
(EXIT)***



SECTION 6

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

Exit Criteria Grades K-2

An aural/oral language assessment is administered to ELLs who are being considered for exit from the ESOL Program. The following instruments are used:

- IDEA Oral Language Proficiency Test AND CELLA

Schools are responsible for having trained language assessors. The student may be given a Broward County Language Level Classification of C1 if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation.

Exit Criteria - Grades K-2

| TEST | |
|---|---|
| IPT-I - Grades K-2 & CELLA | |
| RESULTS | RECOMMENDED PROGRAM PLACEMENT |
| Fluent English Speaker (on IPT) AND Proficient on CELLA Composite and CELLA Reading | <ul style="list-style-type: none"> • Exits ESOL Program; • ELL code changes to "LF"; • Monitored for two years; • At the end of the 2-year monitoring period, ELL code changes to LZ. |

Note: TERMS database must be updated accordingly.

Exit Criteria Grades 3 - 12

An aural/oral language assessment is administered to ELLs who are being considered for exit from the ESOL Program. The following instruments are used:

- Comprehensive English Language Learning Assessment AND FCAT

Exit Criteria - Grades 3-12

| TEST | |
|--|---|
| CELLA AND FCAT | |
| RESULTS | RECOMMENDED PROGRAM PLACEMENT |
| Proficient on CELLA Composite and CELLA Reading AND FCAT | <ul style="list-style-type: none"> • Exits ESOL Program; • ELL code changes to "LF"; • Monitored for two years; • At the end of the 2-year monitoring period, ELL code changes to LZ. |

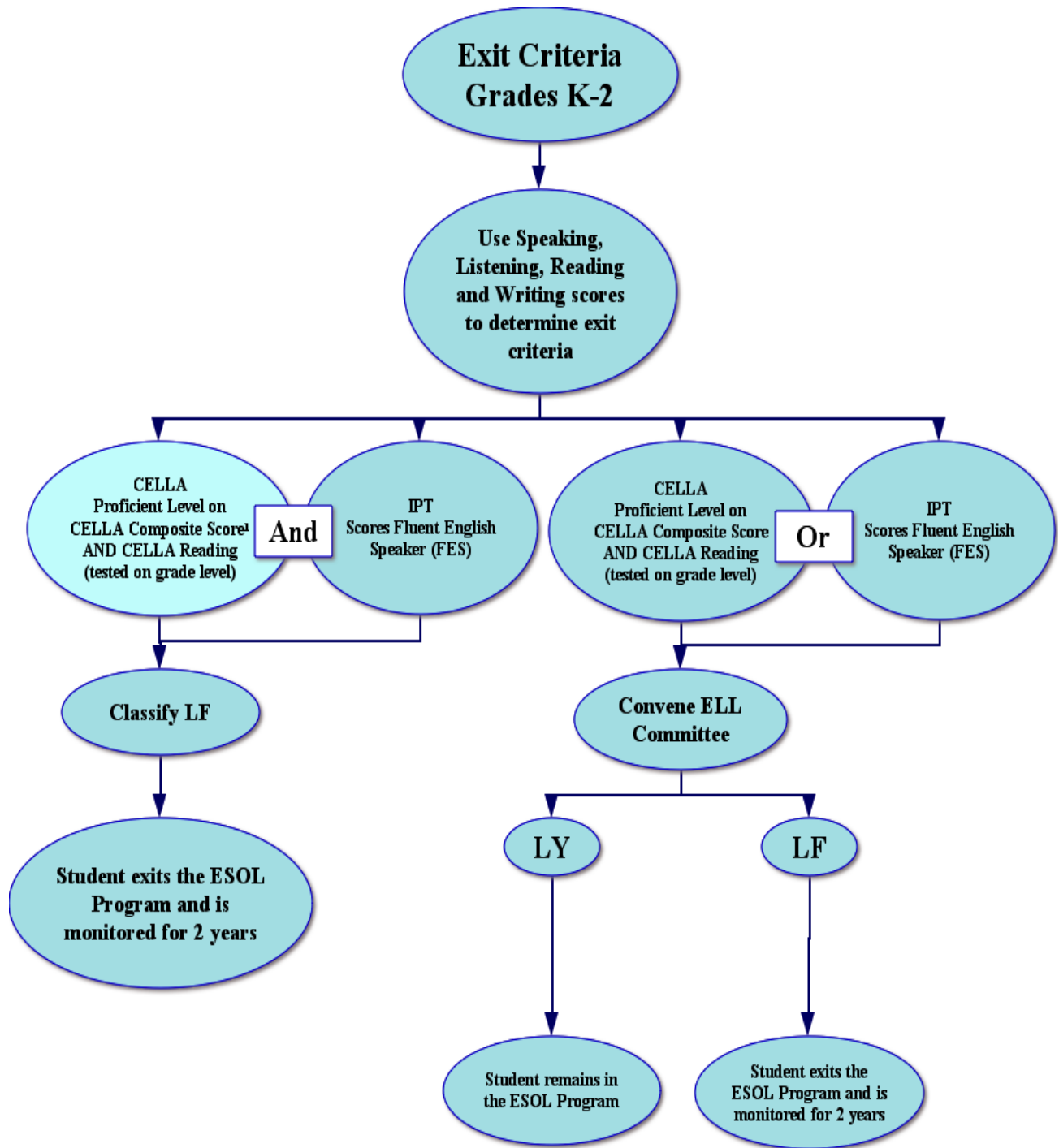
Note: TERMS database must be updated accordingly.

Exit Procedures

The school ESOL Contact person, in coordination with the teachers, follows the procedures listed below to exit students from the ESOL Program.

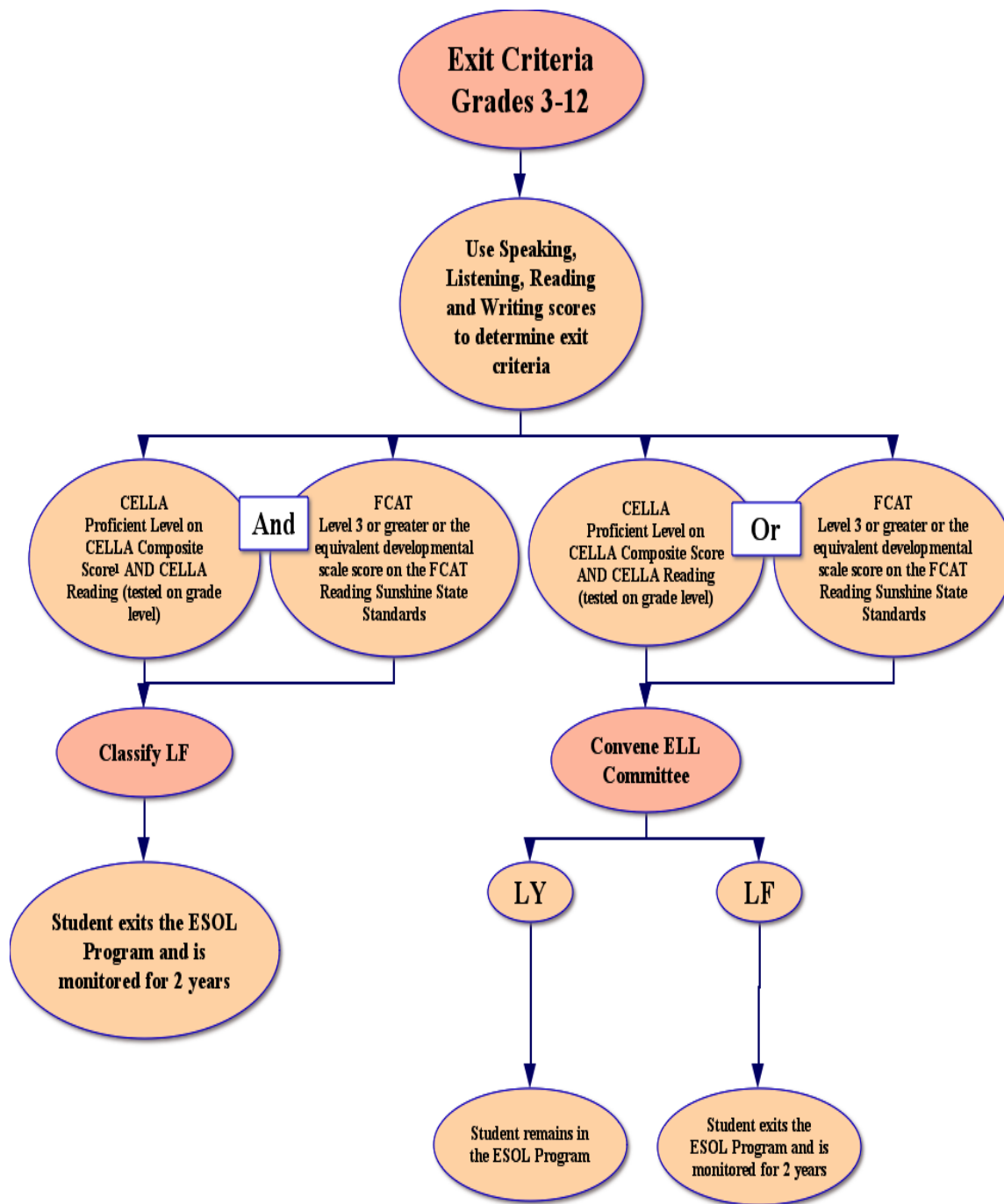
- Identify students who are eligible to exit the ESOL Program based on the exit criteria.
- Complete the [Exited Students Form, Class Record](#), Form 2590L, (see Appendix Q or R).
- Complete the appropriate sections of the [ELLSEP folder](#) with the assessment data used to determine English proficiency, date, and signature. If the ELL Committee needs to be convened, parents must be invited, and all members of the committee must sign.
- Provide the IMT with required exit data.
- The school IMT enters the required information in the State Database (TERMS) on the ELL ([A23](#)) screen under Exit Date and Basis for Entry/Exit, and changes the ELL code to "LF."
- Parents must be notified by the school that the student is exiting the ESOL Program. [The Parent Notification of Student Exiting from the English for Speakers of Other Languages \(ESOL\) Program](#) is used for this purpose (Appendix N).
- The student is monitored for 2 years from the exit date in order to ensure success in the mainstreamed classroom. Academic progress is documented at four specific times on the [ELLSEP folder](#). At the end of a successful two-year monitoring period, the student's ELL code is changed from LF to LZ.

Information related to exiting ELLs/ESE students can be found in the [Guidelines for Exceptional Student Education \(ESE\) and English Language Learners \(ELLs\) PreK-12](#). (<http://www.broward.k12.fl.us/esol/Eng/ESE.htm>)



Note: If an ELL student is exited via ELL Committee, the language classification does not change, however the ELL code changes to LF.

Composite scores are equal to the sum of all 4 domains: listening, speaking, reading and writing. See page 6 for CELLA Proficiency scores.



Note: If an ELL student is exited via ELL Committee, the language classification doesn't change however the ELL code changes to LF. Composite scores are equal to the sum of all 4 domains: listening, speaking, reading and writing. See page 6 for CELLA Proficiency scores.

CELLA PROFICIENCY SCORES

Composite Scores

| Grade Clusters | CELLA English Proficient Composite Scores |
|----------------|---|
| K-2 | 2050 and greater |
| 3-5 | 2150 and greater |
| 6-8 | 2200 and greater |
| 9-12 | 2250 and greater |

Reading grade cluster scale scores by English Language Proficiency Level

| Grade Clusters | Beginning | Low Intermediate | High Intermediate | Proficient |
|----------------|-----------|------------------|-------------------|------------|
| K-2 | 345-545 | 546-628 | 629-689 | 690-800 |
| 3-5 | 590-689 | 690-714 | 715-733 | 734-810 |
| 6-8 | 600-713 | 714-741 | 742-758 | 759-815 |
| 9-12 | 605-743 | 744-761 | 762-777 | 778-820 |

Oral Skills (listening and speaking) grade cluster scale scores by English Language Proficiency Level

| Grade Clusters | Beginning | Low Intermediate | High Intermediate | Proficient |
|----------------|-----------|------------------|-------------------|------------|
| K-2 | 495-632 | 633-649 | 650-672 | 673-755 |
| 3-5 | 560-675 | 676-697 | 698-719 | 720-805 |
| 6-8 | 565-680 | 681-712 | 713-732 | 733-830 |
| 9-12 | 580-681 | 682-713 | 714-738 | 739-835 |

Writing grade cluster scale scores by English Language Proficiency Level

| Grade Clusters | Beginning | Low Intermediate | High Intermediate | Proficient |
|----------------|-----------|------------------|-------------------|------------|
| K-2 | 513-636 | 637-657 | 658-689 | 690-775 |
| 3-5 | 575-674 | 675-702 | 703-726 | 727-825 |
| 6-8 | 580-687 | 688-719 | 720-745 | 746-845 |
| 9-12 | 600-689 | 690-720 | 721-745 | 746-850 |

Q & A Section 6: English Language Proficiency Assessment (Exit)

Q: Should an ELL Committee be convened when an ELL student meets some, but not all, of the exit criteria?

A: Yes. An ELL Committee is convened for students in grades K-12 with inconsistent test data to meet exit criteria.

Q: Does an ELL Committee need to be convened whenever an ELL is being exited from the program?

A: No. An ELL Committee is not needed to exit students when:

Grades K-2

- The student scores proficient on the CELLA Composite and CELLA Reading.
AND
- The student scores Fluent English Speaker (FES) on the IPT.

Grades 3-12

- The student scores proficient on the CELLA Composite and CELLA Reading.
AND
- The student scores Level 3 or greater on FCAT or the equivalent developmental scale score on the FCAT Reading SSS.

Q: What are the proficient composite and reading scores on the CELLA?

A: Proficiency scores change according to grade level. Refer to the “CELLA Proficiency Scores” on page 6.

SECTION 7

Annual Progress MONITORING PROCEDURES



SECTION 7

ENGLISH LANGUAGE LEARNER STUDENT PLAN MONITORING PROCEDURES

Annual Update of English Language Learner Student Education Plan

In accordance to Rules 6A-6.0901 and 6A-6.0902, ELL educational plans must be updated annually to ensure that proper placement and services are provided to ELLs. All updates are recorded in the Program Option Section of the [ELLSEP folder](#). The annual update of the education plans must take place at the **beginning** of the following year before the FTE Survey.

A copy of the student's current course schedule must be inserted in the [ELLSEP folder](#) and the plan date must be updated on TERMS any time there is a change in the student's course schedule. Schedules must be date stamped when printed or signed and dated (mm/dd/year).

In addition, all ELLs classified as LY after February FTE will need an updated IPT assessment before the end of the school year. To ensure that students are appropriately scheduled, students classified as A1 and A2 must be assessed in April.


Recommendations for Continued Placement in ESOL Program

For Years 2 and 3: Annual Review of ELLSEP

The ESOL Contact must make recommendations for continued placement in the ESOL Program based within 30 days prior to initial Entry Date (anniversary date) for every ELL receiving services in the program. For a recommendation for years 2 and 3, the [ELLSEP folder](#) must be updated and the Information Management Technician (IMT) must also update the plan date on the [A23](#) Panel. An ELL Committee meeting is not required for this recommendation.

For Years 4, 5, 6 and beyond: Reevaluation Procedures for Annual Extension of ESOL Program After Three-Year Base Period

Based on the students' date of entry (anniversary date) into the ESOL Program, the principal/designee or the ESOL Contact informs the teachers of students who have completed a 3-year base period in the ESOL Program.

 Any student being considered for extension of services shall be assessed with IPT (L, S, R, and W) no earlier than 30 days prior to the student's anniversary date. If the anniversary date falls within the first two weeks of the school year, the student's CELLA and FCAT/or FCAT scores will suffice.

In addition, an ELL Committee is convened annually to make a recommendation for a 4th, 5th 6th year or beyond of continued ESOL Program placement. See procedures for

ELL Committee information in Section 9. Document recommendations for extension of services in the ESOL Program on the ELLSEP folder

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

- (a) extent and nature of prior educational and social experiences; and student interview;
- (b) written recommendations and observations by current and previous instructional and supportive services staff;
- (c) level of mastery of basic competencies or skills in English and/or home language according to appropriate 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.

The information is then given to the IMT who enters the reevaluation date, plan date, and extension of services code on the ELL [A23](#) screen in the State Database (TERMS).

Please Note:

Students who are beyond 6 years of receiving ESOL services cannot generate WFTE funding for the district. Lack of ESOL funding eligibility does not relieve districts of any obligation they have under state or federal law to continue to provide appropriate services to ELLs beyond the 6 years of state ESOL program funding. The IMT must remove Program Number 130 ([A10 Panel](#)), keep the instructional model code ([A10 Detail](#)) and update the plan date. Please refer to State Guidelines for English Language Learners found at www.broward.k12.fl.us/esol for more information.

Monitoring and Post-Reclassification Procedures

The school's ESOL Contact person obtains exited students' data (ELL status and exit date) from the IMT and provides teachers with a list of exited students (LF) to be monitored for 2 years from the exit date.

Exited student's academic performance is monitored on an ongoing basis. Teachers report any decline in class performance, grades, and/or test results to the school ESOL Contact person. The ESOL Contact person at the school level convenes the ELL Committee meeting and invites the parents to attend. Letters to parents are sent by the school in the student's heritage language when feasible.

Exited students' academic performance is also monitored at these four specified times:

- First report card
- End of first semester
- End of first year
- End of second year

If the student's performance is **satisfactory**, designated school staff dates, signs, and enters a comment to that effect under "Monitoring Information" on the [ELLSEP folder](#) (Appendix G). The student is monitored for two (2) years following his/her exit.

If the student's performance is **not satisfactory**, the ESOL Contact person dates, signs, and records a comment to that effect under "Monitoring Information" on the [ELLSEP folder](#). An ELL Committee is convened and the parent(s) is/are invited. The ELL Committee determines if the student's academic underperformance is related to his/her English language ability. Special consideration is given to a decline in grades and/or test scores.

The ELL Committee may recommend reentry into the ESOL Program or placement in other appropriate programs, which will address the current needs of the student. 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 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.

The recommendation(s) of the ELL Committee are recorded on the *ELLSEP folder*.

If the student is reclassified as ELL, designated school staff records the information under the Post-Reclassification Information Section on the [ELLSEP folder](#). The ESOL Contact person provides the IMT with the following information to be entered in TERMS:

- New ELL code of "LY"
- Reclassification Date
- "L" as Basis of Entry/Exit
- "Z" (not applicable) as Exit code
- Appropriate code under Extension of Instruction

SECTION 8

FUNCTIONS OF THE ELL COMMITTEE



SECTION 8

FUNCTIONS OF THE ELL COMMITTEE

ELL Committee

The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of **at least 4 members**:

- administrator or designee,
- the ESOL teacher,
- the home language teacher (if any),
- the classroom/ subject area teacher(s),
- guidance counselors,
- school social workers,
- school psychologists,
- other educators as appropriate for the situation

The parent(s) must be invited to attend ELL Committee meetings (see Appendix M for translated letters of invitation to parents). Schools must keep a record of parent contact. If there is no parent representation at the meeting, then it is the school's responsibility to communicate the ELL Committee decision to the parent in writing and maintain documentation in the [*ELLSEP folder*](#). The school principal must take all appropriate measures to ensure that the parent(s) understand the proceedings of the meeting, which may include arranging for an interpreter through the Multicultural, ESOL and Program Services Department for parent(s) whose home language is other than English.

If an interpreter is used during the committee meeting, he/she must sign on the line indicated as "other". The ELL Committee considers the preference of the parent(s) when making its decision. However, final determination of ELL status is the responsibility of the educational professionals of the ELL Committee. ELL Committee members are to assist in reviewing a student's current educational needs by identifying strategies to improve the student's performance.

When to Convene the ELL Committee

An ELL Committee is convened:

- for students in grades K-12 with inconsistent test data to meet the entry or exit criteria.
- 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), CELLA and/or FCAT.
- during the two year period following the ESOL Program exit date, while the student's progress is being monitored, if there is any consistent pattern of under-performance on appropriate tests and/or grades
- before an ELL is retained
- when an ELL is being considered for continued placement in the ESOL program for years 4, 5 or 6 and/or
- any other time when there is a need to re-evaluate the ELL's educational plan or at the request of anyone involved in the ELL's education.

Two of the state approved criteria must be documented in the [*ELLSEP folder*](#):

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

ELL Committee members must be present at meeting and sign the folder for documentation purposes.

Q & A Section 8: Comprehensive Program Requirement and Student Instruction

Q: What is the purpose of the ELL Committee?

A: The main function of the ELL Committee is to resolve any issues that affect the instructional program of an ELL student.

Q: How many members must an ELL Committee be composed of, and who are these members?

A: An ELL Committee must have **at least** 4 members in attendance, and may be composed of any of the following:

- An administrator/designee
- ESOL teacher
- Home language teacher
- Classroom/subject area teacher
- Guidance counselor
- School social worker
- School psychologist
- Other educators
- Parents

The parents must be invited to all ELL Committee meetings (see Appendix M), and documentation of this invitation must be kept in the [*ELLSEP folder*](#).

Q: Are schools required to provide assistance in the home language?

A: Per section IV of the META Consent Decree, ELLs in ESOL basic subject area classrooms **shall** have access to an aide or teacher, proficient in their language, **in addition** to the subject area teacher, when the school has at least 15 students speaking the same native language. (See Section 4.)

Q: Is including the [*ESOL Instructional Matrix*](#) in lesson plans sufficient documentation of instructional differentiation for ELLs? if a teacher includes the [*ESOL Instructional Matrix*](#) in their teacher plan-book?

A: No. For each lesson, the corresponding code for each strategy must be documented in the teacher's lesson plan.

SECTION 9

PARENT/GUARDIAN STUDENT NOTIFICATION AND RIGHTS



SECTION 9

PARENT/GUARDIAN STUDENT NOTIFICATION AND RIGHTS

Home-School Communication

From the time a student registers, Broward County Public Schools makes every effort to inform and orient parents to the System through the use of materials translated into the district's three predominant languages: Haitian-Creole, Portuguese, and Spanish.

Bilingual social workers, ESOL Instructional Facilitators, bilingual school psychologists, and district trained language assessors provide support services to students and parents. Schools can also request the assistance of interpreters and translators from the Multicultural, ESOL and Program Services Department (see Appendix S).

Interpreters assist at parent conferences, ESE staffings, ELL Committee meetings, and other pertinent meetings where heritage language assistance might be needed.

The Multicultural, ESOL and Program Services Department offers training for interpreters and users of interpreter services to work together effectively in serving ELLs and their families.

The Multicultural, ESOL and Program Services Department employs full-time translators who translate district forms and documents that are sent home in the district three most predominately spoken languages: Haitian-Creole, Portuguese, and Spanish. These include, but are not limited to, the following:

- Code of Student Conduct Books
- Registration Packets
- Elementary Report Cards and Inserts
- Elementary Interim Reports
- Parent Conference Forms
- Alternative Education Forms
- Title I Forms
- Early Childhood Packets
- Pre-K Brochures
- Health Forms
- Summer School Packets
- Privacy Act Form
- ESE Forms
- Early Intervention Forms
- Individual Translations Requested by Schools
- Magnet Program Forms and Brochures
- Gifted / Advanced Academics Brochure
- Gifted Forms

Parents of ELLs should receive information from schools via translated mailings, phone calls in their native language, and school meetings using translators. Schools with a high population of ELLs should translate their newsletters so that parents can be informed of the current school events.

Use of a Language Other than English

Students who speak a language other than English may not be subjected to disciplinary action because of the use of their heritage language. Schools must assure students and parents that no disciplinary action will be taken for the use of a language other than English.

ELL Parent Involvement

The Parent Outreach Office

The Parent Outreach Office serves as a liaison between the Multicultural, ESOL and Program Services Department and the parents, students, schools, district departments and community. District staff, parents, and community agencies can contact this department to receive valuable information on district and community programs and services for ELLs and families. This office is also responsible for disseminating information to parents and the community about NCLB, AYP, Parent Choice, and SES.

The Parent Outreach Office also coordinates workshops for bilingual parents that provide orientation to the school district, information on assessments, tools for parents to assist their students at home, and information on high school and post secondary options.

Staff members who speak Spanish, Haitian-Creole, and Portuguese can assist those who are ELLs.

Parent Leadership Council

The establishment of a district Parent Leadership Council is a mandate of the Consent Decree. In Broward County, the Parent Leadership Council is known as the **ESOL Leadership Council** as created by Board Policy 1.23, adopted 11/13/01.

The ESOL Leadership Council must be composed primary parents of ELLs and have members representing multi-ethnic backgrounds. Representatives to the council consist of ELLs, parents, principals, teachers, and community representatives with support from the Multicultural, ESOL and Program Services staff. The council meets on a monthly basis from September to May. Invitation flyers translated in Spanish, Haitian-Creole, and Portuguese are sent to all schools for dissemination to all ELLs. In conformity with the Sunshine Law, notices of meetings are also publicized in local newspapers.

In addition, The *ESOL Leadership Council* serves as a member on the Area Advisory Councils as well as on the District Advisory Council. It also meets with the District Superintendent and has standing on every School Board Agenda to provide official reports to the School Board. The District Superintendent has also provided for representation of parents of ELLs on Superintendent Committees and Task Forces.

The *ESOL Leadership Council* is the vehicle for the representation of parents of ELLs. Within the Consent Decree, the ESOL Leadership Council's specific duties are to:

- promote educational programming and academic achievement of ELLs
- participate in leadership training and orientation offered by the District Multicultural, ESOL and Program Services Department to address ESOL Program monitoring issues, parent involvement procedures, and opportunities to be represented on existing school and district advisory committees
- collaborate with the school system in the development of policies, curriculum, programs, budget, and legislation
- provide input on the ELL District Plan before it is submitted to the State for approval

The **ESOL Leadership Council** promotes parent representation at its regular monthly meetings and the formation of ESOL parent groups at every school by encouraging them to submit ELL parent candidates to the Parent Outreach Specialist of the Multicultural, ESOL and Program Services Department for leadership training. The ESOL Leadership Council, in collaboration with the Multicultural, ESOL and Program Services Department, also accomplishes the following:

- serves as liaison support to parents, schools, and community by promoting receptivity, acceptance, and awareness of multicultural issues;
- informs parents of their rights and responsibilities to assure and encourage active participation in their child's education;
- collaborates with the school district in the development of policies, curriculum, programs, budget, and legislation;
- serves as a forum for concerns and issues, with direct input to the Superintendent and School Board, through permanent standing on their agenda;
- provides awareness of the Broward County School Board's perception of parental involvement and the many facets thereof; and
- secures transition and permanent participation in all regular school groups, especially on School Advisory Councils, PTAs, PTOs and School Advisory Forums.

Q & A Section 9: Parent/Guardian Student Notification and Rights

Q: Are there any organizations that the parents of ELLs can participate in to become more involved and proactive in ESOL education in Broward County?

A: Yes. The ESOL Leadership Council was created by Broward Policy 1.23 and adopted on 11/13/2001. This council is composed primarily of parents of ELLs and has members representing multicultural backgrounds. The ESOL Leadership Council is the vehicle for the representation of parents of ELLs and has regular monthly meetings.

Q: Where can parents of ELLs go to seek information on district and community programs and services for ELLs and their families?

A: The Parent Outreach Office serves as a liaison between the Multicultural, ESOL and Program Services Department and the parents, students, schools, district departments and the community.

SECTION 10

PERSONNEL TRAINING



SECTION 10

PERSONNEL TRAINING

CERTIFICATION/TRAINING REQUIREMENTS FOR TEACHERS OF ELLs

Statement of Education of K-12 Language Minority Students and the Preparation of Elementary and Secondary Teachers in Broward County Public Schools

The population of culturally and linguistically diverse students in all Broward County schools continues to experience dramatic growth.

Our students come from a variety of backgrounds; some are immigrants or refugees, while others are native-born Americans of different language heritages. These students enter Broward County Public Schools with a variety of educational experiences and levels of academic achievement. Many have received formal education in their home countries and are on grade level in all content areas in their first language. Others have had their education delayed or interrupted by various circumstances and may be behind academically.

Today, teachers face the challenge of responding to our increasingly diverse student population. Both self-contained and basic program classroom teachers need unique skills preparation to teach language minority students. These skills may be learned in (1) courses of study available through teacher preparation programs offered in colleges and universities, and (2) through inservice education and staff development programs offered by the school district.

Programs of study must be structured so that teachers of ELLs engage in training that includes an emphasis on learning processes, child development, literacy development, and methods of teaching content material to culturally and linguistically diverse students. Classroom teachers must participate in programs that include new language acquisition and language-sensitive teaching methodologies.

To meet the needs of ELLs, the Multicultural, ESOL and Program Services Department supports programs which facilitate and promote students' growth in oral and academic English language proficiency, encourage cultural and social adjustment, and value students' languages and experiences.

The ESOL training requirements for personnel identified as Categories I, II, III and IV are presented on the following pages.

ESOL Certification/Endorsement

For any questions regarding certification please contact the Certification Department at 754-321-2362 or visit their website at

<http://www.broward.k12.fl.us/certification/>.

Who are Category I teachers?

Elementary and Secondary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading Teachers

Category I teachers are placed out-of-field in ESOL until they have completed their ESOL training requirements. These teachers must complete 300 inservice points or 15 semester hours of college credit through one of the following options:

| | |
|---|---|
| Option 1 <i>University Courses</i> | 15 semester hours college credit. These may be combined with the specific District ESOL inservice courses (Option 2). |
| Option 2 <i>Specific District ESOL Inservice Courses</i> | 300 inservice points through the five specific District ESOL inservice courses. These may be combined with University courses (Option 1). |

Explanation of Options:

OPTION 1 - UNIVERSITY COURSES

15 semester hours college credit in the following courses:

- Methods of Teaching ESOL – 3 semester hours
- ESOL Curriculum and Materials Development – 3 semester hours
- Cross-Cultural Communication and Understanding – 3 semester hours
- Testing and Evaluation of ESOL – 3 semester hours
- Applied Linguistics – 3 semester hours

Interested teachers should contact the local universities of their choice to get current course schedules. Teachers who choose this option are encouraged to apply for the district Teacher Directed Improvement Fund (TDIF) to help with the cost of tuition (contingent upon meeting District TDIF Criteria). Please note that course titles may vary by university.

OPTION 2 - SPECIFIC DISTRICT ESOL INSERVICE COURSES

300 inservice points through the following District courses:

- Methods of Teaching ESOL – 60 inservice points
- ESOL Curriculum and Materials Development – 60 inservice points

- Cross-Cultural Communication and Understanding – 60 inservice points
- Testing and Evaluation of ESOL – 60 inservice points
- Applied Linguistics – 60 inservice points

Note: One of the actions available to teachers who have already earned the Reading Endorsement or Reading K-12 Certification is the ESOL for Reading Teachers (E-R-T) Practicum. The reverse crosswalk awards teachers endorsed or certified in reading 120 points/hours towards the ESOL Endorsement. The E-R-T Practicum option requires two ESOL courses and the completion of a Practicum for the additional 180 points/hours necessary to complete the 300-hour ESOL Endorsement. The two required ESOL courses are **Applied Linguistics** and **Methods of Teaching ESOL**.

In accordance with the timelines for completion of the ESOL Endorsement, as established in State Board of Education Rule, teachers have up to six years in which to complete the ESOL Endorsement.

These courses are offered by the Multicultural, ESOL and Program Services Department.

Course schedules are sent to schools each semester and can also be found on our website. Teachers may combine specific District ESOL inservice courses with university courses.

Category I Teachers must complete the 300 inservice points or 15 semester hours college credit according to the following schedule:

- 3 semester hours college credit or 60 inservice points **during the first two calendar years from date of an ELL assignment**
and
- 3 semester hours college credit or 60 inservice points **during each calendar year from date of assignment thereafter, until all requirements for the ESOL endorsement are completed.**

Note: After the **Category I teacher** has all of the required courses listed in the Broward County Inservice Records, the teacher should apply for the ESOL add-on endorsement. The teacher must request a **CG-10** add-on endorsement application. After the teacher completes the CG-10 application, it should be sent directly to the **Certification Department at K. C. Wright for processing**. Contact certification specialists or an administrator at the Certification Department for any questions regarding add-on endorsement.

Who is a Category II teacher?

Teachers of Basic Subjects Taught in English to ELLs Using ESOL Strategies (Mathematics, Science, Social Studies, and Computer Literacy)

These teachers must complete 60 inservice points through one of the following:

- 60 inservice points through the inservice entitled, "ESOL Strategies for Content Area Teachers"
- or**
- A graduate-level, 3 credit university course which offers a **combination** of ESOL Strategies/Methods, Curriculum & Materials Development, Testing & Evaluation, Cross-Cultural Communication & Understanding, and Applied Linguistics.

Category II Teachers who are assigned to teach ELLs beginning with the 1990-1991 school year must complete the training within one year from the date of the ELL assignment.

Exception: A beginning teacher will have two years to complete Category II training.

Note: Category II & III teachers are not required to obtain a State ESOL Endorsement. If the course is completed via Broward County Inservice Course, the teacher is given a verification form at the Final Session, and this form is sent to the Broward County Certification Department, whereby the teacher will be issued a Broward County Certificate. If the teacher completes the Category II or Category III ESOL requirement via a university course, the teacher will be asked by the Certification Specialist to complete a verification form, and a Broward County Certificate will be issued. Check the Certification Department Website at www.broward.k12.fl.us/certification or the intranet at web/certification for a verification form.

Who is a Category III teacher?

Teachers of Other Subjects/Areas Not Included in Categories I and II

These teachers must complete one of the following:

- 18 inservice points through the inservice entitled, "Issues and Strategies for Teaching English Language Learners (ELLs) "
- or**
- A graduate-level, 3 credit university course which offers a **combination** of ESOL Strategies/Methods, Curriculum & Materials Development, Testing & Evaluation, Cross-Cultural Communication & Understanding, and Applied Linguistics
- or**
- 60 inservice points through the inservice entitled, "ESOL Strategies for Content Area Teachers."

Category III Teachers who are assigned to teach ELLs beginning with the 1990-1991 school year must complete the training within one year from the date of the ELL assignment.

Exception: A beginning teacher will have two years to complete Category III training.

Note: Category II & III teachers are not required to obtain a State ESOL Endorsement. If the course is completed via Broward County Inservice Course, the teacher is given a verification form at the Final Session, and this form is sent to the Broward County Certification Department, whereby the teacher will be issued a Broward County Certificate. If the teacher completes the Category II or Category III ESOL requirement via a university course, the teacher will be asked by the Certification Specialist to complete a verification form, and a Broward County Certificate will be issued. Check the Certification Department Website at www.broward.k12.fl.us/certification or the intranet at web/certification for a verification form.

Who requires a Category IV course?

Guidance Counselors and School-based Administrators

The Consent Decree originally required all administrators to obtain training in ESOL; however, no specific number of points was stipulated. Guidance Counselors were originally considered in Category III.

On September 9, 2003, a modification was made to the [Consent Decree in the *League of United Latin American Citizens et. al. v. the State Board of Education*, 1990]. This modification includes new training requirements for school-based administrators and guidance counselors.

The modification requires all school administrators and guidance counselors to obtain 60 inservice points in ESOL in an approved Category IV ESOL course or inservice component.

A Technical Assistance paper on the Modifications to the Consent Decree is available from the Florida Department of Education and it can be found at <http://info.fldoe.org/dscgi/ds.py/Get/File-2887/TAP.pdf>.

For further information refer to FAQs on our website at www.broward.k12.fl.us/esol under ESOL Endorsement or to the Certification/Incentives Department website under ESOL Training Requirements - Category IV.

Timelines for Completion of the ESOL Training Requirements

For Categories I, II, III or IV timeline, refer to the next page.

Office of Academic Achievement through Language Acquisition

Revised Timelines for Completion of the ESOL Training Requirements

Updated September 2006

| CATEGORY I | CATEGORY II | CATEGORY III | CATEGORY IV |
|--|--|--|--|
| Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading ³ | Social Studies, Mathematics, Science and Computer Literacy | All other subjects not included in Categories I or II | School Administrators ² & Guidance Counselors |
| REQUIREMENTS | | | |
| ESOL Endorsement: 15 semester hours or 300 in-service credit points ¹ | 3 semester hours or 60 in-service points | 3 semester credit hours or 18 in-service credit points | 3 semester hours or 60 in-service credit points |
| or | | | |
| K-12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage | | | |
| or | | | |
| K-12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL | | | |
| TIMELINES | | | |
| Experienced Teacher: | Experienced Teacher: | Experienced Teacher: | Hires Prior to September 5, 2003 |
| 6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test. | 1 year to complete | 1 year to complete | 3 years to complete from September 5, 2003 |
| Beginning Teacher: | Beginning Teacher: | Beginning Teacher: | Hires after September 5, 2003 |
| Same as above for experienced teachers | 2 years to complete | 2 years to complete | 3 years to complete from date hired as school administrator or guidance counselor. |

Notes:

- ¹ For ESOL Endorsement only-3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of a LEP student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of a LEP student, until a total of 15 semester hours or 300 in-service credit points have been earned.
- ² All other administrators (district-level) are required to receive training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of in-service points or hours are required.
- ³ As described in K12 Memo 2006-121, Reading Endorsement or Teachers of Developmental Language Arts Courses in Grade 6-12 and as noted in the Florida Course Code Directory, teachers assigned to teach Developmental Language Arts or Reading to English language learners (ELLs) are required to obtain the ESOL Endorsement. It is also important to note that teachers assigned to teach Developmental Language Arts as an alternative to Intensive Reading are required to obtain the Reading Endorsement by beginning of the 2007-08 school year.

ESOL In-service or Coursework must include all of the following areas:

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross-cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

Recertification Flexibilities:

- ESOL in-service credit points and/or ESOL College credits count as in-field for recertification in any coverage

Banking of ESOL Points:

- Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.

<http://www.firn.edu/doe/omsle>

ESOL ENDORSEMENT FOR READING TEACHERS

Reading Endorsed or Reading K-12 Certified teachers are able to obtain the ESOL Endorsement through the optional E-R-T (ESOL for Reading Teachers) package (reverse crosswalk). In addition to completing the Reading Endorsement or Reading K-12 Certification, which earns the participant 120 crosswalk hours, the E-R-T package requires course work in CAT I Applied Linguistics and CAT I Methods of Teaching ESOL. A practicum worth 60 in-service points requires teachers to complete *Consent Decree activities, a Case Study, a Lesson Plan, and conduct a lesson for Observation.*

The E-R-T package in-service points are as follows:

| | |
|--|------------------------|
| Reading to ESOL crosswalk hours/points | 120 hours/points |
| CAT I Applied Linguistics | 60 hours/points |
| CAT I Methods of Teaching ESOL | 60 hours/points |
| <u>Practicum/Demonstration of Mastery</u> | <u>60 hours/points</u> |
| Total in-service required for the ESOL Endorsement | 300 hours/points |

Reading Endorsement/Certification, CAT I Applied Linguistics, and CAT I Methods of Teaching ESOL professional development requirements must be completed as a prerequisite for the E-R-T Practicum.

Information regarding the practicum will be provided via e-mail upon request to. The practicum will be available during the fall, spring and summer sessions.

Multicultural, ESOL and Program Services Department
754-321-2965

victoria.saldala@browardschools.com

Q & A Section 10: Personnel Training

Q: Are all teachers required to complete the ESOL training requirement courses?

A: Yes, this is a state-mandated requirement due to the 1990 META Consent Decree. All teachers in the State of Florida must start their ESOL course(s) once they are first responsible for the instruction of an English language learner (ELL). You will find more information on the META Consent Decree by checking the Florida Department of Education website/professional development and training: www.fldoe.org/ala/cdpage2.asp.

Q: Are all teachers required to complete their ESOL Endorsement?

A: No. While any teacher may become ESOL Endorsed if he or she chooses, only teachers that fall under Category I (Reading, Developmental Language Arts – ESOL Reading, English-Language Arts) are required to obtain their ESOL Endorsement. The ESOL Endorsement is equivalent to 300 points/hours of professional development.

Q: What category am I assigned if I teach (subject)?

A: Categories are assigned according to subject(s) area(s) you teach.

CAT I - ESOL ENDORSEMENT COURSES

Target Audience: Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading - (60 Inservice Points)

Once all five CAT I ESOL Endorsement courses have been completed and posted to your inservice record, download the State Application form from the Certification Department's web site at www.broward.k12.fl.us/certification/Forms.html.

Completed application forms must be sent to the Certification Department at the K.C. Wright Bldg. for processing.

CAT II ESOL STRATEGIES FOR CONTENT AREA TEACHERS

Target Audience: Mathematics, Social Studies, Science & Computer Literacy Teachers
(60 Inservice Points)

CAT III ISSUES & STRATEGIES FOR TEACHING LEP STUDENTS

Target Audience: Related subjects other than English, Math, Science, Social Studies, and Computer Literacy (including Occupational and Physical Therapists)
(18 Inservice Points)

CAT III FOR STUDENT SERVICE PROVIDERS

Target Audience: School Psychologists, Speech/Language Pathologists, & Social Workers **Only**.

(18 Inservice Points) This course will be offered once a year during the 2nd semester. After completing the training requirements for this course, you will be required to complete a **BCPS Verification of ESOL Training** form. The form will be issued to BCPS participants only at the final session. The ESOL Training Department will submit the forms to the Certification Department once your inservice points are posted to your inservice

record. BCPS participants will be issued a Broward County Certificate. Processing time may take up to 4 weeks after the course has been closed.

CAT IV ESOL SCHOOL ADMINISTRATORS & CAT IV GUIDANCE COUNSELORS

Target Audience: School Administrators and Guidance Counselors (60 Inservice Points)

The CAT IV courses are being offered online (electronic/interactive) through BVU (Broward Virtual University). Contact BVU at 754-321-4825 for more information or visit their web site at:

www.sbbc-vu.com/

CAT I - ESOL ENDORSEMENT FOR READING TEACHERS

NOTE: Reading Endorsement/Certification, CAT I Applied Linguistics, and CAT I Methods of Teaching ESOL courses must be completed as a prerequisite for the E-R-T Practicum.

For more information, click on the following link:

www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.htm

Q: If I already have my Reading Endorsement, am I awarded credit toward my ESOL Endorsement?

A: Yes. The 2007 Reverse Crosswalk (Reading to ESOL) awards teachers with the Reading Endorsement 120 points/hours towards the ESOL Endorsement. In addition, reading teachers would be required to take 2 additional courses and complete a practicum or demonstration of mastery in successfully teaching reading to an English language learner (ELL).

Q: When should I begin taking my ESOL training course(s)?

A: Once a teacher is responsible for the instruction of an ELL, this is the starting date (LEP DATE) of the training timeline. This information is automatically placed in the system and the BCPS Certification Department Administrators track teachers to ensure they have started their ESOL training in accordance to the State ESOL Training Timeline; furthermore, the ELL will be coded in the system as an active "LY" ELL student and funding will be generated for this student.

Q: Do I have to be assigned an ELL student to begin taking ESOL courses?

A: You do not have to be assigned ELLs if you wish to start training, but you should adhere to the State Training Timeline. Please refer to the DOE website for a copy of the State ESOL Training Timeline: www.fldoe.org/aala/timeline.asp

Q: What is the time frame for completing the ESOL training?

A: If you are a CAT I the timeline begins the day and month you are assigned an ELL student. Should your teaching assignment change, you must continue to

complete requirements per the timeline below. Failure to do so will result in your inability to ever be placed out-of-field again in Broward County Public Schools. For more information click on the following link: http://www.broward.k12.fl.us/certification/EsolTr_Cat1.html

- First two calendar years - 3 semester hours or 60 inservice points
 - Year 3 - 6 semester hours or 120 inservice points
 - Year 4 - 9 semester hours or 180 inservice points
 - Year 5 - 12 semester hours or 240 inservice points
 - Year 6 - 15 semester hours or 300 inservice points
- *If you are CAT II or CAT III, you have one year to complete your training from the moment you are employed and are assigned an ELL student(s).*
Important Note: *If you are a newly hired teacher, you have two years to complete the CAT II or CAT III course as of the date you were assigned ELL student(s).*
- If you are a CAT IV, you must obtain 60 inservice points/hours in ESOL in a CAT IV approved ESOL course or inservice component. **Timeline:** Hired prior to effective date of the Modification (September 9, 2003). Must complete within three (3) years. If hired after effective date of the Modification (September 9, 2003) you must complete within three (3) years of hiring date as a school administrator or guidance counselor. NOTE: Any ESOL-approved inservice hours and coursework taken prior to the effective date of the Modification or prior to being hired as a school administrator or guidance counselor may be counted toward the required 60 points. The CAT IV ESOL School Administrators and CAT IV ESOL Guidance Counselors are only offered online (electronic/interactive).

Q. Can I combine ESOL endorsement university courses with existing district ESOL endorsement inservice course training?

A. Yes. If you are using college courses, you must submit an official transcript(s) to the Certification Office clearly marked "For ESOL Credit". You must have your transcript reviewed by the Certification Office at the Broward County Public Schools' Certification Department. The university courses must be equivalent to the ESOL endorsement District/State approved courses needed for your assigned category. For more information click on the following link: http://www.broward.k12.fl.us/certification/EsolTr_Cat1.html

Q. What is the process to add on an endorsement once all five CAT I courses are completed?

A. First make sure that all five CAT I required courses are reflected on your inservice record. The application can be downloaded from the BCPS Certification Dept. website at www.broward.k12.fl.us/certification/Forms.html. Click on State Application - Additions. Forward your application to the Certification Department at the KCW Bldg.

- Q. Are all ESOL CAT I through IV courses bankable?**
A. Yes, please check the Florida Dept. of Education website for more information at www.fldoe.org/aala/timeline.asp.
- Q. Where can I obtain the required ESOL book for the CAT I courses?**
A. CAT I courses require the use of one book titled **“The Cross-Cultural Language and Academic Development Handbook” 3rd Edition**. To access an order form click on the following link:
www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.htm
- Q. If I have received a denial letter/out-of-field for ESOL waiver denied, whom do I contact?**
A. Please contact your innovation zone Certification Department Administrator. Visit [their website](http://www.broward.k12.fl.us/certification/AboutUs.html) at:
<http://www.broward.k12.fl.us/certification/AboutUs.html>
- Q. When are ESOL inservice courses offered?**
A. During the first, second and summer semesters. The first semester generally begins at the end of September, second semester at the end of January, and summer semester at the end of May.
- Q. Where can I obtain an ESOL training schedule?**
A. You can download a copy of the schedule from the ESOL Training Department’s website at www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.htm. Schedules are also sent to all ESOL Contact Persons and Inservice Facilitators It is also posted to the ESOL CAB Conference. Go to the CAB desktop, double-click on "BCPS Resources", on the top, click on "Instructional Resources", click on "Learning Communities", click on "ESOL", click on "ESOL Endorsement".
- Q. What are the registration procedures for ESOL structured coaching/mentoring courses?**
A. You can register for ESOL courses in ESS (Employee/External Self-Service) through the BRITE Portal at www.browardschools.com/ESS. Once you are logged into ESS, click on the Professional Development tab and search for your course by title. Confirmation forms are automatically sent to the e-mail address you have listed in your ESS contact information. Charter/external participants need to make sure that contact information is updated in order to receive course information from your. **Charter school and external** participant’s registration procedures can be found on BRITE’s homepage at <http://www.broward.k12.fl.us/erp/brite/HR/external/>. Instructions on how to search the Professional Development course catalog visit ESS (Employee Self Service) homepage at <http://www.broward.k12.fl.us/erp/brite/HR/ess.html>.

Q. When and where should I complete my course appraisal?

A. After successfully completing a course, all participants must complete an appraisal through ESS (Employee Self-Service). Information regarding appraisals can be found at: www.broward.k12.fl.us/erp/brite/HR/ess.html

If you have any questions regarding ESOL training courses, please contact:

Vicky B. Saldala - ESOL Director - 754-321-2953 -
victoria.brioso@browardschools.com

Leydo Sotolongo – Title III Coordinator – 754-321-2965 –
leyda.sotolongo@browardschools.com

Celina M. Chavez - ESOL Educational Specialist - 754-321-2981 –
celina.chavez@browardschools.com

Jenna Moniz – ESOL Educational Specialist – 754-321-2981 –
jenna.moniz@browardschools.com

Jeanie Mesler - ESOL Training Course Organizer - 754-321-2958 -
jeanie.mesler@browardschools.com

SECTION 11

TITLE III ACCOUNTABILITY



SECTION 11

TITLE III ACCOUNTABILITY

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.

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.

Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for "Making Progress" and "Attaining Proficiency" (AMAO #1 and AMAO #2).

Under the Differentiated Accountability Plan, services will be customized for each school based on the school needs. In the event that AMAOs are not met as measured by annual performance targets, a letter providing that information to parents will be generated by the district office and must be sent home in the four major languages. Records should be kept documenting this communication.

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.

SECTION 12

PRE-KINDERGARTEN



SECTION 12

PRE-KINDERGARTEN

Entry Criteria Pre-Kindergarten ELLs

Once a Pre-Kindergarten (PK) student's *Home Language Survey* is completed by the parent/guardian and there is an affirmative response to one or more survey questions, the student is considered to be ELL and should be provided linguistically and culturally appropriate services within the Pre-Kindergarten program. An [ELLSEP folder](#) must be generated for all Pre-K ELLs. The Pre-Kindergarten local data maintenance is presented in the chart below.

Pre-Kindergarten Local Data Maintenance

| Hard Copy Record | Local Accountability | Data Entry Required |
|--|-------------------------------|--|
| Registration packet with completed Home Language Survey (HLS) with affirmative response to HLS | HLS Date* | Actual date of the first day of school (for PK and Kindergarten students who enroll during summer) |
| | ELL Code* | 'LY' |
| | Basis of Entry | 'T' |
| | Classification Date | Same date as HLS |
| | Date of Entry | Actual date started in PK Program |
| | Student Plan Date | Actual date entered PK and services began |
| | ESOL Instructional Model Code | I (Inclusion) or E (Self-Contained) |

*State reported data elements for PK.

| RESULTS | TEST |
|--|---|
| | Pre-IPT – Pre-K |
| RESULTS | RECOMMENDED PROGRAM PLACEMENT |
| Fluent English Speaker | HLS Date, Classification Date, and Date of Entry remain the same ELL code changes to "ZZ"; |
| Non-English Speaker or Limited English Speaker | Continues in the ESOL Program; Basis of entry- "A" (Aural/Oral Test); ELL code is "LY"; Plan date is updated to first day of Kindergarten. |

Note: TERMS database must be updated according

Exit Criteria – Pre-K

Exit Criteria For Pre-Kindergarten

An aural/oral language assessment is administered to ELLs who are being considered for exit from the ESOL Program. The following instruments are used:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 3rd Edition - Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K-2

Schools are responsible for having trained language assessors. Trained language assessors from the Multicultural, ESOL and Program Services Department are available to assist school personnel with assessments as necessary. Those students who are assessed as Fluent English Speakers will exit the ESOL Program. The student may be given a Broward County Language Level Classification of C1 if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation.

- **If the student scores Non-English Speaker (NES) or Limited English Speaker (LES):**

| Data Element | Changes to: |
|--------------------------------|--|
| ELL Code | Remains 'LY' |
| Basis of Entry | "A" |
| Entry Date | Update to first day of Kindergarten |
| Student Plan Date | Update to first day of Kindergarten |
| ESOL Instructional Strategy | Update as needed |
| All test related data elements | Enter updated information to document aural/oral assessment results. |

If the student is tested after the start of the school year and scores Fluent English Speaker (FES) refer to the chart on page 12.3.

| Data Element | Changes to: |
|--------------------------------|--|
| ELL Code | 'LF' |
| Post Reclassification Dates | Process begins |
| Date of Exit | Actual date of exit |
| Basis of Exit | "L" * |
| All test related data elements | Enter updated information to document aural/oral assessment results. |

(PK students who were served in PK as ELL (LY) and, when tested in Kindergarten, scored fluent English speakers(FES), should be reported as "LF"and monitored for 2 years.)

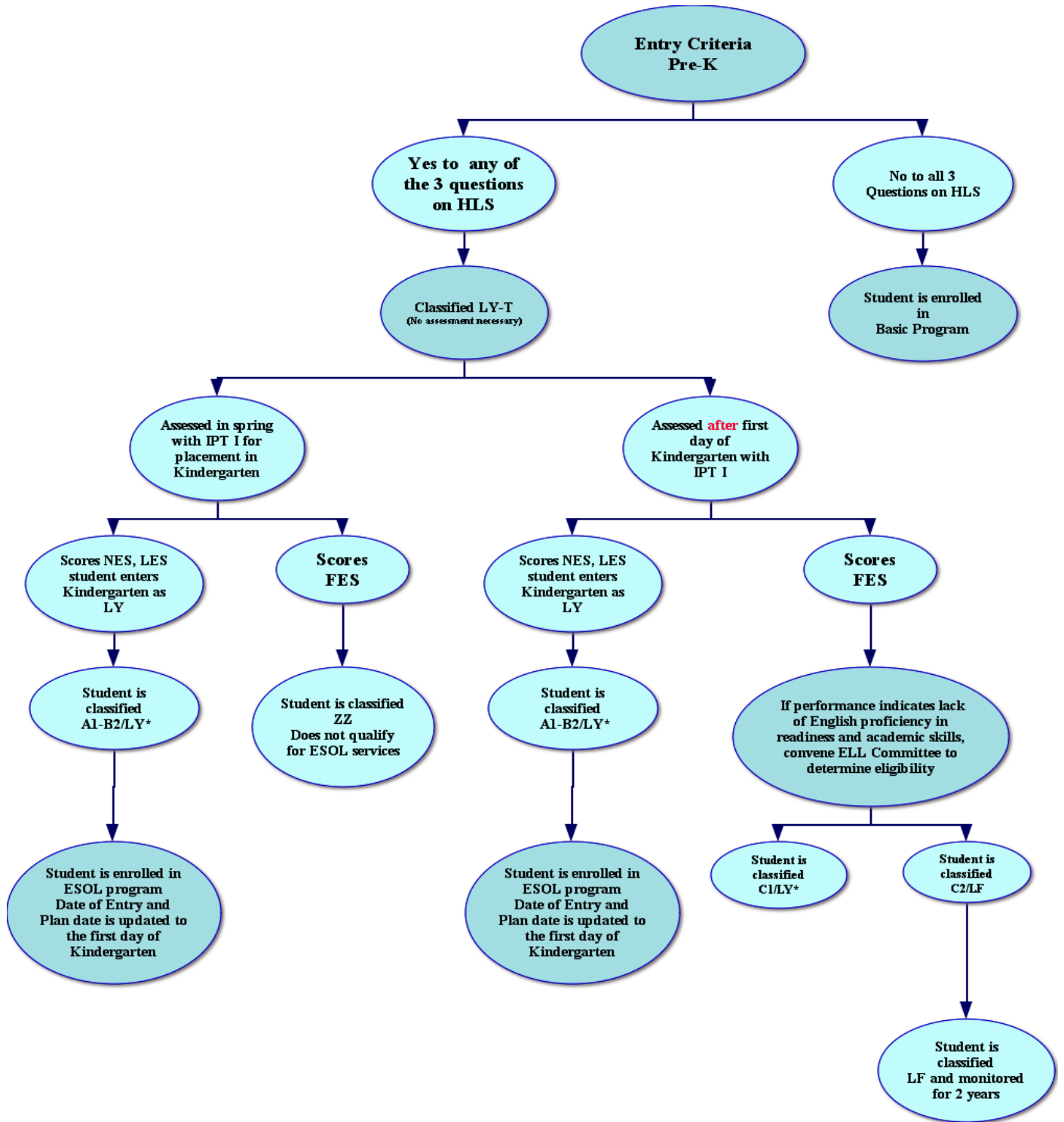
*Basis of Entry - "A"-Aural/Oral; Basis of Exit "L" – ELL Committee

If the student scores Fluent English Speaker (FES) and is tested before the start of the school year:

| Data Element | Changes to: |
|--------------|-------------|
| ELL Code | 'ZZ' |

PK students who were served in PK as ELL (LY) and, when tested before entering Kindergarten, scored fluent English speakers (FES), should be reported as "ZZ". Keep all records, including the test booklets, in the child's cumulative folder. Do not open an A23 panel for these students.

Pre-Kindergarten (Placement)



***Broward County Language classifications of D and E should always be considered if applicable. Interview and background data, in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.**

Q & A: Section 12: Pre-Kindergarten

Q: All Pre-K students whose parents checked off "Yes" on the Home Language Survey are entered in TERMS as LY-T.

A: Yes

Q: Who takes the Pre-IPT?

A: Only Pre-K students ages 3 and over who are recommended for ESE testing are administered the Pre-IPT. All other Pre-K students whose parents checked off yes on the Home Language Survey are not tested for English language proficiency in Pre-K.

Q: Is a language classification entered in TERMS for Pre-K students?

A: A language classification is only entered for those Pre-K students who were administered the Pre-IPT. The language classification is entered on the A03 panel. If the Pre-K student is LY, an A23 temporary panel should be opened. If the Pre-K student is not LY, an A23 temporary panel should not be opened.

Q: How often is the Pre-IPT administered?

A: The Pre-IPT is only administered once regardless of how much time the student spends in a Pre-K program. For example, a student who enters Pre-K at age 3 can be administered the Pre-IPT, receive a classification of A2, and this classification may not change until the student is ready to enter Kindergarten. Exception: Prior to referral for formal individual initial evaluation or testing as part of the reevaluation process for ESE programs, all ELLs with A1, A2, B1, B2, C1 and U-LY classifications need a current (within one year) language classification or reclassification.

Q: When are the Pre-K students administered the IPT I?

A: Pre-K students are administered the IPT I to determine entry into the ESOL Program prior to entry into Kindergarten. Students should be tested in the spring or upon entering school.

If the students are tested before the first day of school and they do not qualify for ESOL services, change code from LY to ZZ. If tested after the start of the school year, convene an ELL committee to determine if ESOL Services are recommended. If not change code from LY to LF and monitor for 2 years.

Q: When should the entry date into the ESOL program be updated?

A: Only update the entry date into the ESOL program to the first day of Kindergarten for students who qualify (LY) for ESOL Services.

SECTION 13

ELECTRONIC RESOURCES



SECTION 13

ELECTRONIC RESOURCES

Multicultural, ESOL and Program Services Department Website

The Multicultural, ESOL and Program Services Department Website provides an overview of department programs. There are also links to FCAT Explorer, information for parents, and additional resources. The information for parents is also available in Spanish, Haitian Creole, and Portuguese. Upcoming events are posted on the website homepage, and the website is updated frequently.

The Department website addresses are:

- Internet: <http://www.broward.k12.fl.us/esol>
- Internet: <http://www.browardesolparents.com>
- Intranet: <http://web/esol>

Learning Communities on CAB

The Department has a CAB Conference Learning Communities to provide program information and updates for teachers. To access the conferences, follow the instructions below:

- On your CAB desktop, click on **BCPS Resources**.
- Click on **Instructional Resources**.
- Click on **Virtual University**.
- Click on **Learning Communities**.
- You will see the ESOL Conference for the Department Learning Community icon.
- Click on the icon to view messages.

When you get to your conference, you can post questions. You may also benefit from reading questions posted by others and their respective answers.

NOTE: You can place your conference on your CAB desktop. Simply click on the conference icon **ESOL**; go up to **Collaborate** on your CAB Menu; and click on **ADD TO DESKTOP**. Your conference icon will appear on your CAB desktop. If you do not see the icon immediately, move each of your icons around; sometimes the new icon initially hides behind another one. In addition, it may hide in the yellow section at the top of the CAB desktop.

If you have questions, contact Multicultural, ESOL and Program Services Department at (754-321-2950).