

A Plan for the Expansion
of the
Extended Foreign Language Program
at
Elementary Schools

QUESTIONS AND ANSWERS

Division of Bilingual Education and World Languages

2013 - 2014

- 1. *What is the Extended Foreign Language (EFL) initiative?***
The EFL program offers a school within a school approach to world language education. The goal of the program is to offer students the opportunity to become proficient in speaking, reading, and writing in English and one other language. At the elementary level the program is designed for a group of students at each grade level who, after participation in the program for one school year, are enrolled in the subsequent grade level with the ultimate goal of creating a K-5 continuum.
- 2. *Do all schools need to offer the EFL program to parents?***
The EFL program is a district wide initiative. Offering the EFL program is a priority. Any questions concerning the program implementation should be addressed with the Region and the Division of Bilingual Education and World Languages.
- 3. *What are the criteria for participation in the EFL Program?***
The EFL program is an *all-inclusive program*; there are no restrictions on the type of student that can participate nor are there GPA requirements. A student can be monolingual, bilingual, gifted, or classified ESE.
- 4. *Should students on a Progress Monitoring Plan (PMP) on in the lowest 25% who require mandatory intervention be included in an EFL class?***
Inclusion of students in the EFL program who are in need of intervention is the decision of the administration in collaboration with the parents.
- 5. *What grades are the entry points for the EFL Program?***
Kindergarten and Grade 1 are the entry points for the EFL Programs.
- 6. *Can students who are proficient in the target language of the school enter the EFL Program at a grade other than Kindergarten or Grade 1?***
Entry after Grade 1 is based on the linguistic ability of the student. Schools will be provided with an assessment instrument to ensure that the student is linguistically capable of performing.
- 7. *Can students in Kindergarten and Grade 1 who are not proficient in the target language participate in the EFL Program?***
There are no linguistic requirements for participation in the EFL Program in Kindergarten and Grade 1; the purpose of the EFL Program is to ensure that all students are provided an opportunity to participate in a rigorous language program that offers the prospect of becoming proficient in speaking, reading, and writing in English and one other language. Because Kindergarten and Grade 1 are the target entry points for the EFL Programs, it allows for acquisition of the target language at an early age.
- 8. *What subject is taught in the district wide initiative of EFL Program?***
Language Arts/Reading/Writing are the only subjects taught in the EFL Program at schools that are providing 1 hour daily instruction (300 minutes per week).
- 9. *Can students who transfer from an EFL program into a school that is offering the EFL Program transfer into an EFL class?***
Students who are transferring from an EFL program should be placed in an EFL classroom in order to ensure continuity of program, if space is available.

10. Do students who transfer from an EFL Program into a school that also offers the EFL Program have priority over students on a waiting list?

Students who transfer from an EFL Program into a school that also offers the EFL Program should have priority to sustain continuity of instruction.

11. Do schools need to distribute a Parental Choice letter to parents of Kindergarten and Grade 1 students?

As part of the registration packet, all parents of Kindergarten and Grade 1 students are to receive a Parental Choice letter at the time of registration.

- **ALL** parents of **incoming** Kindergarten students need to receive a Parental Choice letter.
- **ALL** parents of **current** Kindergarten students that are not in the EFL Program need to receive a Parental Choice letter.
- **ALL** parents of **new** Grade 1 students need to receive a Parental Choice letter.

12. Are the EFL Program letters going to be provided to the school?

The following letters, in English, Spanish and Haitian Creole, are included in the document *Plan for the Expansion of the Extended Foreign Language Program*:

- Appendix B – Parental Choice Letter
- Appendix C – Acceptance Letter
- Appendix D – Denial Letter
- Appendix E – Wait List Letter

13. Should schools ensure that the signed Parental Choice letter is returned to the school?

Signed Parental Choice letters are required to be returned to the school. This constitutes documentation that parents were advised and provided an opportunity for program participation.

14. Can a parent request to withdraw their child for the upcoming school year from the EFL Program?

Parents can request in writing to withdraw their child from the EFL Program for the following school year.

15. What is the procedure to participate in the district wide initiative of the EFL Program?

- Student selection is based on Parental Choice letter response.
- If the number of Parental Choice letter responses does not exceed the number of available spaces, then all students whose parents requested participation in the EFL program will be accepted.
- If the number of Parental Choice letter responses exceeds the number of spaces available in the EFL Program, the date and time for a lottery will be advertised.
- Students whose names are selected during the lottery will be accepted into the EFL program.
- A waiting list will be created with the remaining student names based on the lottery rankings.
- The waiting list will be maintained for one (1) year.

16. Do schools need to file the Parental Choice letters?

Parental Choice letters of students accepted or declined into the EFL Program need to be filed in the student's CUM.

17. Is there a limit on the sections of the EFL Program that the school can offer by grade level? Who decides?

The Principal needs to determine the number of sections in each grade level based on parental request and the number of linguistically qualified teachers.

18. What should a school do when there are students whose parents have indicated their intent for participation in the EFL Program; however, there are not sufficient students to create a section?

The school should contact the Region and the Division of Bilingual Education and World Languages.

19. How is the target language of the EFL Program determined?

- Parental input
 - Curriculum Council
 - PTA/PTSA
 - EESAC
- Language that best serves the school community.

20. Can teachers refuse to teach the EFL Program?

The teaching assignment of a teacher is at the discretion of the Principal based on teacher certification.

21. Will co-mingling of gifted and non-gifted EFL students' impact gifted allocations and/or funding?

Spanish is not a gifted subject; therefore, gifted and non-gifted students can be in the same class for Spanish instruction.

22. What happens when there are only monolingual teachers at a school?

Schools must work with the Region to address staffing issues and Collective Bargaining Compliance.

23. Will a principal have flexibility with hiring staff that would best fit the needs of the school to ensure a successful EFL program?

Schools must work with the Region to address staffing issues and Collective Bargaining Compliance.

24. How is the language proficiency of a teacher assessed?

Language proficiency is determined by assessing the language fluency of a teacher or by the State Certification in the target language. The *Native Proficiency Inventory for Teachers or Basic Subject Areas in a Language Other than English* (Form 5005) is used to verify the proficiency.

25. *Who assesses the language proficiency of a teacher?*

An administrator, if proficient in the target language; otherwise, assistance can be requested from another administrator who is proficient in the target language. Ultimately, schools can contact the Division of Bilingual Education and World Languages for assistance at, 305 995-2428.

26. *What will happen to current EFL Programs that are being implemented with the assistance of a Spanish teacher allocation; i.e., 6610, 6620?*

Spanish-S and Spanish SL allocations are not meant to support the EFL program. Current EFL programs being implemented with the assistance of a Spanish teacher allocation will need to be re-designed to meet the EFL program design requirements.

27. *Can a linguistically qualified teacher who does not have Early Childhood Certification be given a waiver to teach Kindergarten through Grade 2?*

A linguistically qualified teacher can add Elementary Education certification by taking and passing the Elementary Education K-6 exam and applying to the State to add the coverage to the their certificate.

28. *Will professional development be offered to EFL teachers?*

Professional development will be offered as follows:

- 3-Day Institute for teachers new to the EFL Program
- 1-Day Institute for EFL teachers previously trained
- November and February District-wide PD Days

29. *Will a departmentalized EFL teacher who does not teach Language Arts/Reading in English receive a VAM score?*

During the 2011-2012 school year a teacher who did not have students assigned for Language Arts/Reading, the school wide reading scores were used to calculate the VAM score and the bonus was awarded. At this time, the FLDOE has not finalized how VAM scores may be applied to teachers who do not have students who have state assessment results.

30. *Will a departmentalized EFL teacher who does not teach Mathematics receive a VAM score?*

During the 2011-2012 school year a teacher who did not have students assigned for Mathematics, the school wide reading scores were used to calculate the VAM score and the bonus was awarded. At this time, the FLDOE has not finalized how VAM scores may be applied to teachers who do not have students who have state assessment results.

31. *Will the Spanish for Spanish Speakers (Spanish-S) and Spanish as a Second Language (Spanish SL) programs be offered in elementary schools?*

The Spanish-S and the Spanish SL programs will be phased out of elementary grades 2 through 5 one grade level per year starting with the 2014-2015 schools year. The only students that will be provided with Spanish instruction will be those students that are part of the EFL Program or in the grade level not yet phased out.

Spanish-S will continue to be provided to English Language Learners (ELL), as required to meet ESOL compliance.

32. Can funding be provided to implement an alternate After-school EFL program?
Additional funding will not be allocated for alternative EFL programs models.

33. Can schools with Magnet or Gifted programs continue with the traditional implementation of the Spanish S and Spanish SL programs?
The EFL program is the district wide initiative for foreign language instruction.

Note:

Individual or extenuating circumstances particular to your school location should be addressed with the Region office and the District's Division of Bilingual Education and World Languages