THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT

TUESDAY, MARCH 3, 2026 9:00 AM
Kathleen C. Wright Building
600 Southeast Third Avenue, Board Room
Fort Lauderdale, Florida 33301

AGENDA FOR BOARD WORKSHOP

BOARD WORKSHOP CAN BE VIEWED VIA LIVE STREAM OVER THE INTERNET ON THE DISTRICT'S WEBSITE (www.browardschools.com).

Second Revision 2/27/26 - Revised 2/25/26

Public speakers will be permitted three minutes each to address a topic prior to Board Members' discussion on the topic. The times for items on the agenda are only estimates. The actual start times for these topics may vary up to an hour or more depending on the nature of the items and the length of the Board discussions and public comments. The meeting will also be live streamed. **Public Written Agenda Comments - Members of the public may submit public written comments by selecting the eComments tab at the following District webpage: https://www.browardschools.com/Page/55263. Public Written Agenda Comments must be submitted no later than 1:00 p.m. the day before the published date of the School Board Meeting or Workshop. Anonymous comments will not be accepted; therefore, written comments must include the person's name, city of residence, and zip code. Written agenda comments may not exceed a maximum of twenty-two hundred and fifty (2250) characters.** Pursuant to School Board Policy 1020, the public may speak a total of twelve (12) minutes during any single meeting, not including committee reports. Additionally, in the event a large group of individuals (ten (10) or more) sign-up to speak on any one agenda item, the Board Chair has the authority to adjust the time limit for each speaker to speak less than the three (3) minutes usually permitted or limit the overall time speakers will be heard on that item.

Free guest parking is available at the southeast 3rd Avenue parking lot on all School Board meeting dates.

TOPICS

1. **9:00 A.M. - 10:30 A.M. – COMMITTEE REPORTS**
   Audit Committee
   Broward County Association of Student Councils and Student Advisor to the Board
   District Advisory Council
   North Area
   Central Area
   South Area
   Diversity Committee
   ESE Advisory Council
   ESOL Leadership Council

Facilities Task Force
Gifted Advisory Council
Green Advisory Committee
Human Relations Committee
Multilingual Advisory Committee
Parent Community Involvement Task Force
Small Business Advisory Committee
Technology Advisory Committee

MAC Recommendations - ADDED.pdf

2. 10:30 A.M. - 12:00 P.M. – FAST PM2 Academic Update 2025-2026

Presentation.pdf

3. 12:00 P.M. - 12:30 P.M. – Rule Development: Legislative Affairs Policies (5)
ADDED EXHIBITS

Presentation.pdf
Policy 1400.1 Repealed.pdf
Policy 6020 Amended Draft.pdf
Policy 1430_1343 Amended.pdf
Policy 1960_1004 Amended.pdf
Policy 1970_6003 Amended.pdf

4. ~~Rule Development Workshop - 2 SSEP Policies~~
WITHDRAWN

5. ~~Attendance Workshop~~
WITHDRAWN

Presentation-Attendance Workshop.pdf

6. ~~Capital Program Organizational Assessment and Procurement Recommendation~~
WITHDRAWN

7. ~~Rule Development Workshop-Policy 5040 Attendance and Policy 5.5A Attendance Procedural Manual Repeal~~
WITHDRAWN

ADJOURNMENT

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act

Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com. Language Interpretation/Translation Services are available for the public upon request to the Bilingual/ESOL Department by emailing ESOLRequests@browardschools.com.

Any person who decides to appeal any decision made at a meeting(s) announced by this Notice with respect to any matter considered at such meeting(s) will need a record of the proceedings and for such purpose may need that a verbatim record of the proceeding is made, which records testimony and evidence upon which the appeal is to be based.

Telephone conferencing or other telecommunications technology may be used in conducting this public meeting to permit absent Board Members to participate in discussions, to be heard by other School Board Members and the public, and to hear discussions taking place during the meeting.

Notice is hereby given that two or more Board Members of The School Board of Broward County, Florida, may be participating.

ATTACHMENT B

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County Public Schools

ATTACHMENT B

OPTIONAL SPECIFICATIONS FOR WRITTEN COMMITTEE MEETING SUMMARY REPORTS

Three (3) business days prior to the scheduled school board workshop, each advisory committee shall electronically submit this written committee report, if they will not be present at the School Board workshop, to the Office of Communications and Legislative Affairs electronically, by attaching and emailing the following school district email inbox: ***ADVISORY.COMMIITEECORRESPONDENT@BROWARDSCHOOLS.COM****.*

typo

Committee Information

Chair	Sara Korol	SBBC Division Dept Support	
Liaison	Victoria Saldaña	Report Date	2/26/26

Brief Synopsis of Meeting Highlights

I.	Enter Highlight Item 1	Effect of hiring freeze on DL pgm
II.	Enter Highlight Item 2	DL Entry guidelines policy review
III.	Enter Highlight Item 3	Gifted and DL program alignment
IV.	Enter Highlight Item 4	Expansion of DL to Pre-K
V.	Enter Highlight Item 5	STAR Spanish Assessment

MAC Meeting Feb 18, 2026 6:30 PM Coral Springs Middle

Attendance History

Present Committee Members:	All seven
Absent Committee Members:	none
Quorum Meeting in accordance with School Board Policy 1070 (Yes/No)	Yes

*Recommendations to the School Board

*Including one page summary

Recommendation 1 (including vote results):	See next page
Recommendation 2 (including vote results):	See next page
Recommendation 3 (including vote results):	See next page

Attachment B Addendum: Optional Specifications for Written Committee Meeting Summary Reports

Submitted by the Chair of the Multilingual Advisory Committee (MAC) after 2/18/26 meeting

Recommendation 1

The Committee notes from its 12 school visits, that principals with Dual Language programs are uniformly concerned with finding qualified Spanish-language teachers to teach their Dual Language classes. If a Spanish-certified DL teacher leaves, it is difficult to hire a replacement. If no replacement is found in time, those students will miss out on Spanish language instruction and potentially fall behind in Spanish language acquisition/maintenance. This has always been the case, but the added hurdle of the hiring freeze will inevitably cause irreparable harm if and when DL teachers leave their positions ("Inevitably" because there is a natural rate of teacher turnover across all teaching categories, but Spanish-certified DL teachers are less fungible than other teaching positions due to the additional qualification required). Thus,

MAC unanimously passed the following motion to recommend to the school board:

That schools be exempt from the current hiring freeze if a current Spanish-certified DL position opens up and the school cannot fill the position with a current qualified District employee.

Recommendation 2

The Committee notes from its school visits, that certain elementary schools with Dual Language Programs have fewer Spanish-certified DL teachers than they have grade levels of Dual Language. This can occurs when a school uses a "side-by-side" model of dual language wherein two classes will switch between two teachers, one giving instruction in English and one providing instruction in Spanish. In can happen that one Spanish-language DL teacher may be responsible for 2 grade levels' worth of Dual Language classes. (See for example, Riverglades Elementary.) The Committee notes that at the middle school level, it happens that sometimes one Spanish-language certified DL teacher is responsible for providing not only the Spanish Language course (from the World Languages Department) but a second elective in Spanish as well to multiple grade levels so the students can fulfill the Dual Language requirement of getting 90 minutes of Spanish Language instruction per day. (See for example Apollo Middle School.) These Dual Language teachers are being stretched to the maximum coverage of students possible, and there is no possibility for these schools to grow the program, if the numbers allow, without hiring another Spanish-certified Dual Language teacher.

MAC passed by a vote of 6 out of 7 (one member abstained because she stepped out for reasons unrelated to the motion) the following motion to recommend to the school board:

Any school (inclusive of elementary and middle schools) that has fewer Spanish-language certified DL teachers than it has grade levels of Dual Language classes may be exempt from the hiring freeze if the school has a Dual Language student enrollment to justify creating an additional Spanish-certified Dual Language teacher position, and cannot fill the position by hiring a current District employee.

Recommendation 3

The origins of the following recommendation date back to principals' suggestions received at the last MAC of the 2024-2025 academic year. There, it was suggested that MAC look into starting DL at the pre-K level to generate enrollment in DL programs and attract DL families earlier. In the Sept 2025, at a Committee Reports meeting, more than one board member also expressed interest in this as a concept when the MAC Chair announced an upcoming school visit to the District's only "Early Learning Center" (Gulfstream Early Learning Center) which features pre-K classrooms with teaching assistants (paras) speaking various languages (Ukrainian, Russian, Portuguese, and Spanish). The Board asked for more research in this area.

MAC learned that more than 50% of the Kindergarten Dual Language students at the K-8 Gulfstream Academy come from the Early Learning Center on-site. MAC has nothing to compare that statistic with, since this is the only instance of languages other than English being used by the district in pre-school classrooms by the District. Furthermore, it was not clear that the pre-K students at the Gulfstream Early Learning Center are getting instruction in a second language since only teaching paras speak the second language. So MAC sought out academic research on pre-K dual language schools. The research on the effectiveness of just pre-K DL is sparse – most research is on DL starting in kindergarten. But attached for the Board's reference is a report containing a promising case study that could serve as a model for Broward County, see pages 29-31. The 2024 case review "Dual Language Programs in Early Learning and the Early Grades" features a case study on a pre-K dual language program ,"Luna Dual Language Center", which provides Spanish and English 50/50 instruction. In that program, across the board, the pre-K students tested higher on assessments than students in English-only classrooms[1].

Finally, several elementary principals have noted to MAC either by calling in to our meetings or during our school visits that they are confident that once they can "get parents in the door" to their schools, that the parents are likely to stay. We believe that DL offered at a pre-K level will be one such draw, attracting parents to Broward County elementary schools earlier in the process. Thus,

MAC unanimously passed the following motion to recommend to the school board:

That the District offer Dual Language pre-K classrooms at every elementary school which already has a Dual Language program and which also already offers a fee-based pre-K program.

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[1] Soto-Boykin, X., Meek, S., Williams, C., Palomino, C., Alexander, B., Aponte, G.Y. (2024, April). Case Studies: Dual Language Programs in Early Learning and the Early Grades. The Children's Equity Project. https://cep.asu.edu/resources/Operationalizing-High-Quality-Dual-Language-Programs. Pages 29-31.



CASE STUDIES:

Dual Language Programs in Early Learning and the Early Grades

CHILDREN'S EQUITY PROJECT

THE CENTURY FOUNDATION

APRIL 2024

CONTRIBUTING AUTHORS

Xigrid Soto-Boykin, PhD
Children's Equity Project, Arizona State University

Shantel Meek, PhD
Children's Equity Project, Arizona State University

Conor Williams, PhD
The Century Foundation

Cinthia Palomino, PhD
Children's Equity Project, Arizona State University

Brittany Alexander, PhD
Children's Equity Project, Arizona State University

Gladys Y. Aponte
Children's Equity Project, Arizona State University

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Janniqua Dawkins
Children's Equity Project, Arizona State University

Communications support from:
Eric Martinez
Children's Equity Project, Arizona State University

Graphic design from:
Allison Wachtel

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Introduction

Access to high-quality early childhood education for young children between birth and eight years old is key to future academic and personal success (Anderson et al., 2003) For these young children who are emergent bilinguals — considered as those learning two or more languages at the same time or those learning a new language after speaking their home language (called "English Learners" in the K–12 system) — dual language immersion education is the gold standard (Durán et al., 2010; Oliva-Olson et al., 2017; Steele et al., 2017).

Despite the robust body of research indicating that young emergent bilinguals who receive dual language instruction in early childhood have higher reading and math scores in later grades (Padilla et al., 2022), the most common model of instruction for emergent bilinguals is English-only instruction. This English-only immersion model, in addition to corresponding policies and learning standards that do not address children's bilingualism, are in complete opposition to our current scientific understanding of what is most effective for these young children (Barnett et al., 2007; Bialystok, 2011) and the **U.S. Departments of Education and Health and Human Services' joint policy statement on Dual Language Learners in Early Childhood Programs**.

What's more, many states' Early Learning Standards and Quality Ratings and Improvement Systems (QRIS) provide only limited mention of how to best support young emergent bilingual children (Meek et al., 2020; Meek et al., 2022). To date, only Head Start has national standards that address young emergent bilinguals (Head Start Performance Standards, 2016). While these standards are valuable, they only apply to those enrolled in Head Start. Without having an explicit set of quality indicators for dual language early care and education that can be used across various types of early childhood programs, we are missing the opportunity to provide young emergent bilinguals with the access and positive experiences they deserve to optimize their academic potentials and to remain rooted to their cultures and identities.

A critical step toward operationalizing a set of quality standards for dual language early care and education is to learn from programs that are demonstrating high levels of success across various dimensions, including how they implement their programmatic structures, language allocation, curriculum, instruction, pedagogy, assessment, family engagement and leadership, and services and inclusion of children with disabilities who are also emergent bilinguals. It is also important to identify the barriers they experience when implementing high-quality programming.

To this end, the purpose of this research brief is to report the findings from multiple case studies of high-quality dual language early care and education programs serving infants and toddlers, preschoolers, and young elementary-aged students from Kindergarten to second grade. To accomplish this aim, the research team conducted surveys and interviews with the administrators of programs and examined children's outcomes when available. They summarized strengths, as well as areas of growth when a practice was inconsistent with the most recent bilingual research. This research brief can inform best practices of the key components that are necessary to establish and sustain high-quality dual language early care and education programs for young emergent bilinguals. Furthermore, the findings of these case studies informed the development of a **high-quality framework for dual language immersion in early care and education** developed by The Children's Equity Project in collaboration with The Century Foundation.

Three Aims of this Research Brief

1. To describe how high-quality dual language programs serving infants/toddlers, preschoolers, and students in grades K–2 are implementing practices related to:
   - Programmatic structures
   - Language allocation
   - Curriculum, instruction, pedagogy
   - Assessment
   - Workforce, credentialing, and professional development
   - Family leadership and engagement
   - Services and inclusion of emergent bilinguals with disabilities
2. To identify the barriers that administrators of high-quality dual language early care and education experience when implementing the programs.
3. To highlight three exemplary programs serving infants/toddlers, preschoolers, and elementary-aged students in grades K–2, and to compare their child performance outcomes with similar programs that are English-only.

METHOD

Participants

PROGRAMS

The programs that were selected to conduct an in-depth case study were geographically diverse, representing each region of the United States (**Table 1**). Four of the programs served infants, nine served preschoolers, and four served elementary-aged students. Three of the programs were charter schools, four were part of school districts, two had braided funding with Early Head Start/Head Start and other programs, and two were privately-owned programs. The primary language children spoke at home in these programs varied widely, ranging from 6% to 94% speaking Spanish as their home language. About half of the programs also had children who spoke a language other than English or Spanish at home, including Haitian Creole, Arabic, Somali, and Aramaic. The language allocation of the programs varied by age group. Infants and toddlers received primarily instruction in Spanish, and preschoolers and elementary-aged students received 50% of instruction in Spanish and 50% in English.

CHILDREN

The children enrolled in these programs had families of diverse incomes, racial and ethnic backgrounds, and home languages (see **Table 2**). The percentage of enrolled children from low-income households was an average of 64%, with a range between 24% and 100%. In all programs, Latine children were the most represented, with an average of 67%, and a range of 44% to 91%. White children were the second most represented group, with an average of 30% and a range of 0% to 32%. Black children were the third most represented group, with an average of 16% and a range of 6% to 43%. Children with disabilities represented an average 13% of all enrolled, with a range of 3% to 24%.

ADMINISTRATORS

As seen in **Table 3**, six of the administrators who participated in the study were Latine(o/a), three were White, non-Latine(o/a), one was Black/African American, and one was Asian. One reported speaking only English, and another noted that they had intermediate Spanish fluency. The rest reported speaking Spanish and English, with three stating that they spoke other languages as well, including Korean, French, and Italian. The administrators' educational backgrounds were highly diverse, each having a different area of concentration, ranging from Business Administration to Bilingual Special Education. One had a master's degree in Early Childhood Education. Eight of the nine administrators had a master's degree, and two had a doctorate in education. Their years of experience working in a dual language immersion program ranged from five to 23 years, with an average of 11 years.

Measures

DUAL LANGUAGE IMMERSION PROGRAM SURVEY

The research team developed a survey to gather information about each program's language allocation, composition of children and educators (e.g., children's demographic characteristics, ages, those with disabilities; teachers' racial and ethnic backgrounds), the language(s) educators spoke during instruction; educators' wages and highest level of education, and whether translanguaging (the use of multiple languages and modalities at the same time) was encouraged. Questions to learn more about administrators' years of experience working in dual language education settings, educational backgrounds, and language(s) spoken were also added. The survey contained 11 questions, with a combination of closed- and open-ended questions. The survey was developed on Qualtrics and disseminated electronically via email.

INTERVIEW PROTOCOL

We developed an interview protocol to gather more in-depth information about the program features. These 11 open-ended questions addressed each of the dimensions of quality we identified based on existing research and our professional experiences (e.g., leadership team, enrollment policies, curricula, pedagogy, instruction, assessment, workforce and professional development, family engagement and leadership, services and inclusion of children with disabilities, and barriers to implementing the program).

CHILD OUTCOMES

Child outcomes were operationalized as measures assessing children's outcomes on specific domains (e.g., early literacy, language), or overall development. When data was available, program administrators shared children's outcomes on the measures they were already implementing in their program. These measures varied widely by program, including Teaching Strategies GOLD, the Ages and Stages Questionnaire (ASQ), the Preschool Language Scale-5 (PLS-5) in Spanish and English, the Peabody Picture Vocabulary Test (PPVT), and state-mandated assessments. When this data was available, we gathered outcome data in Spanish and English at the beginning and end of the last school year (2021–2022), as well as children's de-identified information (e.g., ages, languages spoken at home, whether they had a disability).

Table 1 OVERVIEW OF PROGRAMS

Program	Region of the U.S.	Age Groups	Type and Funding of Program	Primary Language(s) Children Speak at Home	Language Allocation
Esperanza Center	Northeast	Infant–PK	Charter school	76% Spanish, 25% a language other than Spanish or English	**Infants/toddlers:** Primarily in Spanish **Preschoolers:** 50% in Spanish, 50% in English
Luna DLL Center	Southeast	Infant–PK	Educare/ Head Start	62% Spanish; 38% English	**Infants/toddlers:** Primarily in Spanish Preschoolers: 50% in Spanish, 50% in English
Little Hands	Southeast	Infant–PK	Early Head Start/state-funded voluntary preschool	82% Spanish, 16% English, and 2% a language other than Spanish or English	**Infants/toddlers:** 80% Spanish, 20% English **Preschoolers:** 50% in Spanish, 50% in English
Albizu Early Childhood Center	West	Toddlers–PK	Public school district	50% Spanish, 48% English, 2% a language other than Spanish or English	50% Spanish, 50% English
Jardin Infantil Center	West	PK	Public school district	50% Spanish, 50% English	50% Spanish, 50% English
Growing Minds	Northeast	Infant–PK	Private	46% Spanish, 35% English, 19% a language other than Spanish or English	50% Spanish, 50% English
Bright Bilinguals	Southeast	PK	Private	94% Spanish, 5% English, and 2% a language other than Spanish or English	**Infants/toddlers:** Primarily in Spanish **Preschoolers:** 50% Spanish, 50% English
Estrella PCS	Northeast	PK–elementary	Charter school	30% Spanish, 68% English, 3% a language other than Spanish or English	50% Spanish, 50% English
Maria Clara	Southeast	PK–elementary	Public school district	36% speak primarily Spanish, 91% speak primarily English	50% Spanish, 50% English
Flor Elementary	Northeast	Elementary	Public school district	6% speak primarily Spanish at home	**Kindergarten:** 60% Spanish, 50% English **Grades 1–5:** 50% Spanish, 50% English
Batey Academy	Southeast	Elementary	Charter school	41% speak primarily Spanish	**Grades K–4:** 50% Spanish, 50% English

Table 2 DEMOGRAPHIC CHARACTERISTICS OF CHILDREN ENROLLED IN EACH PROGRAM

Program	Low-Income	Latine (o/a)	Black	Asian	Indigenous	White	Multi-racial	Other	Children with disabilities
Esperanza Center	79%	76%	17%	5%	0.45%	2%	0%	1%	24%
Luna DLL Center	48%	80%	18%	1%	0%	10%	0%	1%	6.4%
Little Hands	100%	83%	16%	0%	0%	0%	0%	0.88%	10%
Growing Minds	70%	52%	43%	0%	0%	0%	5%	0%	15%
Bright Bilinguals	98%	91%	6%	0%	0%	1.5%	1.5%	0%	15%
Estrella Public Charter	43%	45%	18%	0.57%	0%	32%	4%	0%	12%
Maria Clara	24%	44%	18%	0%	0%	18%	21%	0%	3%
Flor	63%	72%	3%	1%	0%	20%	3%	0%	21%
Batey	52%	61%	4%	0%	0%	30%	5%	0%	10%
Average	**64%**	**67%**	**16%**	**1%**	**0.06%**	**30%**	**4%**	**0%**	**13%**

Procedures

IDENTIFICATION OF THE PROGRAMS

Eleven schools were selected to participate in the research study. To qualify for participation, programs needed to meet the following inclusion criteria: (a) serve infants and toddlers, preschoolers, and/or young elementary-aged students from Kindergarten to second grade; (b) have an additive dual language model (e.g., two-way immersion, one-way immersion); (c) have close to 50% of children they serve be from homes where a language other than English was spoken; and (d) gather home language survey data. Exclusion criteria included programs that (a) had subtractive bilingual education approaches, such as transitional dual language instruction, and/or (b) primarily served middle- to upper-class native English speakers. Programs that did not meet these eligibility criteria were included if they focused on serving children from under-resourced communities and/or on serving children who were Latine. Maria Clara was included because although it served children who spoke mostly English at home, more than half of the children they served were Latine. To determine whether a program was of sufficient quality, the research lead — a bilingualism early childhood education expert with over 10 years of experience — met with the administrators of each program. The researcher interviewed the administrators of the programs and asked questions to gauge the quality of the program. The questions asked were aligned with the Head Start Performance Standards to support young dual language learners and additional items considered to be quality indicators from the research (e.g., enrollment policy, dual language model, professional development of educators, etc.). Furthermore, the research team, all with several years of experience working with dual language programs, relied on their networks and existing relationships to identify quality dual language programs. Institutional Review Board (IRB) approval was secured prior to commencing the study.

ADMINISTRATION OF THE SURVEY, INTERVIEW, AND EXAMINATION OF CHILD-OUTCOME DATA

Once programs were selected and the administrators were consented, administrators were asked to complete the online Dual Language Immersion Survey electronically. They had two weeks to complete the survey and were instructed to skip questions that were not relevant to their programs. Once they completed the survey, the lead researcher conducted one-on-one interviews with each administrator. The interviews took 90 minutes to complete, and were completed over a series of sessions or all at once, depending on the administrators' availability. The researcher asked for clarification and expansions as needed, and recorded their responses on an Excel sheet. The responses were also audio and video recorded with administrators' consent. Last but not least, administrators shared de-identified child-outcome data for the 2021–2022 school year when it was available. Schools received a financial donation to each program for participating in the study.

Table 3 DESCRIPTION OF THE ADMINISTRATORS WHO PARTICIPATED IN THE STUDY

Program	Race/ethnicity	Highest level of education	Years of experience with DLI programs	Language(s) spoken
Esperanza Center	White, not Latine	Master's in International Training & Education	20	Spanish, English
Luna DLL Center	Latine	Master's in Early Childhood Education	13	Spanish, English
Little Hands	Latine	Bachelor's in Business Administration	6	Spanish, English
Albizu Early Childhood Center	Black/African American	Master's in School Leadership	7	English
Jardin Infantil Center	Asian	Master's in School Administration	3	English, Spanish, Korean
Growing Minds	Latine	Master's in Bilingual Special Education	12	Spanish, English
Bright Bilinguals	Latine	Master's in Literature	5	Spanish, English, French, Italian (emerging)
Estrella PCS	Latine	Master's in Spanish studies/ linguistics and Teaching English for Speakers of Other Languages	16	Spanish, English, French
Maria Clara	White, not Latine	Master's in Education/ Reading; Montessori Certificate	5	English, Spanish (moderately fluent)
Flor Elementary	White, not Latine	Doctorate of Education in Leadership in International Studies	23	Spanish, English
Batey Academy	Latine	Doctorate in Education Leadership and Innovation	13	Spanish, English

Data Analyses

QUANTITATIVE ANALYSES OF SURVEY AND CHILD OUTCOMES

The survey data was analyzed using descriptive statistics (frequency counts, percentages, mean, ranges). Child-outcome data was evaluated by determining the percentage of children who met the national benchmarks for the measure or those with a standard score considered to be typical for children's age from a nationally representative sample. For example, for a program that measured children's language skills using the Preschool Language Scale-5, we calculated the proportion of children in the program with a standard score between 85 to 100 (range considered typical) by the end of the school year (e.g., 85% have a score of 85 to 100 by the spring of 2022). They also compared the percentage of children meeting benchmarks or standard scores considered typical with programs that were similar in terms of their composition of children (e.g., number of DLLs, similar income), type of program, and geographic location. For example, we compared how children attending a bilingual elementary school compared to those attending English-only schools in the same state and district. Then, the team created graphs to visually display children's outcomes.

QUALITATIVE ANALYSIS OF INTERVIEWS

A codebook was created to analyze the interview data collected in this study. The creation of the codebook followed an iterative process (DeCuir-Gunby et al., 2011). First, the research lead created a preliminary codebook based on the memos and observations she gathered from the interviews. The codebook included umbrella codes, parent codes, and child codes. Next, a research project assistant did a preliminary coding of one transcript to help refine the codebook. Some of these changes included collapsing some of the umbrella codes to be consistent with the overarching DLL quality indicators used in the current study, as well as combining and re-categorizing some parent and child codes. All these changes were discussed with the research lead. Next, the research lead and the research project assistant coded two out of the nine transcripts so they could determine reliability. During this round of coding, a few further modifications to the codebook were made based on any lingering discrepancies between the coders. After reliability was established, the research project assistant coded all transcripts from programs included in this brief. At this stage, all transcripts were coded using the Dedoose software for ease of coding and data synthesis.



Results

PROGRAMMATIC STRUCTURES

LEADERSHIP TEAMS

All but one program (Tiny Hands) reported having a leadership team with various roles and responsibilities, including a program director, curriculum specialist or instructional coach, family leadership and engagement director, disabilities coordinator, research and data evaluator, child-services director, nutrition specialist, etc. Although Tiny Hands only has one main director who is responsible for all aspects of the program, the administrator noted that she collaborates with an Early Head Start coordinator to guide curriculum, instruction, and coaching.

ENROLLMENT POLICY

Programs varied on their enrollment policies. Some programs base enrollment on qualification for Early Head Start/Head Start based on income, while others prioritize Spanish-speaking children. Because Esperanza Center is a two-generation program, enrollment is based on caregivers' interest and availability to participate in their adult education program. Slots at the center are allotted to specific populations, including those who speak Spanish at home, those experiencing homelessness, those in foster care, those with Individual Education Plans (IEPs), and families receiving social support services such as SNAP or TANF. At Estrella Public Charter, all living in the community are allowed to enter an enrollment lottery, in keeping with school district policy. The administrator of this program noted that because of population changes, they are implementing a new city-wide mandated equitable enrollment policy to ensure that children from low-income communities are allotted seats.

OTHER POLICIES

Programs have handbooks with policies and procedures that are available in English and Spanish to ensure all parents have access to information. For example, at Esperanza Center, there is a detailed handbook with the program's vision and mission, educational foci, enrollment policy, parent engagement and leadership policy, attendance policy, children and adults with disabilities, discipline and guidance, curricula and assessments, and staff requirements. It also has explicit guidance on how to resolve conflicts among staff and caregivers using restorative justice practices and how to ensure the program has an anti-bias culture (e.g., allowing educators and caregivers to express their cultures through dress; creating physical and emotional safety for everyone, etc.).

Discussion

Programs demonstrated strengths in having a diverse leadership team with distinct roles and responsibilities, as well as handbooks with explicit policies addressing various program aspects ranging from parent engagement and leadership, attendance, and staff requirements. One area of growth noted across most programs was the need to have an explicit enrollment policy that prioritizes children with and without disabilities who speak the minoritized language of instruction, such as Spanish, at home. Furthermore, none of the programs had enrollment policies prioritizing the enrollment of Black English-speaking children. Having enrollment policies that explicitly prioritize children who speak the non-English language of instruction, Black English-speaking children, and children with disabilities are important equity considerations in dual language programs.

LANGUAGE ALLOCATION

Programs' language allocation models varied by age group. All programs serving infants and toddlers (Little Hands, Esperanza Center, and Bright Bilinguals) reported that they provided instruction in the children's home language. For example, at Esperanza Center, educators were matched with caregivers to ensure they spoke their language and were culturally responsive. All programs serving preschoolers implemented a 50-50 model, where 50% of instruction was delivered in Spanish and 50% in English. These two languages were alternated either during the same day or every other day. For example, in Albizu Early Childhood and Jardin Infantil, one bilingual lead teacher provides instruction in Spanish in the morning, and in English in the afternoon. In six programs (Esperanza Center, Little Hands, Bright Bilinguals, Luna DLL Center, Batey Academy, and Estrella), a co-teaching model is implemented where one teacher speaks to the children in English and the other in Spanish. Materials are presented in both languages. Teachers take turns presenting instruction in their respective languages.

In elementary schools, one program reported having a co-teaching model, and allocating the language of instruction by subject. For example, at Estrella literacy instruction is delivered in both languages while Math is delivered in English and Science is delivered in Spanish. Students in grades K–2 have two co-teachers that each provide parallel instruction in Spanish and English, and once children are in third to fifth grade, only one teacher provides instruction in both languages, depending on the subject. At Flor Elementary, Kindergarten children receive 60% of instruction in Spanish and 40% of instruction in English. Once children are in first to fifth grade, they receive 50% of instruction in Spanish and 50% in English. In first grade, the students have two teachers in the same classroom, one who provides instruction in English and the other one in Spanish. Starting in second grade and onward, the language of instruction varies by subject, and children rotate between classrooms (e.g., math in English, literacy in both languages, etc.). Materials and content are color-coded by language (e.g., graphic organizer with green text in English, and the same graphic organizer with text in Spanish) to help children make cross-linguistic connections. At Batey Academy, the school building was created with two classrooms connected with a door to facilitate the implementation of the co-teaching model and encourage teacher collaboration. Children also receive all the domain-specific instruction in Spanish and English, alternating each day.

Administrators of seven programs reported that classrooms implemented some form of translanguaging. The administrator of Bright Bilinguals noted translanguaging was not readily used, and the administrator of Jardin Infantil stated that they were not familiar with the concept. Programs in which translanguaging was encouraged or facilitated differed in implementation. For example, at Luna DLL Center, teachers do not discourage children from speaking in Spanish and English simultaneously to express themselves. At Esperanza Center, translanguaging is encouraged to help children understand directions, at the beginning of the year, to provide children with comfort, during transitions, and to support children with disabilities. At Tiny Hands, the administrator explained that educators used both English and Spanish at the same time, and they use Google Translate to support the language skills of children who did not speak either language (e.g., Haitian Creole). At Flor Elementary, the administrators and education staff partnered with researchers to intentionally explore translanguaging during social studies which applied an inquiry approach to learning. For example, children participated in activities to identify the languages they spoke with grandparents, and they engaged in a community walk to find all the different languages spoken at various parts of their neighborhoods. Three programs, including Bright Bilinguals, noted that they intentionally used cross-language connections — or the connection between words and concepts across languages — to support children's learning, especially during vocabulary instruction. Most of the programs did not report using translanguaging throughout daily routines, during set times of instruction, or in assessments.

Discussion

Programs demonstrated strengths in having explicitly articulated language allocation models that varied based on children's ages. Infants/toddlers usually received the bulk of instruction in Spanish, while preschoolers and early elementary-grade students received 50% of instruction in Spanish and 50% of instruction in English. Consistent with the current research on language allocation models, the way this 50-50 instruction was allocated varied. Some programs split 50% of instruction in each language in one day or in alternating weeks. In elementary programs, the languages of instruction were split by either a co-teaching model or by subject. In addition, seven of the 11 programs reported applying translanguaging. However, none had explicitly embedded translanguaging within their existing language allocation models. Embedding spaces for translanguaging within existing language allocation models would further strengthen these programs.



CURRICULA, INSTRUCTION, AND PEDAGOGY

Most program administrators reported implementing commercially available curricula, such as Creative Curriculum, for preschoolers. This curriculum addresses the whole child and uses thematic units (e.g., trees, transportation, etc.) for instruction across domains including language and early literacy, cognitive development, and socio-emotional learning. This curriculum also has Spanish instructional materials, including storybooks. The majority of programs also reported implementing child-led pedagogies, including Reggio Emilia–inspired principles and Project Zero. These principles include following children's interests, collaborating

with peers, engineering the environment to facilitate children's learning, and having the teacher serve as a guide. Project Zero is an educational framework focusing on making thinking visible and in providing children with play-based learning opportunities. Key practices of Project Zero include empowering children to lead their own learnings, creating opportunities for peer collaboration, promoting experimentation and risk-taking, encouraging imaginative thinking, and using play to explore various emotions. Two programs reported that they also created their own curricula. One program developed its own outdoor curriculum in English and Spanish. For example, in one lesson, children did their own composting to learn about having empathy for the environment while meeting their sensory needs. Another developed a curriculum based on the metrics of quality measured on the CLASS, including nurturing adult-child interactions and providing experiential learning. All programs reported translating instructional material from English to Spanish or other languages and searching for supplemental Spanish and other language books to support dual language instruction. One program reported overlaying Arabic or Spanish text on English books when no other books were available. In another program, Google Translate and community members support translation of instructional materials, especially when no program staff speak a certain language (e.g., Haitian Creole).

Curricula, instruction, and pedagogy also differed by age group. For infants and toddlers, two programs reported using Thinking Routines and Reggio Emilia-inspired principles. In these programs, caregivers engaged infants and toddlers primarily in their home language to set a strong foundation for learning English and Spanish.

Preschool classrooms implemented Creative Curricula, which included thematic, project-based learning; Reggio-Emilia principles; and program-developed curricula to engage children in rich language interactions and outdoor learning. Two programs (Flor Elementary and Esperanza Center) reported using a Multi-tiered System of Supports (MTSS) framework to make data-based decisions about which children benefit from whole-group, small-group, and individualized instruction.

Jardin Infantil and Albizu Early Childhood Center, both in the same school district, reported using the Sobrato Early Academic Language (SEAL) model, a research-supported PK–3rd grade approach created to foster the language and literacy development of emergent bilinguals by offering teachers professional development, curriculum support, and technical assistance. SEAL's four pillars include: (a) a focus on exposing children to rich language through storybooks, thematic units, etc.; (b) the creation of affirming and enriching environments that embed their culture and language; (c) alignment between preschool and K–3 school systems; and (d) strong partnerships between parents and teachers. Pedagogical practices include opportunities to expand children's vocabulary, supporting opportunities for children to engage in conversation with each other; exposing children to quality fiction and nonfiction text;, authentic writing; storybook reading; hands-on, inquiry-based learning; and the use of graphic organizers and visuals.

In early elementary grades, Estrella reported using a workshop model for math and literacy instruction. They noted they use Investigations in Number Data, and Space as their K–5 mathematics curriculum (also known as TERC). This is a mathematical instructional approach that encourages children to develop their own understanding of math concepts. The district standards were used to guide the social studies curriculum. Flor Elementary uses a state-mandated K–8 Language Arts curriculum, EL Education (formerly known as Expeditionary Learning). For children in grades K–8, the curriculum focuses on building their content-based literacy (e.g., vocabulary, comprehension, etc.) and reading foundations (e.g., phonics). The content-based literacy component of the curriculum is made up of modular lessons with instruction and assessments, and hands-on experiential learning called labs. These modular lessons are organized around themes (e.g., human rights, building things, etc.). Although this curriculum is open-source, it is only available in English, so the administrators and education staff at Flor adapted it to Spanish. At Batey Academy, language arts is taught through Benchmarks Advanced/Adelante, math is taught using Reveal/Revela, and the instruction across all subjects is aligned with state-level standards.

Esperanza Center, Bright Bilinguals, Estrella Public Charter, Flor Elementary, and Batey Academy reported using bilingual or home language bridges to help children make connections across languages, especially during vocabulary instruction and to explain content. At Esperanza Center, for example, home language bridges are implemented to support children's understanding of new concepts and language, and language learning is embedded through meaningful teacher-child and peer interactions throughout the day. Examples of home language bridges include using pictures and objects for understanding, connecting physical movement to words for meaning, directly teaching the linguistic features of English, embedding cultural themes into the learning environment, and working with families to continue fostering the home language. These bilingual or home language bridges are also primary features of the SEAL model implemented at Albizu and Jardin Infantil. At Flor Elementary, the teachers color-code each language of instruction when showing visuals and graphic organizers to help children make connections across languages.

In the dual language programs researched, part of the instruction also included explicit focus on promoting the value of bilingualism and children's cultural backgrounds. Several programs, for example, reported having cultural activities throughout the year. In two programs, Little Hands and Batey Academy, the educators were trained to learn 10 key phrases in the languages that children spoke in addition to Spanish and English (e.g., Haitian Creole). Furthermore, at Growing Minds, they ensured that as the demographics of the programs changed, the staff were responsive to the cultural backgrounds of the new children. For example, the administrator of Growing Minds reported that over the last few years, they have seen a growth in the number of Ethiopian children enrolled in the program. Traditionally, these children eat with their hands instead of utensils at home. So, to ensure they were included, now the program has foods in their rotating menu that everyone can eat with their hands, and the staff talk about the various ways we can eat (utensils, hands, etc.) to be responsive to the Ethiopian children's culture.

Discussion

Programs adapted commercially available curricula to fit within a dual language model. Several programs showed strengths in implementing child-led, critical thinking approaches to pedagogy, including Reggio Emilia-inspired principles and Project Zero. The programs in this study also implemented age-appropriate instructional strategies, as well as explicit strategies to bridge children's knowledge across languages. One area of growth, however, is that two elementary schools reported previously using in one case (and currently using, in a second case) reading curricula that do not align with the Science of Reading (Escamilla et al., 2022). It should be noted that in 2023, several researchers and national organizations published a joint statement supporting and reinforcing the importance of ensuring that literacy instruction for emergent bilingual students is aligned with the Science of Reading (The Reading League, 2023). Further work is needed to continue developing, implementing, and evaluating curriculum and instruction that follows the Science of Reading for children in preschool through the early grades and for curricula to be designed specifically for emergent bilingual children and dual language instructional models.



ASSESSMENT

All program administrators reported using child-level assessments, five reported using classroom-observation tools, and one reported using a family-focused measure (**Table 4**). Although they all noted targeting all domains of children's development, including language, early literacy, and socio-emotional development, the assessments used varied by the age of the children and program. The purpose of these assessments varied, ranging from screening children with potential developmental delays, individualizing and monitoring progress, evaluating program effectiveness, conferring with caregivers, and guiding professional development goals. Two programs, Esperanza Center and Batey Academy, noted they used data to implement a Multi-tiered System of Supports (MTSS) approach to provide individualized instruction (e.g., whole group, small group, individual instruction).

In terms of bilingual assessments, only one program, Batey Academy, reported using the assessments to monitor children's bilingual language development over time. Luna DLL Center, Bright Bilinguals, Flor Elementary and Batey Academy implement assessments in Spanish and English. What's more, programs serving preschoolers using Teaching Strategies GOLD and Ages and Stages Questionnaire (ASQ) can accept responses in English and Spanish, although the assessment does not yield scores in each language. At Flor elementary school, the administrator reported assessing children's reading skills in English and Spanish, math in children's preferred language, and writing in the language they receive the instruction in. At Batey Academy, teachers assess the bilingual early literacy and language skills of children entering Kindergarten before they start school. Then, the screening scores are used to group children in their classrooms based on their language fluency in the language of instruction and their current skills.

In preschool classrooms, the most commonly reported classroom observation tool used was the Classroom Assessment Scoring System (CLASS). Two programs reported developing their own measures of classroom quality (Bright Bilinguals and Esperanza Center). At Bright Bilinguals and Esperanza Center, the administrator developed measures to evaluate the quality of dual language instruction (e.g., language used during instruction, whether code-switching was noted, the content of instruction, etc.). At Esperanza Center, the administrator also reported collaborating with various local organizations to develop the Early Childhood Equity-Focused Classroom Observation Tool. This measure evaluates equity in five focus areas: environment, interactions, curriculum, language use, and family engagement.

Table 4 OVERVIEW OF THE ASSESSMENTS USED

Assessment	Age group	Type and purpose of assessment	Use of data collected	Language(s) of assessment implementation
Child-focused assessments				
Teaching Strategies GOLD	Birth to K	Curriculum-based measure to gather data about children's language, literacy, cognitive and physical development	• Tailor instruction to each child • Confer with parents • Guide professional development targets	Both languages at the same time
Ages and Stages Questionnaire (ASQ)	1 month to 5.5 years	Criterion-referenced screener to assess children's overall development	• Tailor instruction to each child • Confer with parents • Screening and referrals	Both languages at the same time
Ages and Stages Questionnaire (ASQ) Socio-Emotionaal (ASQ-SE)	1 month to 6 years	Criterion-referenced screener to assess children's socio-emotional development	• Tailor instruction to each child • Confer with parents • Screening and referrals	Both languages at the same time
Preschool Language Scale-5 (English, Spanish versions)	0 to 7 years; 11 years	Norm-referenced assessment to evaluate children's expressive language and listening comprehension	• Evaluate program effectiveness • Measure children's growth across languages	English and Spanish tested separately
Peabody Picture Vocabulary Test (PPVT)	2 years; 6–90+ years	Norm-referenced assessment of receptive vocabulary	• Evaluate program effectiveness • Measure children's growth across languages	English only (but Spanish assessment is available)
Individual Growth Indicators (English/ Spanish versions)	4–5 years	Screener of children's language, early literacy, and numeracy skills	• Measure children's progress • Individualize instruction • Confer with parents	English and Spanish tested separately
Devereux Early Childhood Assessment (DECA)	3–5 years	Standardized screener of children's socio-emotional skills	• Screening and referral	English and Spanish tested separately
Brigance III	3–5 years	Standardized assessment of children's various developmental domains, including language and literacy, cognitive, and physical	• Program evaluation • Measure children's progress	English only

Table 4 OVERVIEW OF THE ASSESSMENTS USED (CONTINUED)

State-developed PK assessment	Infants to PK	Formative assessment to measure domains such as language and literacy, cognitive, learning approaches, English development, socioemotional development, etc.	• Program evaluation • Monitoring children's progress • Conferring with parents	Available in English, Spanish, Chinese
State-developed K–12 assessment	K–12	Measure data on students' performance on math and English Language Arts	• Measure children's progress • School evaluation	English only
WIDA screener	K–12	Measure children's English language proficiency	• Determine children's English Learner status	English only
Acadience Reading	K–6	Phonemic awareness, reading comprehension	• Screener to identify children who might need additional reading supports	English only
Family-focused survey				
Family survey	N/A	Program-developed survey to determine families' attitudes about school involvement, interactions with teachers and staff, parenting self-efficacy, sense of social support and social capital, and access to community resources	• Evaluate effectiveness of family engagement program at the beginning and end of year	Spanish and English versions available
Classroom observation tools				
CLASS	N/A	Evaluate the quality of teacher-child interactions	• Guide professional development	N/A
Program-developed measures of dual language instruction	N/A	Measure the implementation fidelity of dual language programming	• Guide professional development	N/A
Early childhood equity-focused classroom observation tool	N/A	Evaluate equity in the environment, interactions, language use, curriculum, and family engagement	• Guide professional development	N/A

Discussion

Overall, programs used a variety of assessments to make data-based decisions to guide children's instruction, professional development, and program improvement. The only limitation was that only one program assessed children's bilingual development over time, and that the measures used did not apply a translanguaging approach (i.e., two languages assessed separately). In addition, some programs reported that they only assessed in English because this was required by their school district or funding agency, and they had limited time to assess children in the second language of instruction. There needs to be continued focus on developing culturally and linguistically valid, domain-general and domain-specific assessments for Spanish-English emergent bilinguals in early childhood and the early grades, in addition to developing guidelines on how to assess children's entire linguistic repertoires as standard practice in dual language programs.



WORKFORCE, CREDENTIALING, AND PROFESSIONAL DEVELOPMENT

WORKFORCE AND CREDENTIALING

Four of the 11 programs reported data on their educators' demographic variables, education, and wages, and six of the 11 reported their educators' education levels. The educators' educational levels varied by setting. Three of the six programs had co-teaching models with lead teachers that primarily had bachelor's degrees and some master's degrees. In two of the six programs (Growing Minds and Little Hands), all the teachers had Child Development Associates (CDAs). From the data reported, early childhood educators' salaries ranged between $24,960 (CDAs) to $61,500 (bachelor's and master's degrees). In the elementary school with publicly available salary scales, teachers with bachelor's degrees had a base salary of $54,000, those with master's degrees have a base salary of $60,115, and teachers with 21+ years of experience with bachelors can earn up to $80, 929, while those with master's degrees can earn up to $95,950. The languages that teachers spoke included English, Spanish, French, Tagalog, and Amharic. No differences were observed in terms of teachers' salaries and positions based on their race, ethnicity, or language of instruction.

WORKFORCE RECRUITMENT AND RETENTION

At Batey Academy, educators are recruited using general employment search engines like Indeed and by word of mouth. Part of the interview process involves teachers demonstrating a sample lesson with a group of children. The administrator reported prioritizing educators who share a passion for bilingual education and who are good fits with the school culture and values, which include prioritizing joy and wellbeing for adults and children. For example, the administrator shared that she only hires teacher candidates who take the time to learn children's names during the sample lesson, as this is an indicator of their interpersonal skills and care for students. Once hired, educators shadow experienced teachers across all the grades for two and a half months before they start teaching independently. This internship experience provides new teachers opportunities to learn about the curricula and instruction of the school. In addition, the administrator reported using retention strategies, such as allowing teachers to have the first hour of their day for planning and organizing their day, and ensuring teachers left by 3:45 PM each day to make sure they had time to take care of themselves and their families. The administrator reported that in its three years of operation, Batey Academy has 100% teacher retention rate, and that they have already hired eight new teachers for next year to supply the workforce they need to expand their school to more grades.

PROFESSIONAL DEVELOPMENT

All of the programs reported implementing professional development, and all had in-service training at the beginning of the year. Other types of professional development varied, including individual and group coaching, cohort models, and weekly mentor-teacher meetings. Five programs (Esperanza Center, Albizu, Jardin Infantil, Flor Elementary, and Batey Academy) reported using peer teacher mentors to support professional development. For example, Albizu and Jardin Infantil have teacher cohorts who learn their intervention model at the same time, then support each other with implementation. Teachers share their resources and lesson plans with each other, and they ask and answer questions using an online district platform. At Esperanza Center, teachers with master's degrees lead professional development for the rest of the teachers.

Program administrators also reported implementing professional development in intentional ways. One program reported having weekly early release days so teachers have dedicated time for coaching and planning. Several others shared that they create annual professional development calendars to identify in-service training days. The majority also reported using classroom- and child-level data to identify professional development targets. For example, at Luz DLL Center, end-of-year child- and classroom-level data are used to make strategic plans on what topics to address for professional development the following academic year. At Estrella Public Charter School, data are reviewed at the end of each unit (four times a year) to guide professional development decisions. At Flor Elementary School, professional development is informed by children's data, and a collaborative community of experts (composed of two lead teachers per grade and the rest of the educators for each grade) form teacher study groups. These groups meet for six to eight weeks, and each week, they address a specific topic (e.g., social emotional development, math, writing, phonics, etc.). After the completion of each study group, all the teachers meet to share what they learned with one another. The lead teachers of each grade also meet with the principal to plan each study group and to ensure they are applying an inquiry approach.

The topics and skills addressed as part of professional development varied, but they included bilingualism and second language acquisition; implementation of the curricula and assessments; analyzing child- and classroom-level data; translanguaging; and developing strategies for providing cross-language connections, socio-emotional supports, and domain-specific instruction. One program (Esperanza Center) reported having specific training on anti-bias/anti-racist principles in early childhood.

One administrator reported that, as a result of their retention strategies, the school has had a 100% retention rate in its three years of operation — and they have already hired eight new teachers to expand the program and serve additional grades in the next school year.

Discussion

Teachers in all programs were credentialed for the ages they taught and had several years of experience. In line with equitable workforce approaches, teachers in our small sample were not paid differently based on their ethnicity or language of instruction. However, bilingual teachers were not paid more for their knowledge of two languages, which research supports is an effective retention strategy. All programs had a comprehensive approach to supporting teachers' continued learning through professional development, including the use of cohort models, the use of classroom data to inform instruction, embedded coaching, etc. Professional development topics varied by program and included topics such as bilingualism and dual language instruction, socio-emotional development, data-based decision making, and assessment. It should be noted that only one program provided its educators with anti-bias/anti-racist training, and none reported receiving training on emergent bilingual children with suspected or identified disabilities. Providing specific training on both anti-bias/anti-racist principles and children with disabilities are crucial components of a high-quality dual language program.



FAMILY LEADERSHIP AND ENGAGEMENT

All programs reported having a system for family engagement, and one program reported having a focus on family leadership. In terms of leadership, the administrator of Esperanza Center reported having a Parent Council composed of two parents per school. The role of this council is to be engaged in the decision-making of the school. Batey Academy also reported having a Parent-Teacher Council.

Programs varied in how they engaged families. Several programs reported having monthly or bimonthly meetings with families to discuss various topics ranging from bilingual language development, how to support children's academic development, what to expect in Kindergarten, community resources, etc. At Albizu Early Childhood Center, there are

Curricular and Raise a Reader Nights, where the education staff engage families in activities to support children's academic skills. Several programs also reported having cultural heritage and community-building events to encourage families' celebrations of their identities, and to invite them to participate in community gardening, cooking together, etc.

One program, Estella Public Charter, has very recently launched whole-group data meetings with families where they discuss children's performances. They also partner with Flamboyan Foundation, which is a program that funds the coaching, training, and development of sustainable family leadership strategies. For example, Flamboyan works with the staff at Estrella to meet with families in their homes or preferred locations before the start of the year to discuss their dreams and hopes for their children. At Batey Academy, parents, teachers, and students have mandatory quarterly meetings, where students participate to reinforce that they have a role in their own learning.

Bright Bilinguals has Parent Cafes, which are weekly discussion-based virtual meetings. Parents engage with one another to share their successes and challenges related to topics such as early literacy development, behavior management, cultural identities, and how to communicate with teachers. Guests are also invited to these meetings to share information about different resources available to them in the community. Families are surveyed at the beginning and end of the year to determine their attitudes about children's learning, engagement with teachers and staff, parent self-efficacy, and social capital.

At Flor Elementary, the staff conducts home visits with all new students to learn about the children and the best ways to support them. They also have monthly Family Fridays, where families are asked to come to their children's classrooms to learn about what children are learning in school. They also have monthly Principal Chats, which are conducted virtually to reduce barriers, and workshops with the Family Coordinator. Although all family events are in Spanish and English, Flor also has dedicated programming for Spanish-speaking families, where all content and interactions are in Spanish to help them have a safe space where they can be comfortable. They also create events, such as cooking days, where families who speak different languages and are from different racial and ethnic backgrounds can interact with one another in authentic ways while sharing parts of their cultural identities.

To ensure that families were engaged in their home language(s), programs reported using various approaches. These approaches include hiring interpreters if needed, using Google Translate, and working with community members who speak the language. One program reported using Class Dojo, a communication app for the phone that automatically translates messages. Another program reported using Goosechase app to encourage families to participate in interactive scavenger hunts together.

Discussion

Across programs, families were engaged using several strategies, including monthly and bimonthly parent meetings, cultural events, and community-building programming. In the majority of programs, family engagement activities were conducted in English and Spanish. In one program, the administrators organized parent groups specifically for those who were Spanish-speaking to aid families feel more comfortable. Only two programs had explicit family leadership opportunities. Continued work is needed to ensure that families are not only engaged, but also that they are given leadership opportunities and empowered to aid in the decision-making of the program.



SERVICES AND INCLUSION FOR EMERGENT BILINGUAL CHILDREN WITH DISABILITIES

All program administrators reported screening and referring children who are emergent bilinguals with suspected delays or disabilities for further evaluation. One program (Esperanza Center) reported conducting home surveys to ensure that children with suspected or identified disabilities were receiving support to foster both their bilingualism and special education. In this program, the administrator cultivates relationships with therapy agencies in the community to identify therapists that are linguistically and culturally matched to the children receiving special education services. Parents are also informed about the process of referrals and screenings to ensure that their input is honored in the development of the Individuals with Education Plan (IEPs)/Individual Family Service Plans (IFSPs) for those identified as having a disability.

At Luna DLL Center, a disability coordinator screens children and collaborates with parents through the referral, evaluation, and IEP/IFSP development process. Batey Academy has a full time bilingual speech-language pathologist that supports emergent bilinguals with disabilities.

The location where children receive most of their early intervention or special education varied by program. Several programs reported that therapists such as speech-language pathologists or occupational therapists provided either push-in or pull-out services, depending on children's needs. One program, Growing Minds, reported that they have a full-time behavior therapist who goes to each classroom to offer support to teachers. At Maria Clara, an inclusion coach provides support to the general education teachers. The administrator noted that she does not believe that only the highest achieving children should have access to bilingual education. Children with autism and speech impairments are currently enrolled in the dual language program; however, children who need more support do not receive bilingual education.

One program, Albizu, is the only one in its school district that specifically enrolls children with disabilities in its dual language program. They have a co-teaching model, where there is one lead teacher and one aid to support children with disabilities. Children's IEP goals are embedded in the daily instruction provided, with modifications to the curriculum when needed to meet their individual needs. Related services (e.g., SLP, OT, etc.) are provided in the language being taught during a specific time of the day. Because the SLP serving the program is bilingual, they can offer push-in services in Spanish or English, depending on the language of instruction at the time.

At Estrella Public Charter School, children with disabilities are served along a continuum. Children who do not need as much support receive their special education services in the general dual language classroom, and their bilingualism and learning needs are addressed concurrently. However, children with disabilities that require more support receive all their special education and general instruction in a self-contained classroom segregated from peers in general education classrooms. The administrator of the program noted that it is challenging to find Spanish-speaking special education teachers, so it is difficult to provide them with a 50-50 Spanish-English bilingual education model. For example, if an IEP goal is targeting a subject like math that is always taught in English, instruction and special education services are also provided in English. To meet the needs of these children with disabilities, general education teachers who are bilingual are receiving training in special education. At Estrella, there is also an intentional recruitment of one-on-one aides and related personnel that speak Spanish.

Flor Elementary School had an inclusive model for children with disabilities who are also emergent bilinguals. Each grade has a classroom where children with disabilities receive their special education services alongside children without disabilities. An itinerant co-teaching model is used to provide these inclusive services. An itinerant co-teaching model is one in which a general education and special education teacher provide instruction together to support children's individual learning needs. All children with disabilities receive both special education and dual language instruction. Each year, a new group of children without disabilities have the opportunity to be in the inclusive classroom so everyone co-learns along with their peers who are disabled.

Discussion

All programs had a system for screening and referring children with suspected disabilities to further evaluation; however, only two programs (one elementary school and one state-funded preschool) had explicit policies and procedures for including children with disabilities who were emergent bilinguals in dual language programs with non-disabled peers. Both the preschool and elementary school with the inclusive programs had co-teaching models, a research-supported approach for promoting inclusion. Children who are emergent bilinguals with disabilities have the right to an inclusive education alongside their peers in dual language programs. For programs to meet the highest level of quality, they need explicit policies, procedures, and practices to ensure that children with disabilities who are emergent bilinguals receive an equitable, inclusive, dual language education.

Barriers

Administrators of programs reported a number of barriers that impacted the implementation of high-quality DLI programming. These barriers included systemic barriers, such as widely held negative beliefs about bilingualism that impacted parents' buy-in to dual language programs, in addition to the high cost of housing, which makes it more difficult for families from lower incomes to enroll their children in programs located in more expensive neighborhoods. Another systemic barrier was the high cost of operating a high-quality dual language program, especially as inflation has risen, and educational policies

and assessment requirements that focus on English-only. Administrators also expressed that finding qualified bilingual educators — especially those fluent in Spanish with expertise in early childhood dual language education — to be a major challenge, especially as a result of the broader workforce shortages seen in early childhood because of the COVID-19 pandemic. They noted that it was also difficult to find quality professional development in Spanish to support the educators who teach in this language, and to find linguistically appropriate instructional materials (books, curricula) and child assessments in Spanish. Several programs also reported that offering inclusive, high-quality bilingual education to children with disabilities was challenging due to the limited number of special education personnel (e.g., speech-language pathologists, psychologists) who speak Spanish and who are trained in bilingualism. One program noted that Title I of the Every Student Succeeds Act is not flexible and that its allowable uses do not always align with best practices for implementing a dual language program. In addition, the administrator of this program expressed that it is difficult to combine funding for children to receive ESOL and special education services when they are emergent bilinguals with disabilities. Furthermore, administrators noted that it is difficult when the early learning standards they have to abide by are based on monolingual — rather than bilingual — programming, and when they are required to conduct multiple English-only assessments that do not capture children's bilingual development.

Administrators surveyed noted that it is difficult when the early learning standards they have to abide by are based on monolingual, rather than bilingual, programming.



Overall Discussion

Although programs varied in how they implemented each domain of quality in dual language programs serving young emergent bilinguals from birth to the early grades, there were common themes across programs that provide insight on how to operationalize what quality looks like in dual language immersion programs (Table 5).

For example, programs had comprehensive programmatic structures that provided the infrastructure for implementing a high-quality program. These structures included a leadership team consisting of various roles and an extensive handbook describing policies and procedures related to family engagement, children with disabilities, and other programmatic features. A number of programs served children whose families came from different socioeconomic backgrounds. They also had additive language allocation models that varied by children's ages. Infants and toddlers were in learning environments where teachers spoke in their home language, whereas preschoolers and early elementary-aged children received 50% of instruction in English and 50% of instruction in Spanish, using different approaches such as co-teacher models or separating the language of instruction by subject area.

Programs also had instruction, curricula, and pedagogy that supported children's bilingual and biliterate development. These included the use of child-centered pedagogies such as Reggio Emilia and Thinking Routines, adapting commercially available curricula to fit the needs of dual language instruction, and infusing instruction with opportunities for children to make cross-language connections. Several programs also used child and classroom-level assessments to make adaptations to the instruction based on children's needs, to evaluate the effectiveness of programs, to guide professional development, and to inform quality improvement. These programs also had qualified bilingual personnel with extensive, ongoing professional development on bilingual education, and other relevant topics. A number of programs had educators with bachelor's degrees or higher.

Table 5 OVERVIEW OF THE MAJOR STRENGTHS, AREAS FOR GROWTH, AND BARRIERS NOTED IN CASE STUDIES

Strengths	Areas for growth	Barriers
• Infrastructure to implement high-quality programming, with strong leadership team committed to bilingualism • Clearly articulated language allocation models • Curricula, instruction, and pedagogy foster bilingualism and biliteracy • Adapted curricula and instructional materials for dual language programming • Qualified bilingual personnel with ongoing training • Strong family engagement	• Assessment of children's bilingual language development over time • Adapting instruction when three or more languages are introduced to the learning environment • Creating equitable enrollment policies with slots for children who speak a language other than English or are bilingual at home, those who are Black, those in poverty, etc. • Inclusion of children with disabilities who are emergent bilinguals in dual language settings	• High cost of child care and housing; gentrification • Limited professional development in Spanish • Lack of assessments that are linguistically and culturally valid in languages other than English • Shortage of bilingual workforce and limited special educators who are bilingual • Parents' and public's negative beliefs about bilingualism • Best bilingual practices in opposition with state laws, policies, and learning standards

Family engagement was also a critical component of these programs. Programs engaged families using various strategies, including by establishing two-way communication in their home language(s), offering families comprehensive services, participating in Parent Cafes where families learned from each other, visiting families at home, and sharing information to families on the topics they identified as important. A number of programs also had specific guidelines for screening and evaluating children with suspected or identified disabilities. Despite programs' several strengths, the findings of the study revealed areas for growth. These included measuring children's bilingualism over time, adapting instruction when children in the classroom speak languages other than those of instruction, having equitable enrollment policies with allotted seating for children who speak a language other than English or who are bilingual at home, those who are Black and those living in poverty, and including children with disabilities in general education dual language settings.

These areas of growth are in tandem with some of the barriers that program administrators reported. These barriers included systemic barriers associated with the high cost of childcare, limited availability of Spanish professional development, assessments, and materials, reduced bilingual workforce, and limited special education bilingual personnel to serve children with disabilities. Administrators also reported additional barriers, including parents' misconceptions and negative beliefs about bilingualism, changes in program demographics (e.g., gentrification, having children who speak languages that the staff does not speak), and misalignment between early learning standards for monolinguals and what is best practices for bilingual children. Moreover, even when administrators desire to have an equitable enrollment policy to secure slots for children who speak a language other than English at home, they can't establish these enrollment policies because it is illegal to do so based on their city's laws. This tension between best practice for dual language programs and laws that apply to all programs is a major barrier given the number of programs impacted by gentrification and the disproportionate representation of children who are English monolinguals from middle to upper class in some programs (Williams et al., 2023).

The findings from these multiple case studies showcase how high-quality dual language programming for young emergent bilingual children is multifaceted and requires comprehensive systems — from programmatic structures, to family engagement and leadership, to services and inclusion for children with disabilities who are also emergent bilinguals. The results of this research brief underscore the need to explicitly define and gather data on how to implement the high-quality dual language immersion programs that young emergent bilingual children need to thrive.



Program Spotlights

INFANT/TODDLER PROGRAM SPOTLIGHT

PROGRAM NAME: Esperanza Center

AGES SERVED: Infants/toddlers; preschoolers

TYPE OF PROGRAM: Public charter school

LANGUAGE ALLOCATION: Infants and toddlers receive instruction delivered in the home language. Preschoolers receive 50% of instruction in Spanish and 50% in English.

LANGUAGES: Spanish, English

CLASSROOM COMPOSITION: 76% children come from Spanish-speaking households

ANNUAL COST TO SERVE ONE CHILD:

- Infants and toddlers: $8,000–9,000 for 2.5–3 hours each day, where teachers and parents partner to engage children in learning using the parent's goals and background as well as content covered in child development parent classes.
- Preschoolers: $28,000 for one child, excluding wraparound services.

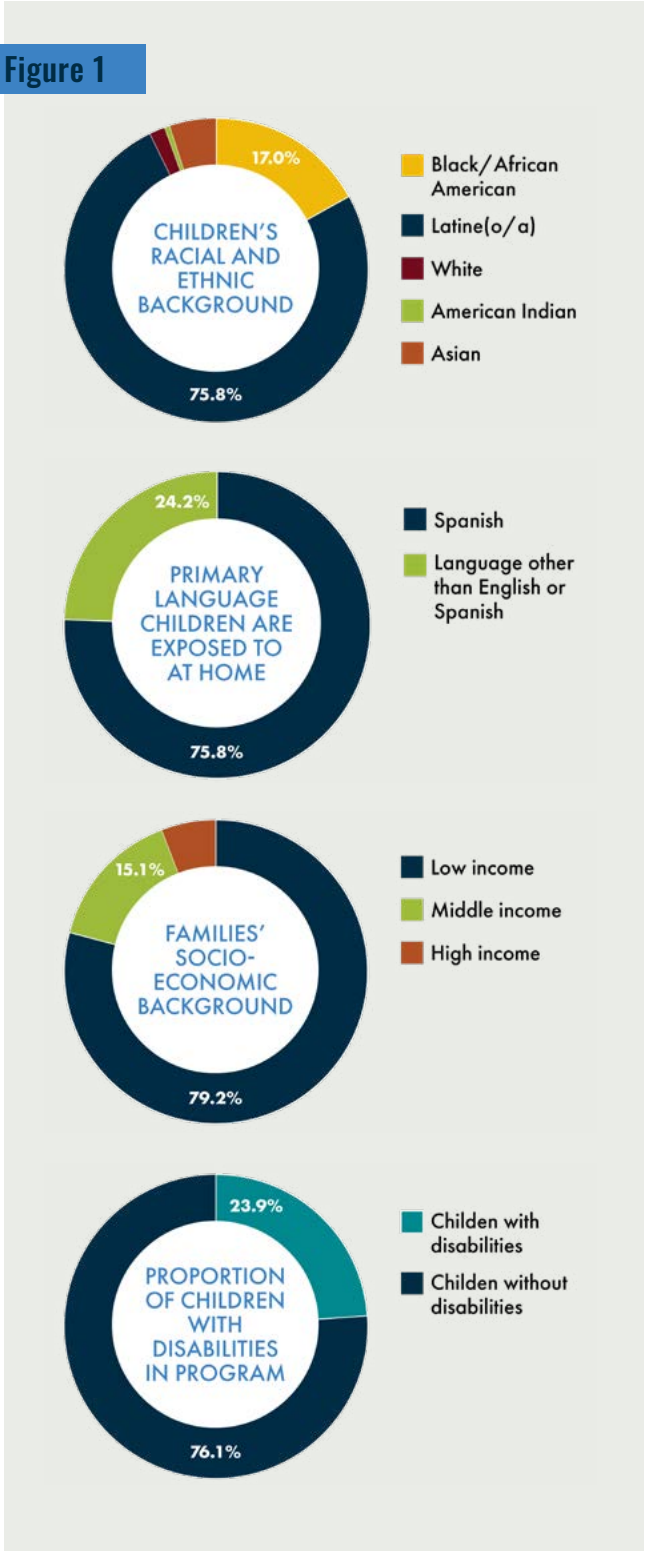
PROGRAM OVERVIEW

Esperanza Center is a public charter dual language school serving infants/toddlers and preschoolers in the northeastern region of the United States, with campuses in three locations. They focus on early childhood, adult education, and child development/family time. They have a two-generation model, where children and caregivers receive comprehensive support. Caregivers receive adult education to meet their personal and professional needs, including English as a Second Language courses, Medical Assistant training, and Child Development Associate certification courses in Spanish and English. They are also connected with resources in the community to meet families' holistic needs, including medical and dental care, mental health supports, and education opportunities such as English classes and job training. Esperanza Center shares physical space with the center that offers these holistic services to ensure that families have direct access to community care.

As seen in **Figure 1**, Esperanza Center serves primarily children and families from low-income communities (79.2%) who speak primarily Spanish at home and are Latine (75.8%).

Most of the children served in the program come from low-income communities (79.8%), and 24% of the children they serve are three years old and older with disabilities.

Figure 1



PROGRAM HIGHLIGHTS

Curriculum, Instruction, and Pedagogy. Infants and toddlers and their caregivers receive educational experiences that are developmentally appropriate and culturally responsive. Instruction happens in dyads between caregivers and their infants and toddlers for 12.5 hours per week during half-day programs. Educators are culturally and linguistically matched to the families and children served, and they implement Reggio Emilia–inspired principles, including child-directed learning and exploration with natural materials. Schemas for learning are also integrated, with infants and toddlers scaffolding their interactions and curiosities to optimize their development. Instruction is delivered in children's home language to set the foundation for their future learning.

To ensure that instructional materials are accessible in Spanish, the education staff at Esperanza Center spent two years translating materials. They collaborated to create lesson guides that provide objectives, materials, target vocabulary, etc. in English and Spanish. They also developed their own outdoor curriculum that infuses learning domains into outdoor activities.

Family Leadership and Engagement. At Esperanza Center, the philosophy toward family leadership and engagement is that parents are children's first and foremost teachers, and that they are key in co-creating the opportunities needed for children to thrive. The program has a Family Advisory Council that helps make decisions about the school. Two caregivers are chosen from each campus, and they are given the opportunity to provide input on school decisions. The program also has a Student Council in which caregivers are chosen to support the recruitment of additional children.

Once a week, caregivers and their young children participate in Family Time. During this time, educators work with caregivers, while the environment is used to facilitate children's learning and development (following the Reggio Emilia principle of using the environment as the third teacher). The Family Time sessions are also created to facilitate the hands-on learning experiences between caregivers and their infants/toddlers. During Family Time, caregivers are encouraged to co-create meaningful learning experiences including interactive storytime, field trips to the community, visits to the public library, and holiday celebrations.

Families also have opportunities to expand their skill sets through trainings on a wide range of topics, such as bilingual language development, neuroplasticity, how to prevent sexual abuse, domestic violence prevention, teen mental health, and more. They are also encouraged to be part of "Esperanza Center Voices for All," in which they identify social issues (e.g., additional transit subsidies, health insurance reform, etc.) that impact them and testify in local legislative meetings.

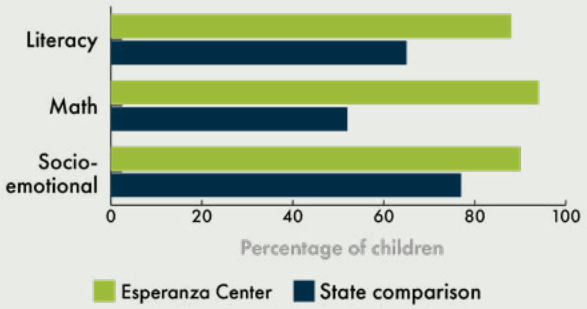
Lastly, the program has a community school model that has comprehensive services at each campus that includes access to medical and dental care, mental health supports, social services (e.g., WIC, domestic violence support, energy assistance programs), educational opportunities including English classes and job training for caregivers, and a parent leadership model.

Assessment. Assessments address all areas of children's development. Once infants and toddlers become preschoolers, they are assessed using Teaching Strategies GOLD, which is an ongoing curriculum-based measure of development that can be used to capture children's skills across languages. The Classroom Assessment Scoring System (CLASS) is also used to measure the quality of instruction. Furthermore, the administrator of the program partnered with other organizations to develop the Early Childhood Equity Classroom Observation Tool, which focuses on five areas: environment, curriculum, interactions, language use, and family engagement. This tool can be used as a self-reflection measure or by an external evaluator. Data collected from this tool is used to identify areas of strengths, as well as areas of growth and focus for professional development.

Workforce, Credentialing, and Professional Development. In terms of workforce and credentialing, lead teachers' average annual salary is $62,000. Teachers provide instruction in Spanish or English, and some teachers speak other languages such as French, Tagalog, and Ahmaric. At Esperanza Center, professional development occurs primarily through in-service training and ongoing coaching. They also have professional development days once a month. Professional development topics include bilingualism and second language acquisition, assessment, dual language instruction, and anti-bias approaches. Coaching sessions also are tailored to each teacher to match their needs and professional goals.

Child Outcomes. As seen in **Figure 2**, preschoolers enrolled at Esperanza Center outperform other preschoolers in the state who only receive instruction in English in literacy, math, and socio-emotional skills. Most preschoolers at Esperanza Center (88%) are meeting or exceeding literacy benchmarks on Teaching Strategies GOLD, compared to only 65% of preschoolers across the state. Ninety-four percent of them are meeting or exceeding math benchmarks, compared to 52%, and 90% are meeting or exceeding socio-emotional benchmarks compared to only 55% of other preschoolers in the state.

Figure 2 COMPARISON OF EMERGENT BILINGUALS IN PRESCHOOL WHO MET OR EXCEEDED BENCHMARKS ON THE TSG GOLD



PRESCHOOL PROGRAM SPOTLIGHT

PROGRAM NAME: Luna Dual Language Center

AGES SERVED: Infants/toddlers; preschoolers

TYPE OF PROGRAM: Educare/Head Start

LANGUAGE ALLOCATION:
Preschoolers: 50% Spanish, 50% English

LANGUAGES: Spanish, English

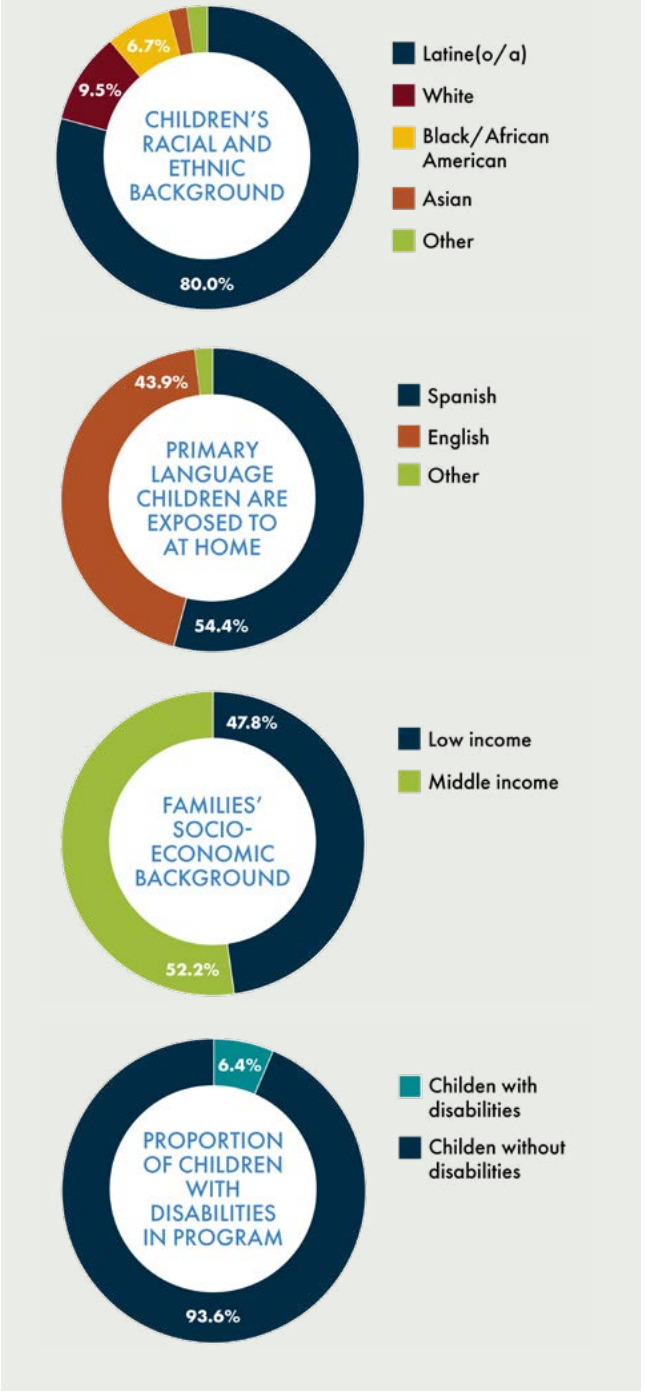
CLASSROOM COMPOSITION: 62% of children come from Spanish-speaking households

ANNUAL COST TO SERVE ONE CHILD:
$22,000

PROGRAM OVERVIEW

Luna Dual Language Center is an Educare early childhood program serving infants, toddlers, and preschoolers in the southeastern region of the United States. This program is a demonstration school, with professional development opportunities for families, educators, and early care and education providers. Its three guiding principles are to educate children, to model evidence-based practices, and to advocate for policy change. Its key practices include offering children meaningful environments to ignite their curiosity and learning; grouping children as "families" so that they progress from each classroom together for their

Figure 3



first three years of life; offering dual language instruction; addressing all developmental domains, including early literacy and socioemotional development; embedding technology; prioritizing wellness, and implementing inquiry-based learning.

As seen in **Figure 3**, Luna DLL Center serves primarily Latine children and families (80%), and over half of children in the program (54.4%) speak primarily Spanish at home. Nearly

half of the children enrolled live in low-income communities, and the other half comes from middle-income families. 6.4% of children enrolled in this program have disabilities.

PROGRAM HIGHLIGHTS

Programmatic Structures. Luna DLL Center has a diverse leadership team with distinct roles, including a president, vice president, director, and three main teachers. One of these main teachers serves as a disability coordinator, and all main teachers provide job-embedded professional development to the other teachers. Demographics of children served at Luna DLL Center also consists of a family engagement supervisor with three staff members that support them and a mental health consultant that provides all of the socio-emotional learning support and assessments. In the program, speech language pathologists and other therapists are also contracted to provide children with additional support.

Luna DLL Center also has an enrollment policy to include children from mixed incomes. Children from low incomes are enrolled through a Head Start application that uses a point system based on factors such as income, age, whether children are houseless or in foster care, whether they have a disability, and other factors, (e.g., if the parents are single or teenagers, tribal members, or work in Head Start). Children from higher incomes whose parents pay tuition are entered into a lottery for all children in the city. Children who are not selected for enrollment are placed on waiting lists.

Curriculum, Instruction, and Pedagogy. Luna DLL Center uses inquiry-based learning as their pedagogical approach to preschool instruction. Inquiry-based learning is characterized by teachers engaging children in a way that promotes curiosity and problem-solving. For example, children might ask a question such as, "Why are ice cubes cold?" Teachers then guide children to explore the answer by doing hands-on activities. Then, children make observations and draw conclusions based on what they see and learn. Luna DLL also uses Reggio-inspired instruction. Reggio-inspired classrooms consider the environment itself to be a third teacher. The learning environment offers natural elements to encourage self-directed play and curiosity. Classrooms are created in a way that allows for interaction, and children's artwork is displayed with transcriptions of what they are trying to communicate. There is also a focus on promoting children and families' identities. In addition, as part of the Reggio-inspired classroom, children at Luna DLL have the same teacher for three years to encourage a positive relationship and to maintain continuity of care. The program also implements Thinking Routines, in which teachers support critical thinking by engaging children in discussion about what they see, think, and wonder. For example, when children are in the playground, a teacher might ask, "What do you see on the ground today?" "Why do you think it is wet today?" and "I wonder what would happen to the flowers if it did not rain?"

In terms of providing preschoolers with dual language instruction, the program does not subscribe to a specific Spanish-English curriculum. However, they have a co-teaching model with two teachers — one who speaks Spanish and one who speaks English. Instruction is provided 50% in Spanish and 50% in English, with the language of instruction alternating weekly. To ensure that children's Spanish instruction is as high-quality as the English instruction, the administrator of Luna DLL reported that the staff spent dedicated time to translate English curricular materials to Spanish. She also reported that to support children's bilingual development, they use strategies such as gestures, visuals, and translation software to support children's learning of a second language.

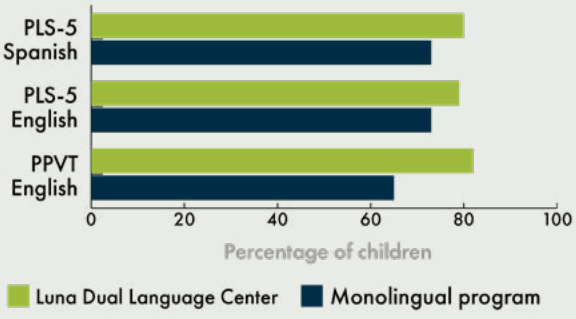
Assessment. At Luna DLL, classroom-level, teacher-level, family-level, and child-level assessments are used. A program-developed family survey is used to gather information about parents' beliefs about bilingualism. Data from this survey is used to guide annual meetings with families and to address any concerns or fears they might have about bilingual language development. The CLASS is implemented at the beginning and end of the year to establish annual professional development goals, and a teacher-level assessment is used to identify and address implicit bias. Child-level assessments are administered in English and Spanish when available. A team of trained education students from the local university administer the Spanish and English Preschool Language Scale-5 and the Peabody Picture Vocabulary Tests. Additional assessments include the Bracken School Readiness Assessment, Devereux Early Childhood Assessment, the Ages and Stages Questionnaire, and a state-mandated assessment for preschoolers. These assessments address each developmental domain. The data collected is used to confer with parents, guide professional development, refer children to be evaluated for suspected delays or disabilities, and to set program goals. At the end of each year, the mentor teacher reviews the data with classroom teachers to identify strengths, trends, and areas for growth. Data are also reviewed to guide small groups and to adapt instruction to children's specific needs.

Services for Children with Suspected or Identified Disabilities. At Luna DLL Center, a disability coordinator supports children with suspected or identified disabilities who are also emergent bilinguals, in addition to their families. This person reviews screening data to carefully determine whether children are demonstrating skills consistent with bilingual development or whether there is a potential delay or disability. Once a concern is established, the disability

coordinator meets with the families to explain the process of evaluation and eligibility. Once parents agree to an evaluation, the disability coordinator collaborates with the state's early intervention/special education evaluation team to conduct an evaluation. If a child meets eligibility criteria and has an IEP/IFSP, the disability coordinator supports teachers and program staff to collaborate with contracted therapists who provide push-in or pull out services, depending on the needs of the child at the time. These therapists are Spanish-English bilinguals, and children receive supports in both their languages as appropriate.

Child Outcomes. The preschoolers who attend Luna DLL have outcomes that exceed those who attend similar English-only programs (see **Figure 4**). Based on 2021–2022 child outcomes, 80% of children who attend Luna DLL receive a score of 100 or higher on the PLS-5 in Spanish compared to 73% of emergent bilingual preschoolers who attend a similar Educare-funded program but only receive instruction in English. Their scores are slightly higher (79%) on the English PLS-5 than children in an English-only program (73%). They also have higher scores on the PPVT administered in English, with 82% in emergent bilinguals at Luna DLL having a score that meets or exceeds expectations, compared to only 65% of emergent bilinguals receiving English-only instruction.

Figure 4 COMPARISON OF PRESCHOOLERS MEETING OR EXCEEDING BENCHMARKS IN DUAL LANGUAGE VS. MONOLINGUAL PROGRAMS



ELEMENTARY SCHOOL SPOTLIGHT

PROGRAM NAME: Estrella Public Charter School

AGES SERVED: Preschoolers; elementary-aged students

TYPE OF PROGRAM: Public charter school

LANGUAGE ALLOCATION: 50% of instruction in Spanish and 50% in English

LANGUAGES: Spanish/English

CLASSROOM COMPOSITION: 30% of children come from Spanish-speaking households, 68% from English-speaking households, and 3% from households that speak a language other than Spanish or English.

ANNUAL COST TO SERVE ONE CHILD: $12,000–14,000 (excluding specials events, field trips)

PROGRAM OVERVIEW

Estrella Public Charter School is located in the northeastern part of the United States and serves preschoolers and school-aged students from grades K–5. Its goals are to provide students with high-quality Spanish and English instruction, to build strong critical thinking skills and problem solving for math and science, to perform above average in each content area, to create cross-cultural understanding, and to increase family engagement. Their language allocation model changes based on the grade, but it strives to offer children with high-quality bilingual instruction for up to eight years to enhance children's fluency across English and Spanish over the course of nine years (PK3–4, K–5). Estrella Public Charter also has comprehensive, wraparound supports, including an award-winning food and wellness program, socioemotional counseling, character education, and a multi-faceted library. The library contains a free lending library for all staff, parents, and students, a teaching library for students for library lessons and storytime, and community outreach to partner with surrounding organizations focusing on literacy and learning. The school also has the largest urban garden in its city that is used for outdoor education, including a pollinator habitat, community compost, rented chicken coop, and play spaces. Finally, Estrella Public Charter offers a Global Leaders program starting in preschool, which culminates with an expedition for 5th graders. The expedition includes visiting Puerto Rico to experience Spanish immersion, learn about the history and culture of the island, and meet political figures and

local historical experts. Once students transition out of Estrella Public Charter, they are guaranteed admission to sister middle and high schools that offer secondary grades, dual language programming, and an International Baccalaureate curriculum.

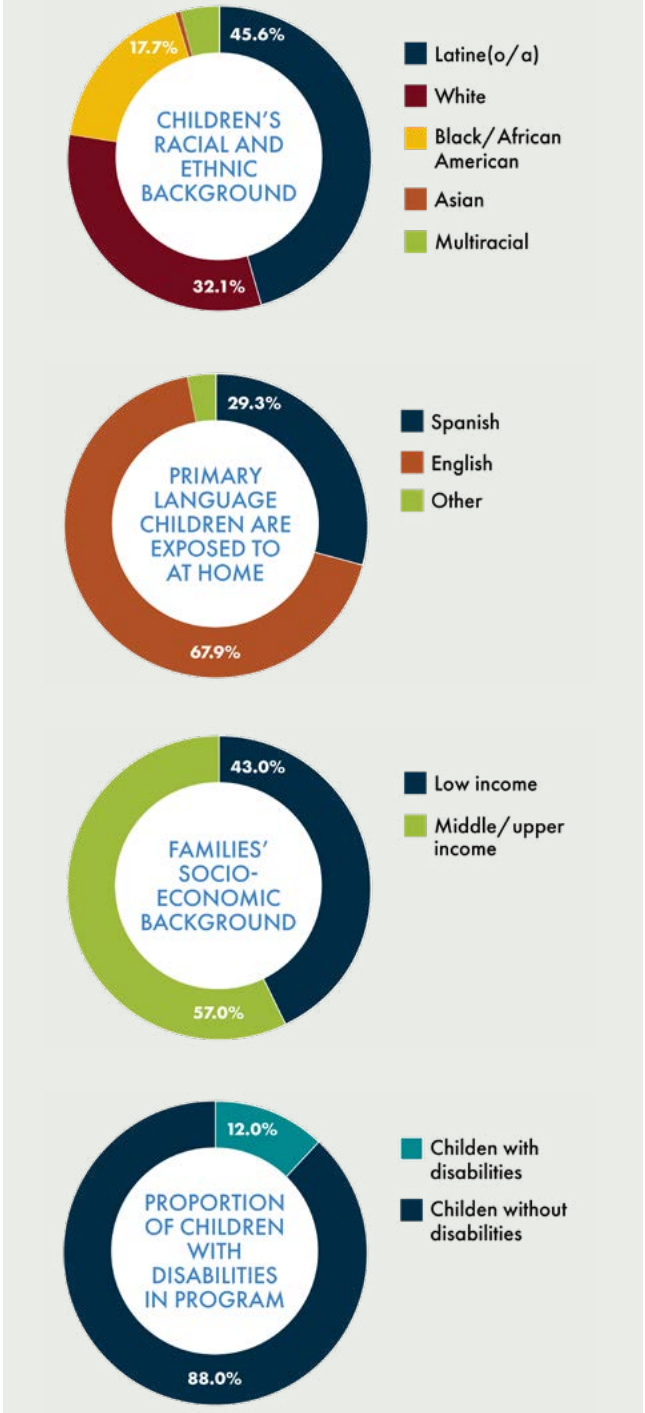
As seen in **Figure 5**, almost half of children (45.6%) at Estrella are Latine, 32% are White, 17.7% are Black, and a few children are Asian or Multiracial. More than half (67.9%) of the children are exposed to English at home, 57% come from middle- or upper-income homes, and 43% come from lower income households. Almost 13% of the children enrolled in the program have disabilities.

PROGRAM HIGHLIGHTS

Pedagogy, Curriculum, and Instruction. At Estrella Public Charter, 50% of instruction is provided in English and 50% in Spanish, but the details of how the languages are allocated during instruction depends on students' grade levels. Literacy instruction is delivered in both languages, and math is taught in English for all grades. Students in grades K–2 have four co-teachers; two co-teach in Spanish and two in English, and they provide parallel instruction in Spanish and English. Once children are in grades 3–5, only one teacher provides instruction in each language, depending on the subject. To ensure high-quality Spanish instruction, the administrators and teachers collaborated to develop and adapt instructional materials to strengthen their Spanish instruction. They also participated in Professional Learning Communities (PLCs) to identify research-supported strategies to enhance students' bilingual education. Additionally, they visited bilingual schools in Los Angeles to receive training for implementing Guided Language Acquisition Design (GLAD), which targets strategies to support children's biliteracy development and second language acquisition. The administrator reported that building teachers' capacity to implement strategies to support their Spanish instruction and investing in high-quality Spanish curricula were more effective than asking teachers to translate from English to Spanish at the same time they were providing instruction. Furthermore, dual language instruction focuses on using cross-language connections to connect what children know across their two languages.

Professional development. At Estrella Public Charter School, everyone, including administrators and teachers, are seen as being part of a community of co-learners. data are also an integral part of their comprehensive professional development program. Each year, administrators ask teachers and other staff to complete TNTP's Instructional Cultural Insight survey. This survey is used to gather feedback on the extent to which teachers are satisfied with the school culture, supports they receive, observations and feedback, etc. Data from this

Figure 5

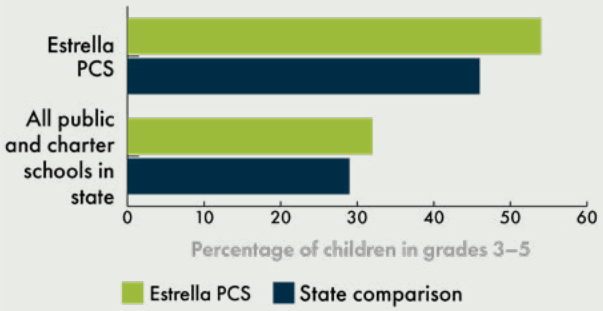


survey is used to identify the priorities that administrators will target during professional development for the year. An instructional leadership team is responsible for supporting teachers' capacity and hone their instructional skills. At the end of each year, teachers meet with their instructional leaders to review children's performance data and to reflect on what was successful and what could use improvement. This data is used to determine individual teachers' professional development goals. Furthermore, three year PLCs are conducted to support teacher learning in groups. The administrator noted that doing PLCs for one year was insufficient. Additionally, teachers attend external in-service trainings and share their knowledge with each other and the instructional team in order to reinforce the idea that learning is not only a top-down process. To ensure that dedicated time is reserved for professional development, at the end of each unit (four times a year), students do not have school to give time for teachers and the instructional team to review quarterly student data and make adjustments to instruction as needed.

Family Leadership and Engagement. Because the families of students enrolled at Estrella Public Charter are linguistically, racially, and economically diverse, the school implements a targeted approach to family engagement and leadership to foster a culture of belonging and comfort across families. Group and individual activities are implemented to support families. Family engagement activities include annual home visits to all incoming and current students. These visits are made possible by partnering with Flamboyan Foundation, an organization with staff that connects with families before the school year to establish their dreams and hopes for their children. Parent-teacher conferences are accompanied by parent expos, where families can learn about community-based resources. There are also wraparound workshops on issues that are relevant to families, as well as opportunities for learning, such as outdoor garden-based nutrition workshops and cooking demonstrations at their monthly food market. They also have cultural celebrations, including Latine and Black Heritage Month events and a Nutcracker performance. To protect the potential for a power imbalance between White families from middle- to upper-class backgrounds and Latine, Black, and other families of color (or those from lower-income homes), parents are given opportunities to provide input on some decisions, but academic decisions are maintained by the administration and school staff. To preserve equitable access to Estrella Public Charter, the school prioritizes giving access to children who would not have access to dual language instruction otherwise. The school has opted into a citywide program giving preferential weighting to children who are homeless, in foster settings, or in families qualifying for SNAP or TANF in its enrollment lottery.

Child Outcomes. The students enrolled at Estrella Public Charter since preschool consistently outperform their peers in other charter schools and the general school district in math and English Language Arts (ELA) by 3rd and 5th grade on state-level measures. As seen in **Figure 6**, in 2022–2023, 54% of students at Estrella are meeting or exceeding ELA benchmarks compared to 32% of other public and charter schools in the state. In Math, 46% of Estrella students are meeting or exceeding benchmarks compared to 29% of students in public and charter schools in the state.

Figure 6 AVERAGE PERCENTAGE OF CHILDREN WHO ARE MEETING OR EXCEEDING BENCHMARKS ON ENGLISH LANGUAGE ARTS AND MATH AT ESTRELLA VS. ALL PUBLIC AND CHARTER SCHOOLS IN THE STATE, 2022–2023



To protect against a potential power imbalance between White families from middle- to upper-class backgrounds and Latine, Black, and other families of color (or those from lower-income homes) at Estrella, parents are given opportunities to provide input on some decisions, but academic decisions are made by the administration and school staff.

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FAST PM2 ACADEMIC UPDATE 2025-2026

March 3, 2026
School Board Workshop

Dr. Fabian Cone, Chief Academic Officer
Richard Baum, Director, Educational Assessment, Analysis, and Research
Melissa Holtz, Director, Elementary Learning
Guy Barmoha, Director, Secondary Learning



Established 1915
BROWARD
County Public Schools

INTRODUCTION

Presentation Rationale:	Section 1008.25(8), Florida Statutes The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 10 English Language Arts (ELA) Reading and VPK through grade 8 Mathematics assessments, is administered as a progress monitoring assessment three times per year: once at the beginning of the year (PM1), **once in the middle of the year (PM2)**, and once at the end of the year (PM3).
Purpose:	To present student performance results to all School Board members on the PM2 statewide assessments and capture the Board's feedback.
Connection to the Strategic Plan:	Support the District's Academic Strategic Plan Goals 1, 2, 3, and 4
Request to the School Board:	• Review the middle of year performance results and provide feedback to the Superintendent. • There is **no additional financial impact** associated with this presentation.

Agenda

01	2025-2026 Academic Plan
02	Overall Performance and Data Trend
03	FAST PM2 Performance in English Language Arts (ELA) (Grades 3-10)
04	FAST PM2 Performance in Math (Grades 3-8)
05	Star PM2 Performance (Grades KG-2)
06	Graduation Rate and College and Career Acceleration Rate Performance



2025–2026 BCPS Academic Plan

🌟 **Strategic Goals and Academic Focus Areas:**

Goal 1: Early Literacy (Science of Reading, Go Live Planning)

Goal 2: Algebra Proficiency (Bridge Programs, Coaching)

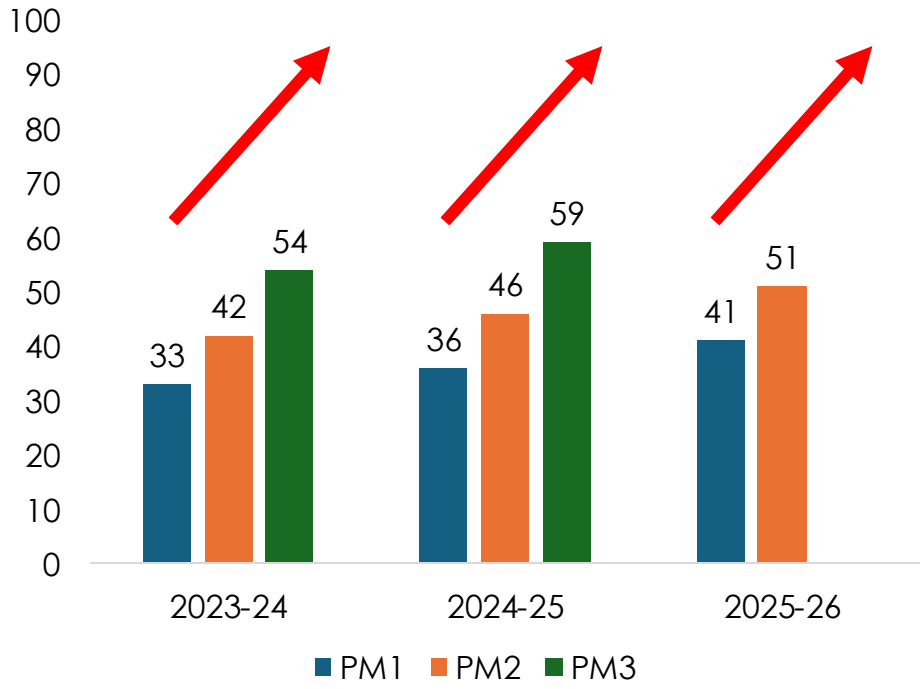
Goal 3: Science Achievement (Hands-On & Interdisciplinary)

Goal 4: College & Career Readiness (AP, CTE, Acceleration Access)

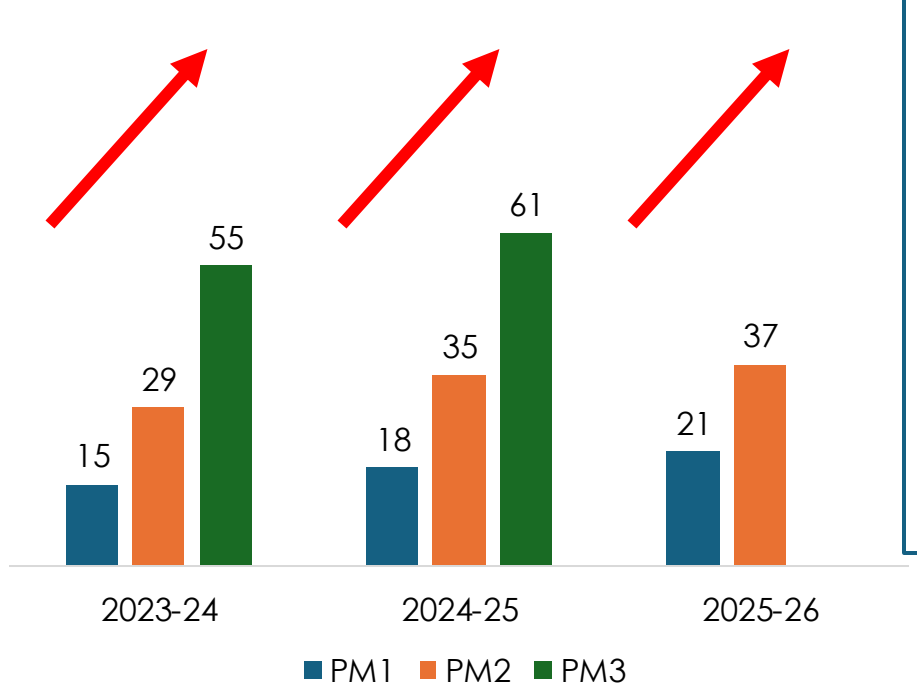
📈 **Special Area of Focus for 2025-2026**: Targeted support for C-rated schools, Black, ELL, and SWD students

Overall PM1, PM2, and PM3 Trends in ELA and Math 2024 to 2026

English Language Arts (ELA)



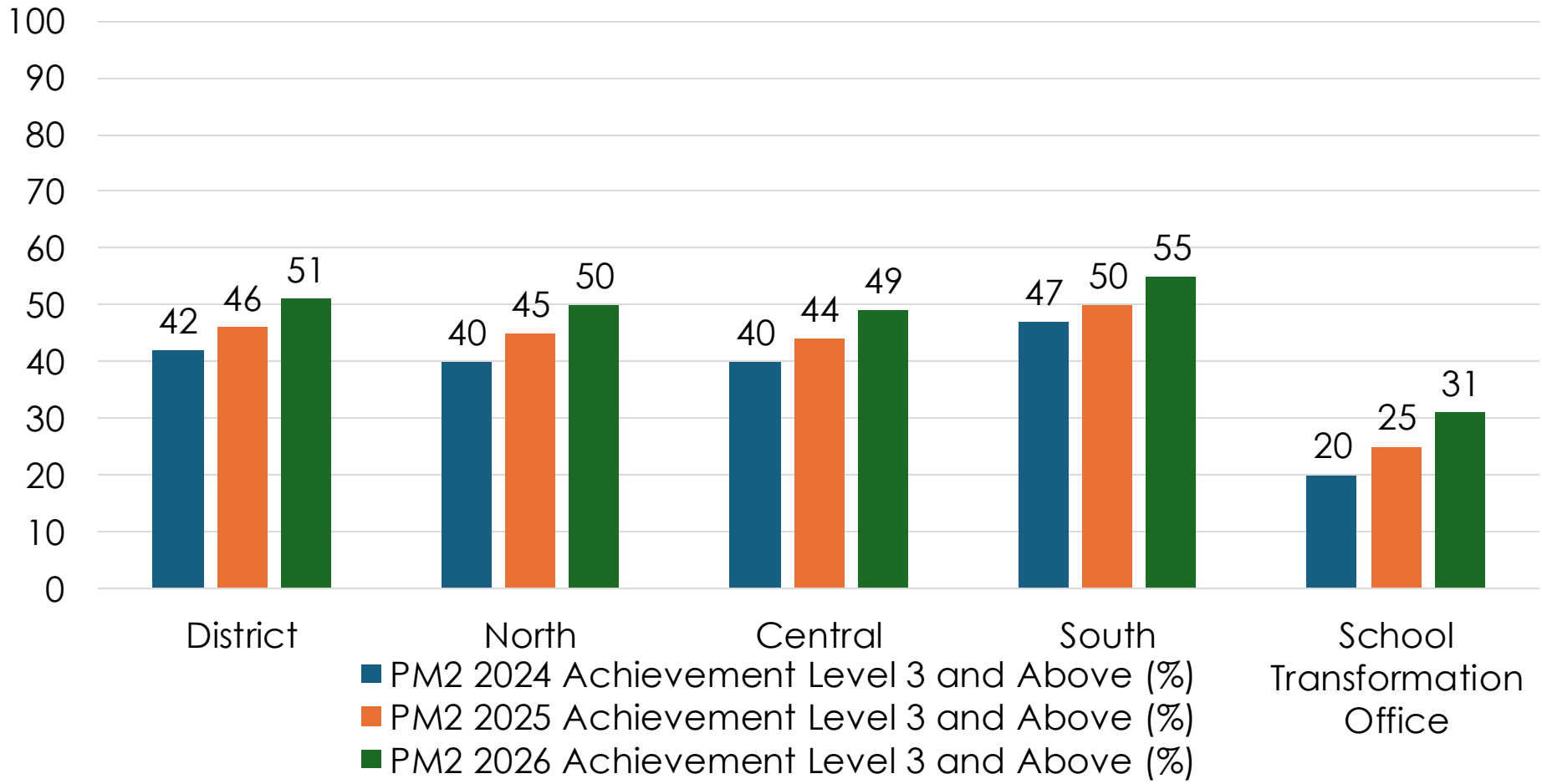
Mathematics



- Over the three-year period, there is a clear **upward trend from PM1 through PM2 to PM3** in both ELA and Math.
- Annual growth generally leads to better outcomes for PM3.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

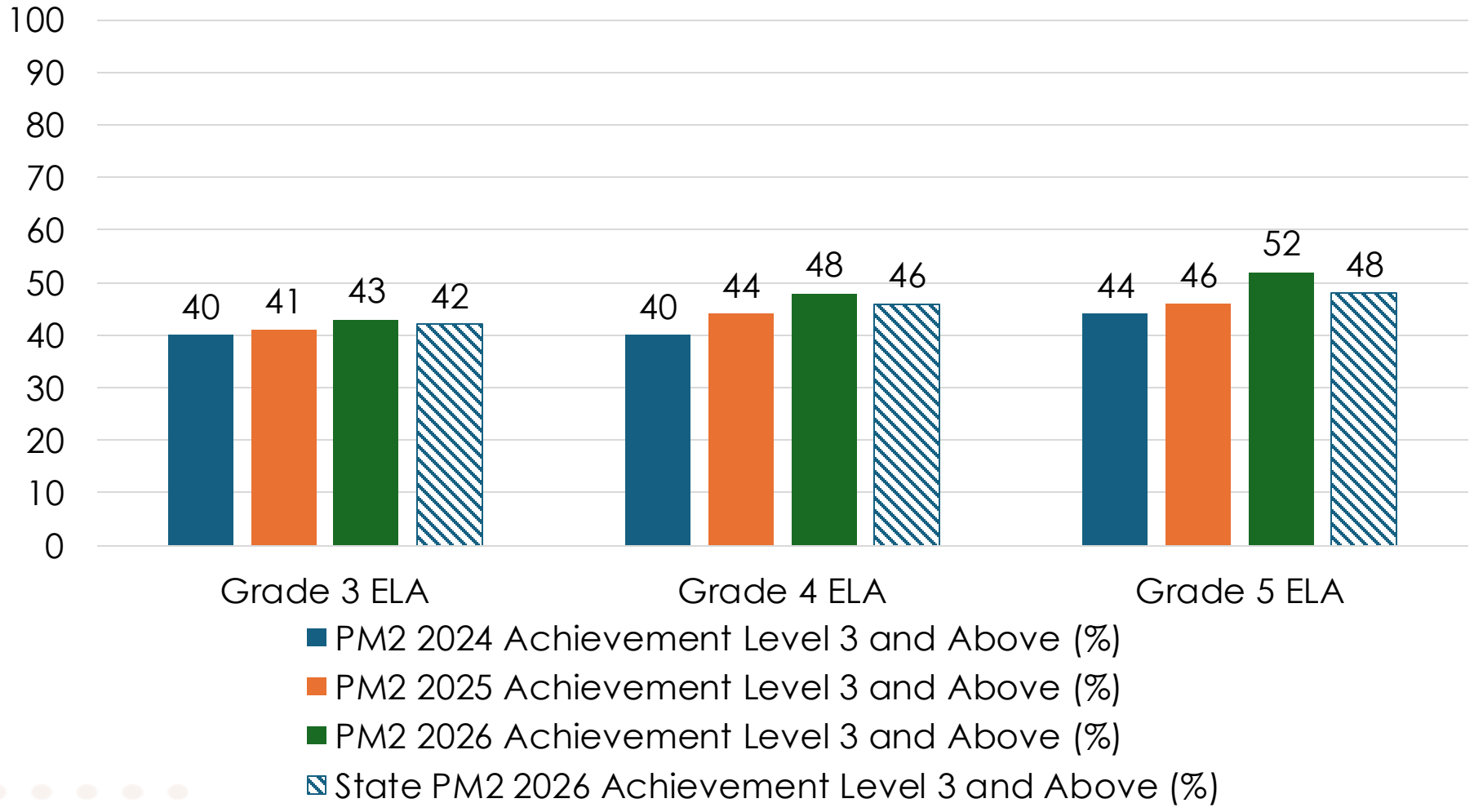
Overall FAST PM2 Performance in ELA by Region



- All regions show **steady year-over-year improvement** in ELA PM2 percent Level 3 and above.
- The School Transformation Office (STO) showed **notable growth (+11 points)** but is still performing below the other regions in ELA performance on PM2.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

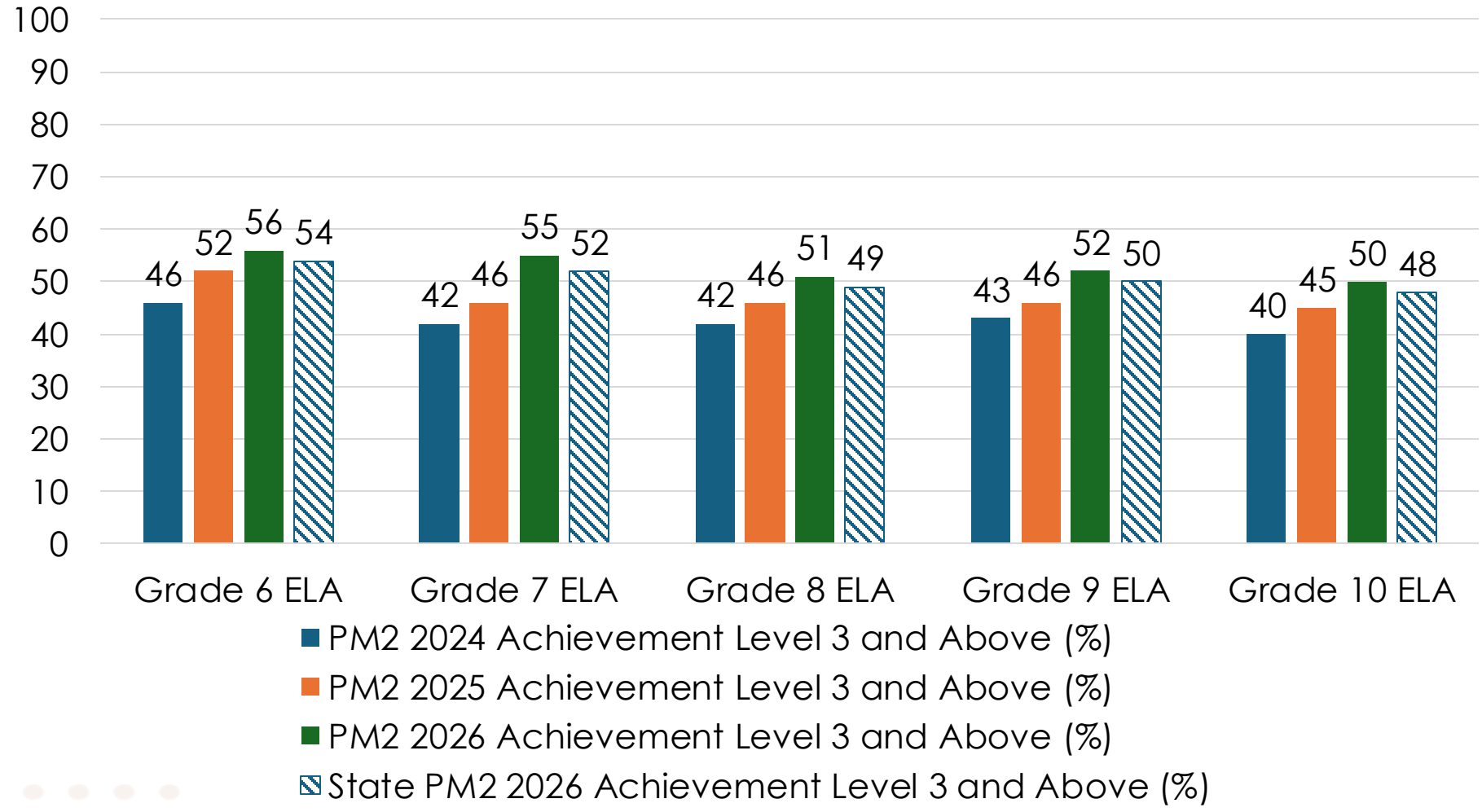
FAST PM2 Performance in ELA by Grade Level (3-5)



Note. Charter schools are not included in District numbers. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

- The **District outperformed the State** in 2026 across all elementary grades in ELA PM2 performance.
- The largest improvements over three years were in **grades 4 and 5** with each grade **increasing eight percentage points**.

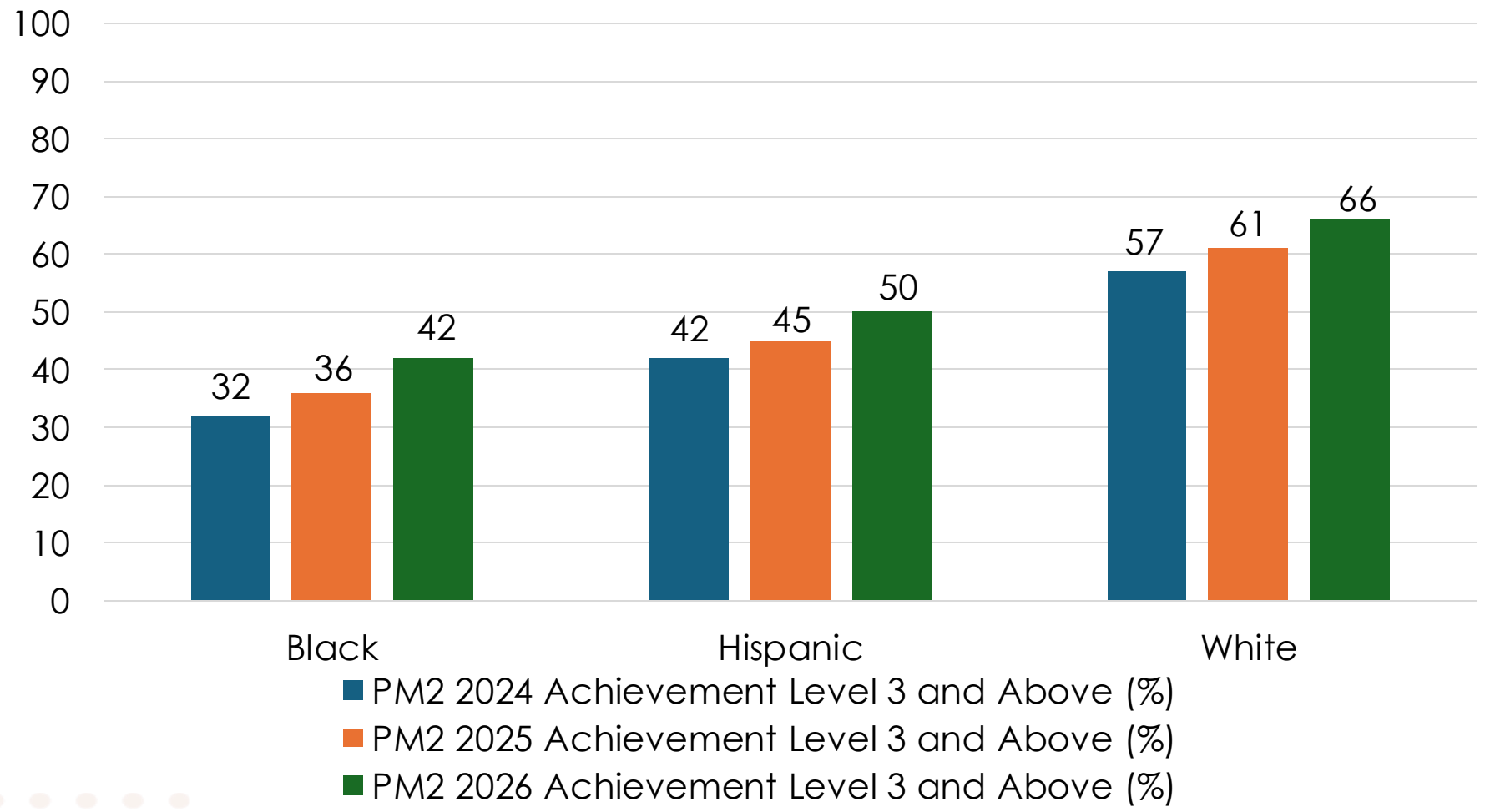
FAST PM2 Performance in ELA by Grade Level (6-10)



Note. Charter schools are not included in District numbers. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

- The **District outperformed the State** in 2026 across all secondary grades in ELA PM2 performance.
- **Each grade level increased by 9 or more** percentage points over three years. The largest gain was in **grade 7 ELA increasing 13 percentage points**.

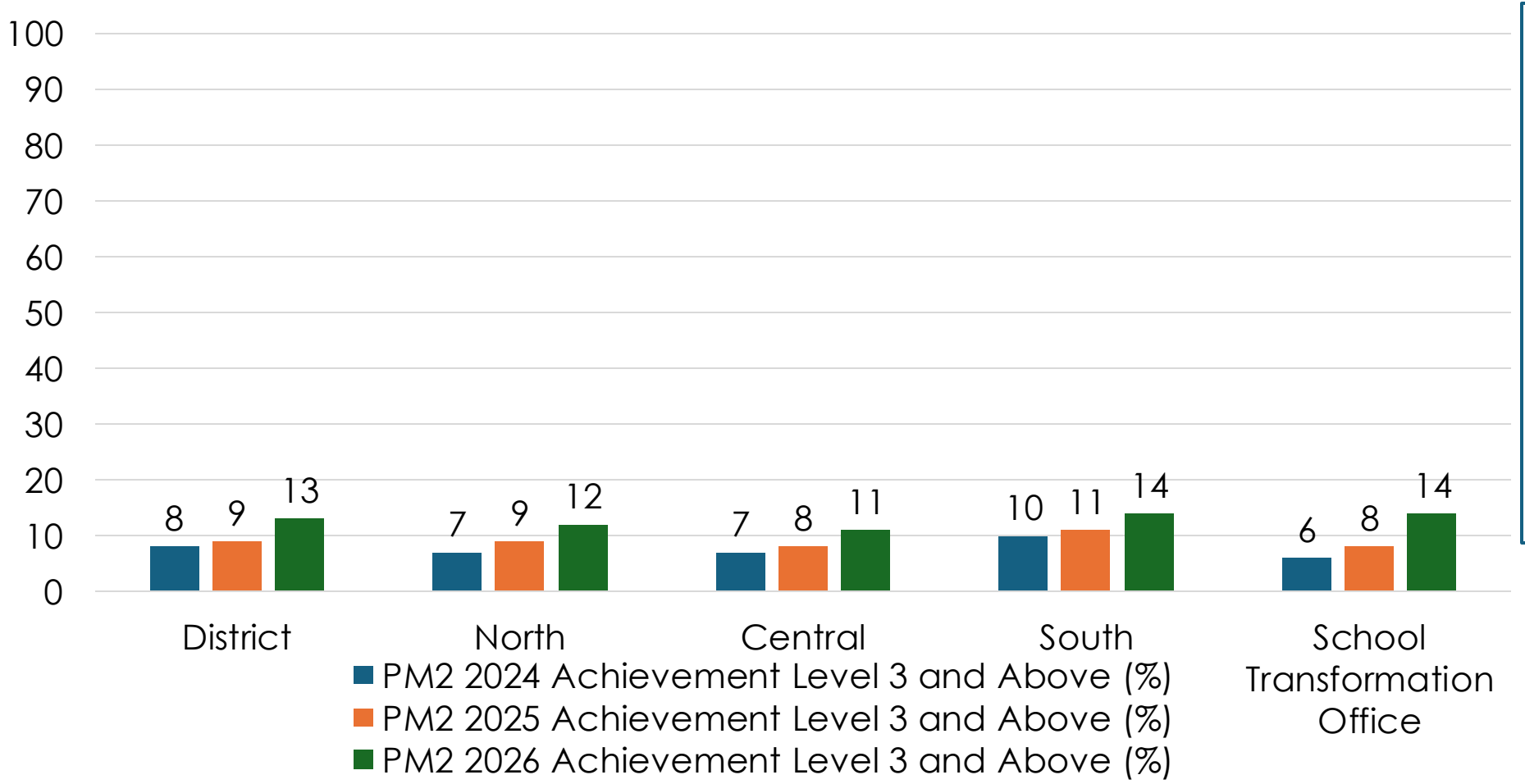
FAST PM2 Performance in ELA by Race/Ethnicity



Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

- **All groups show steady year-over-year gains** in ELA PM2 performance.
- **Large achievement gaps continue to exist** over three years.
- White-Black gap 24 points in 2026 (-1 slightly reduced from 2024)
- White-Hispanic gap 16 points in 2026 (+1 slightly widened from 2024).

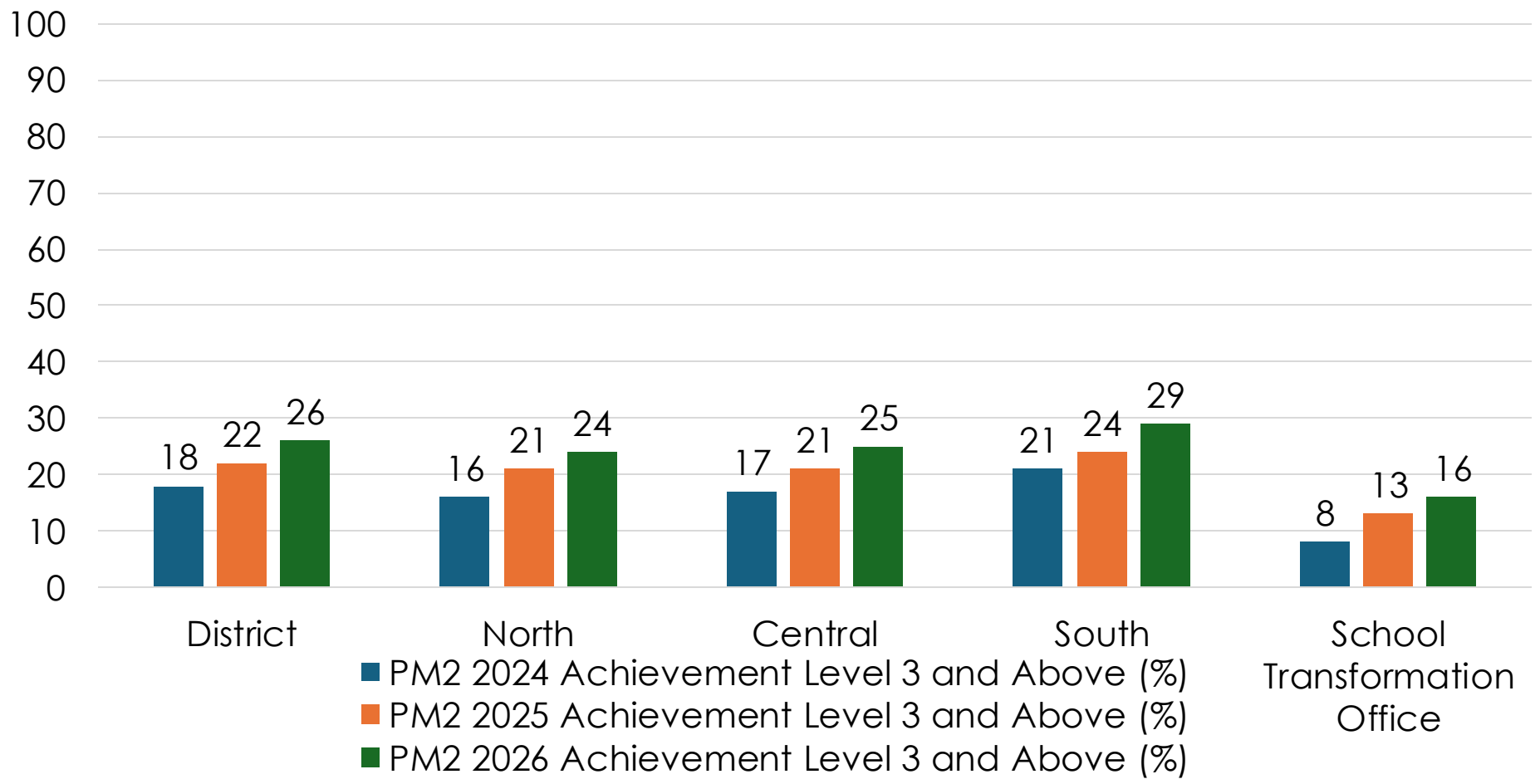
FAST PM2 Performance in ELA by Region for English Language Learners (ELLs)



- **All regions** show steady, **positive growth for ELL students** over the three-year period.
- The strongest three-year growth occurred in the **North (+5) and STO (+8) regions**.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

FAST PM2 Performance in ELA by Region for Students With Disabilities (SWDs)



- **All regions** show **consistent improvement for SWD students** across the three-year period.
- **Each region improved eight points** over the three-year period.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

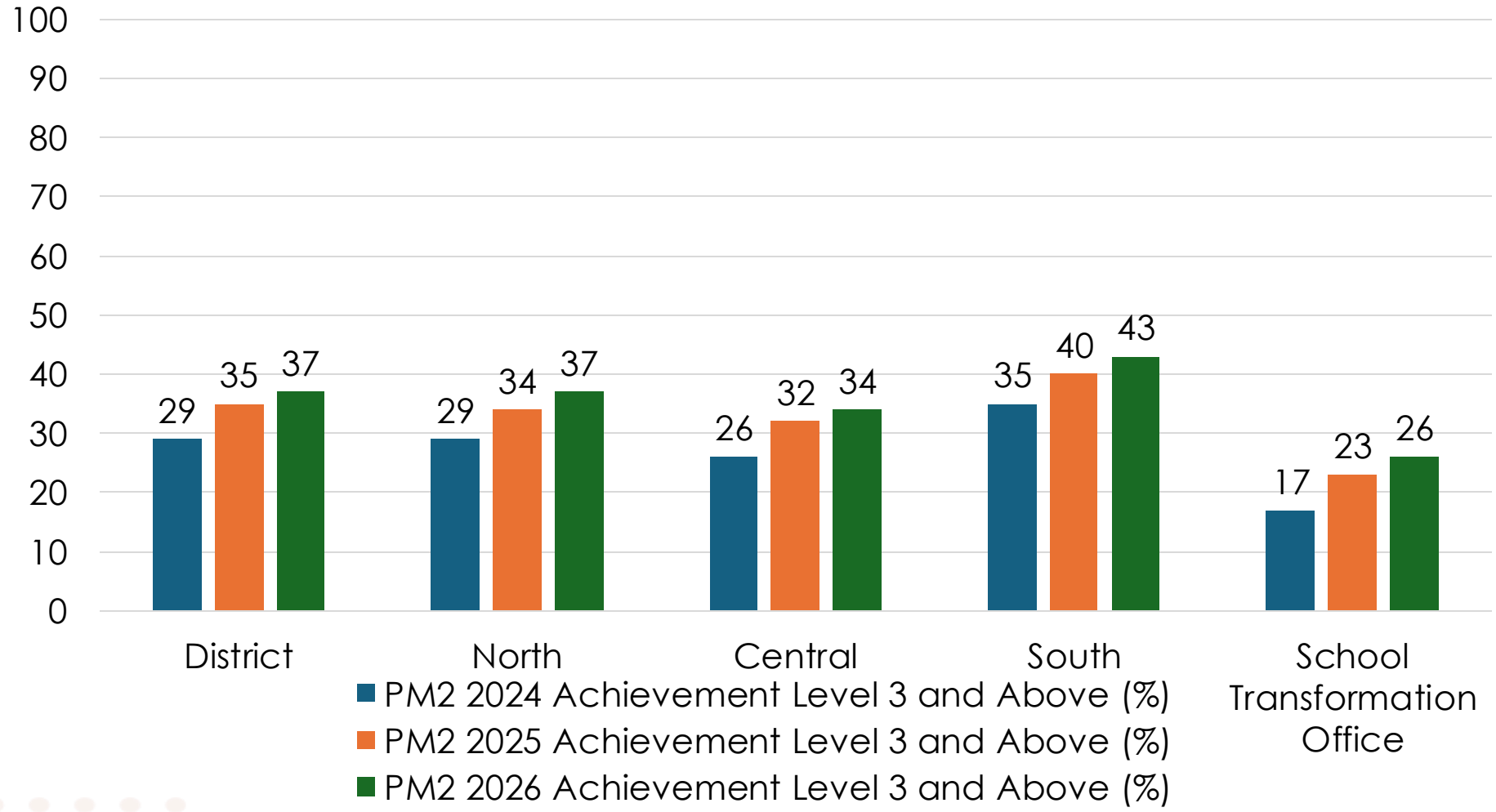
ELA School Accomplishments PM2 2025 to PM2 2026

Elementary Schools with the largest increase in Level 3 and above	Middle Schools with the largest increase in Level 3 and above
ANNABEL C. PERRY PK-8 (+16) - SOUTH	MCNICOL MIDDLE (+14) - SOUTH
THURGOOD MARSHALL ELEMENTARY (+15) - STO	LAUDERDALE LAKES MIDDLE (+13) - CENTRAL
MORROW ELEMENTARY (+14) - NORTH	ANNABEL C. PERRY PK-8 (+12) - SOUTH
NORTH FORK ELEMENTARY (+13)- STO	WILLIAM DANDY MIDDLE (+11) - CENTRAL
COLLINS ELEMENTARY (+11) - SOUTH	WALTER C. YOUNG MIDDLE (+9) - SOUTH

High Schools with the largest increase in Level 3 and above	
MILLENNIUM 6-12 COLLEGIATE ACADEMY (+12) - NORTH	PLANTATION HIGH (+9) - CENTRAL
EVERGLADES HIGH (+11) - SOUTH	J.P. TARAVELLA HIGH (+9) - NORTH
SOUTH PLANTATION HIGH (+10) - CENTRAL	

FAST PM2 Performance in Math

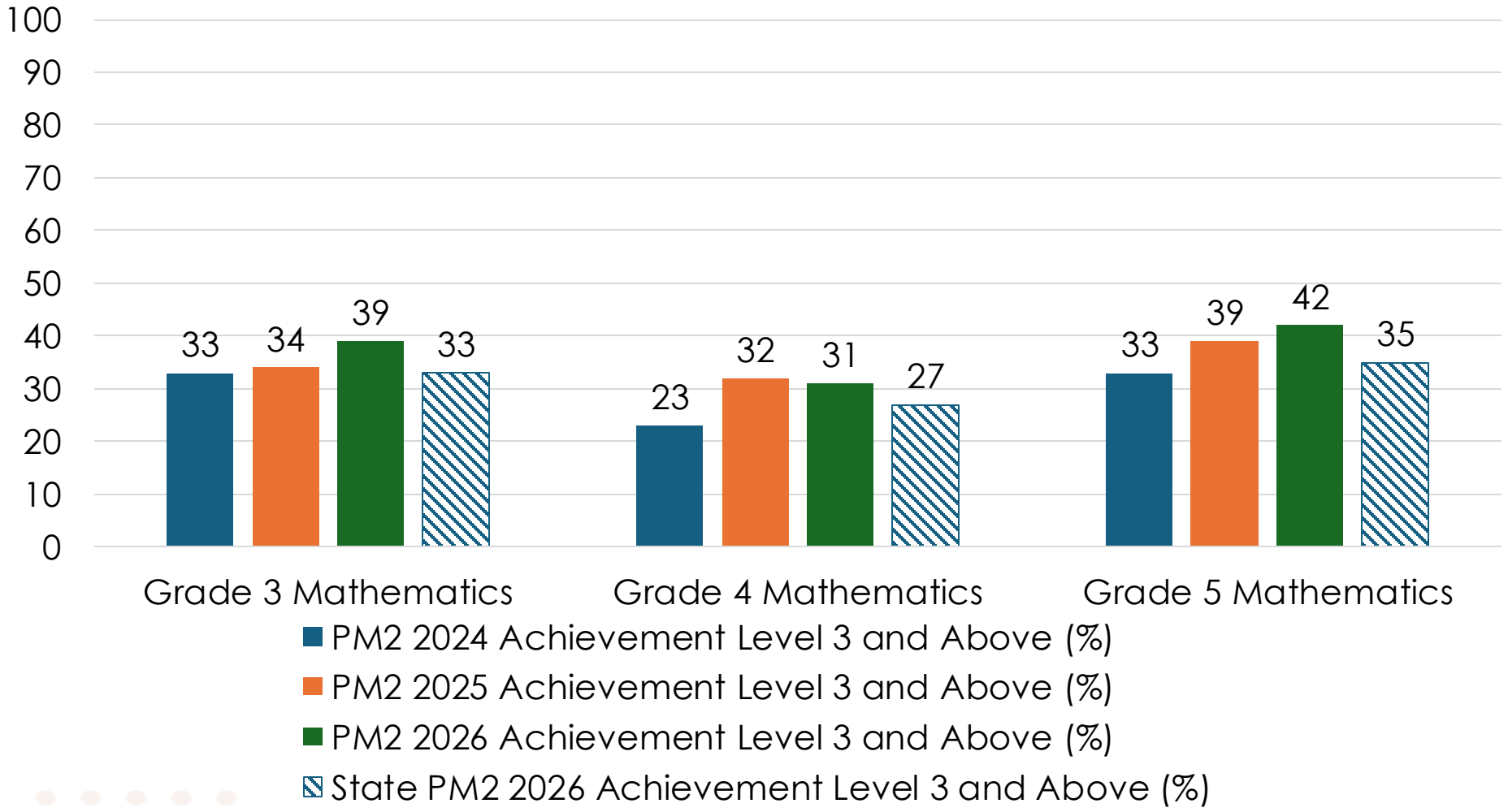
Overall FAST PM2 Performance in Math by Region



- All regions show **steady year-over-year improvement** in Math PM2 percent Level 3 and above.
- The School Transformation Office (STO) showed **the largest growth (+9)** but is still performing below the other regions in Math performance on PM2.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

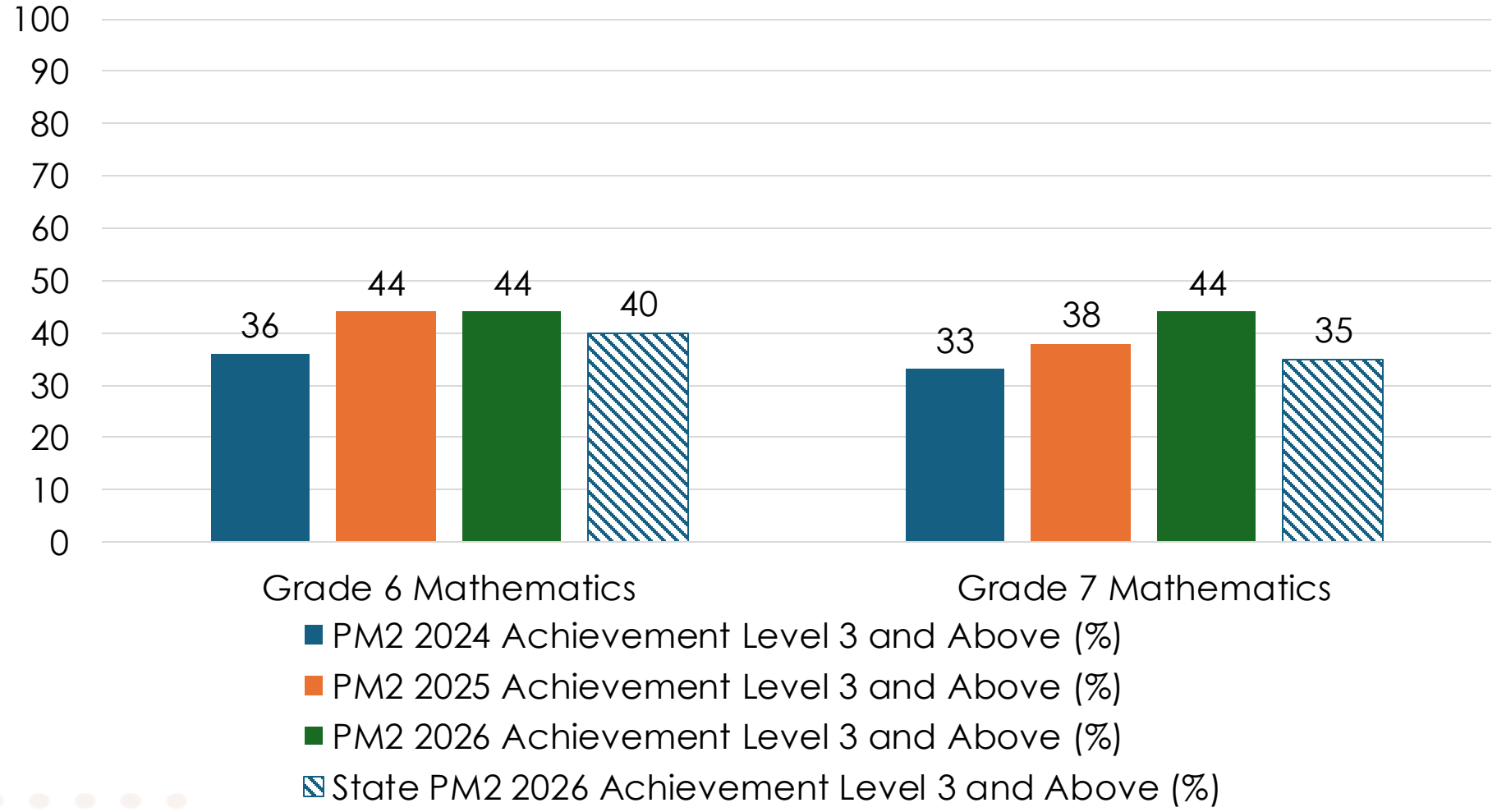
FAST PM2 Performance in Math by Grade Level (3-5)



- The **District outperformed the State** in 2026 across all elementary grades in Math PM2 performance.
- The largest improvement over three years was in **grade 5 math (+9)**.
- **Grade 4 math (-1)** decreased slightly compared to the prior year.

Note. Charter schools are not included in District numbers. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

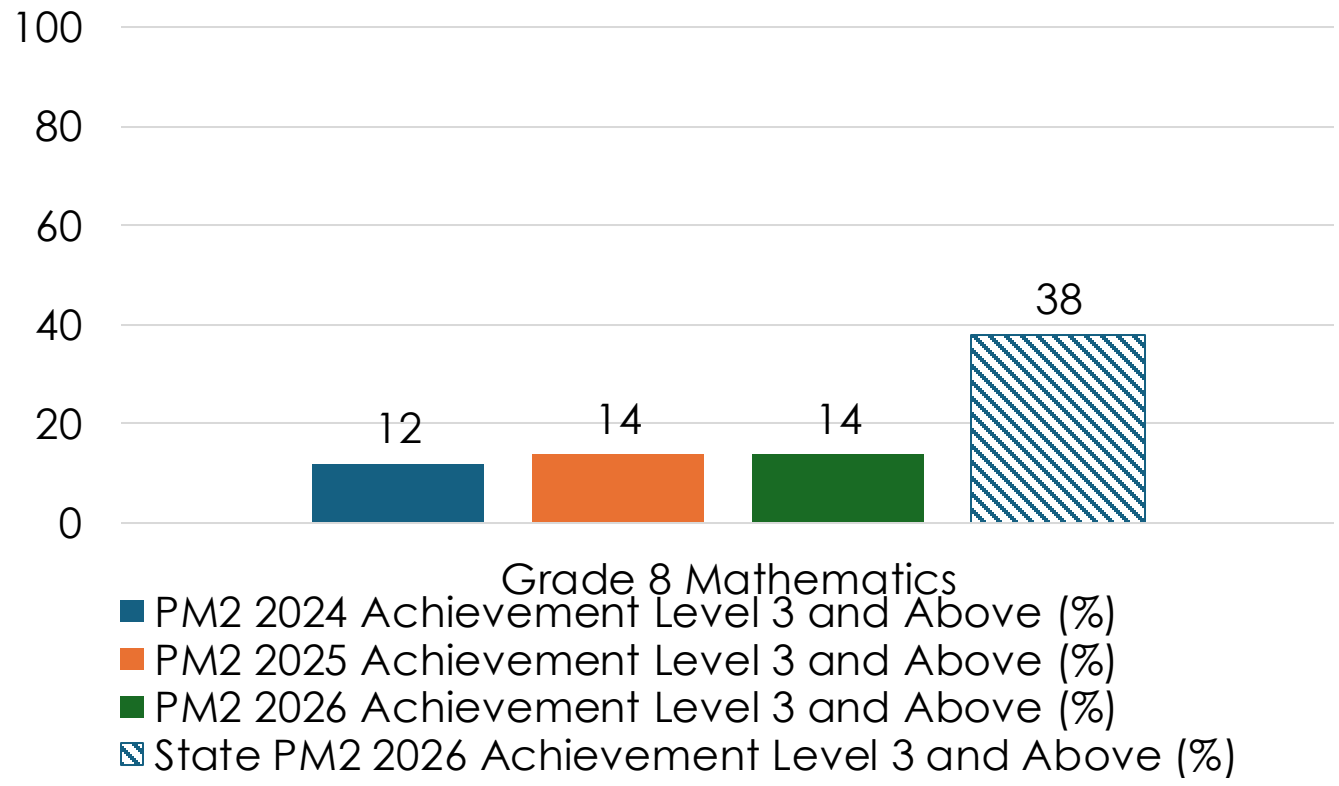
FAST PM2 Performance in Math by Grade Level (6-8)



- The **District outperformed the State** in 2026 across grades 6 and 7 in math PM2 performance.
- **Grade 7 math increased by 11** percentage points over three years.

Note. Charter schools are not included in District numbers. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

FAST PM2 Performance in Math by Grade Level (6-8)



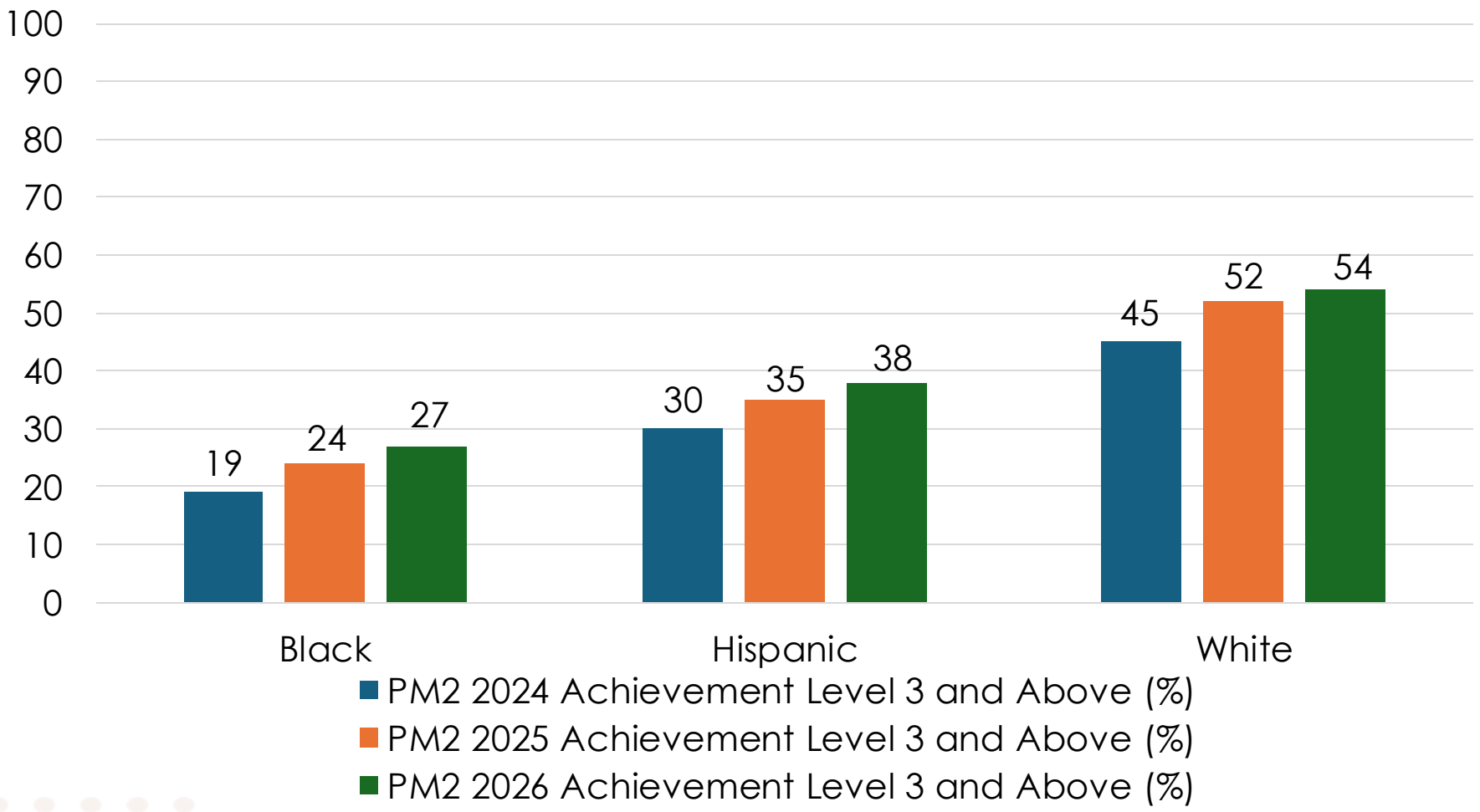
Note. Charter schools are not included in District numbers. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx
*Note. Grade 7 and Grade 8 performance does not include students enrolled in Algebra and Geometry. Statewide is inclusive of charter school data.
Note. Percent of tested population in grade 8 determined by the number of grade 8 tested in ELA (denominator) and grade 8 tested in Math (numerator)

- Grade 8 math performance **remained stable** compared to the prior year and only increase two points over three years.

Broward's Strategy

- High-achieving 8th graders in Broward do not take the FAST Math Grade 8 assessment.
- Instead, they are enrolled in Algebra 1 and Geometry, which have separate end-of-course (EOC) assessments.
- As a result, only 47% of Broward's 8th graders take the FAST Math Grade 8 test, compared to well over 75% statewide.

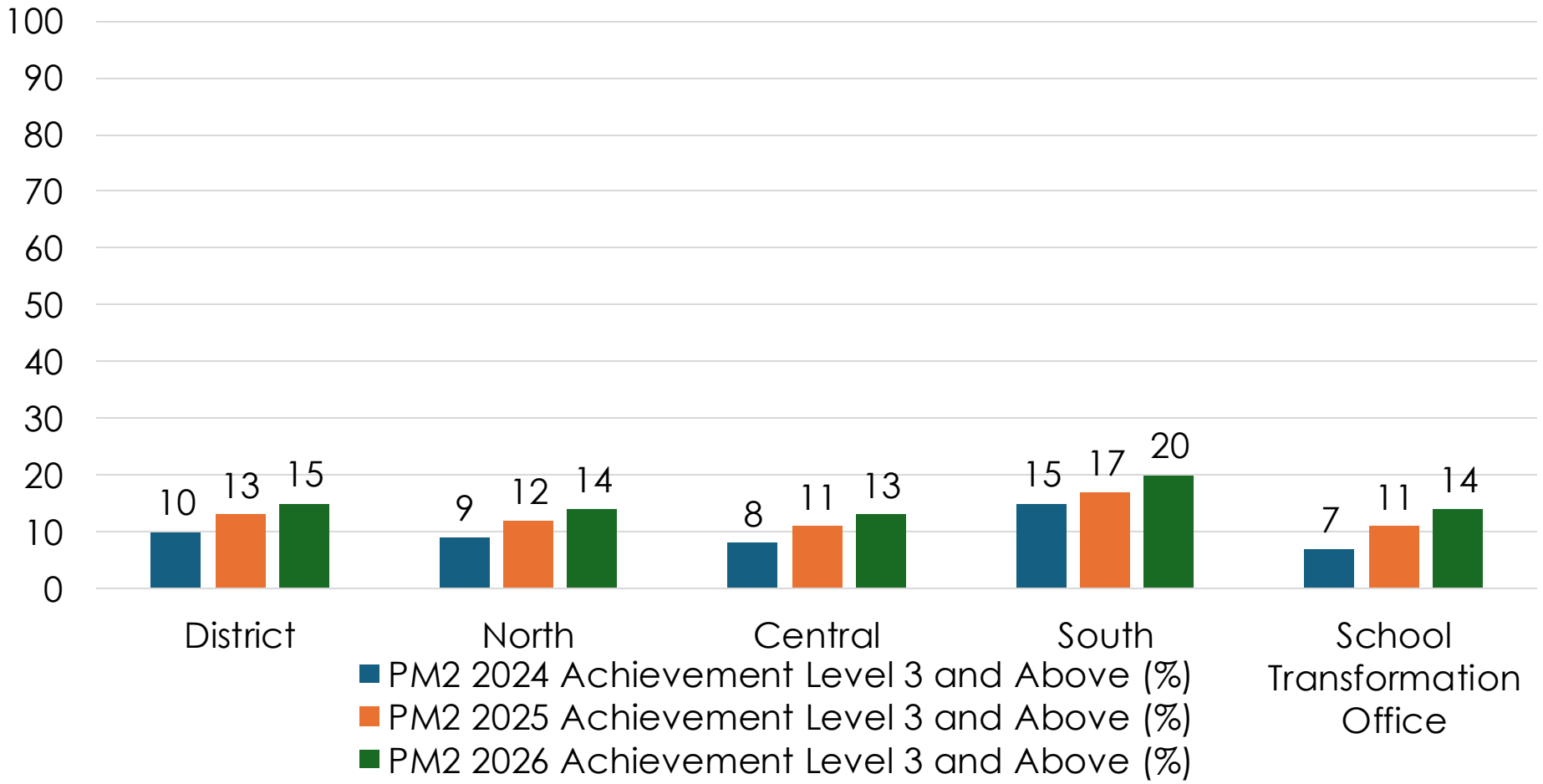
Overall FAST PM2 Performance in Math by Race/Ethnicity



- **All groups show steady improvement over the three years** in math PM2 performance.
- **Large achievement gaps continue to exist** over three years.
- White-Black gap 27 points in 2026 (+1 slightly widened from 2024)
- White-Hispanic gap 16 points in 2026 (+1 slightly widened from 2024).

Note. Charter schools are not included. Data as of 1-23-2026
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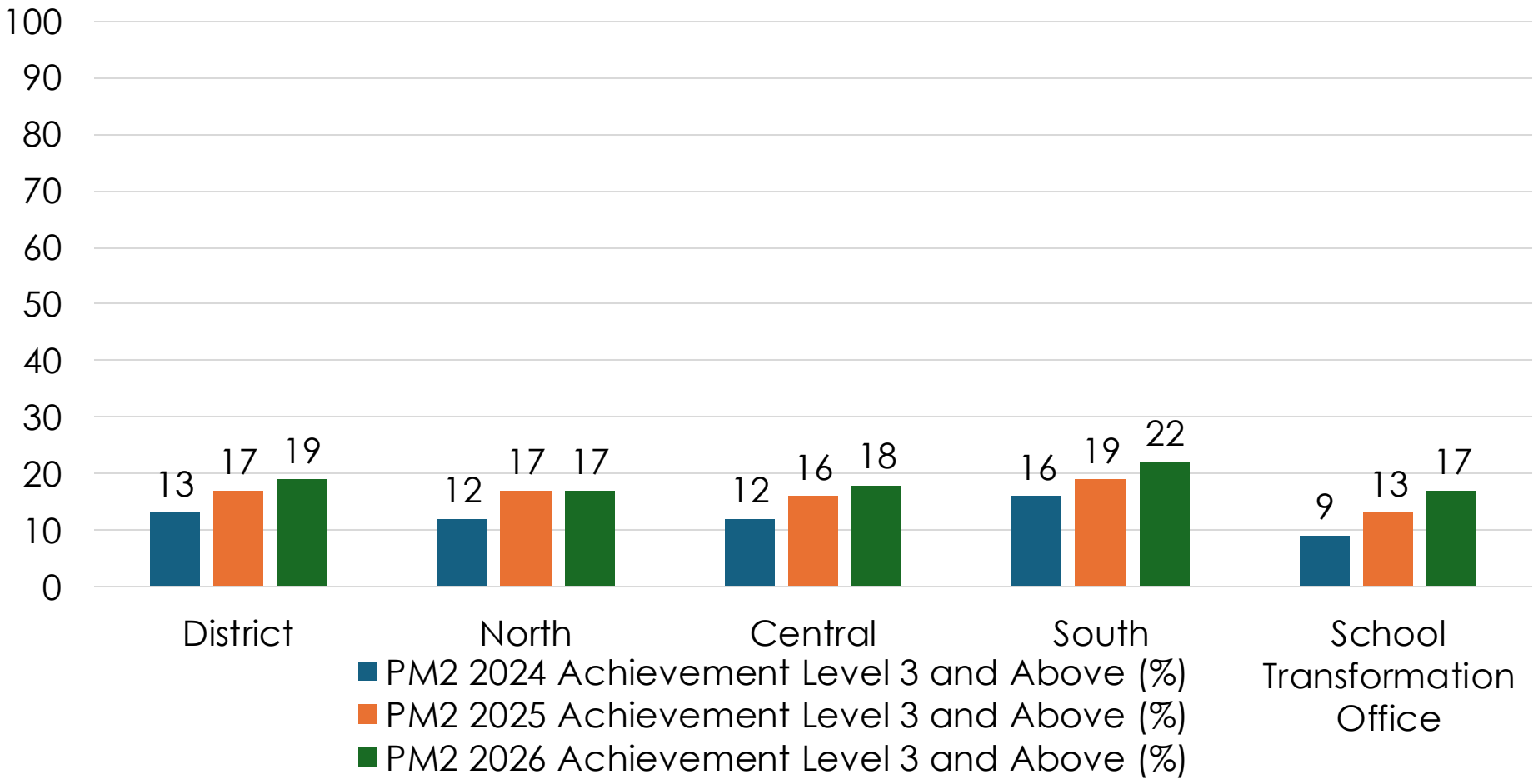
FAST PM2 Performance in Math by Region for English Language Learners (ELLs)



- **All regions** showed steady, **positive growth for ELL students** over the three-year period.
- The strongest three-year growth occurred in the **STO (+7) region**.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

FAST PM2 Performance in Math by Region for Students With Disabilities (SWDs)



- **All regions** showed **improvement for SWD students** across the three-year period.
- The strongest three-year growth occurred in the **STO (+8) region**.

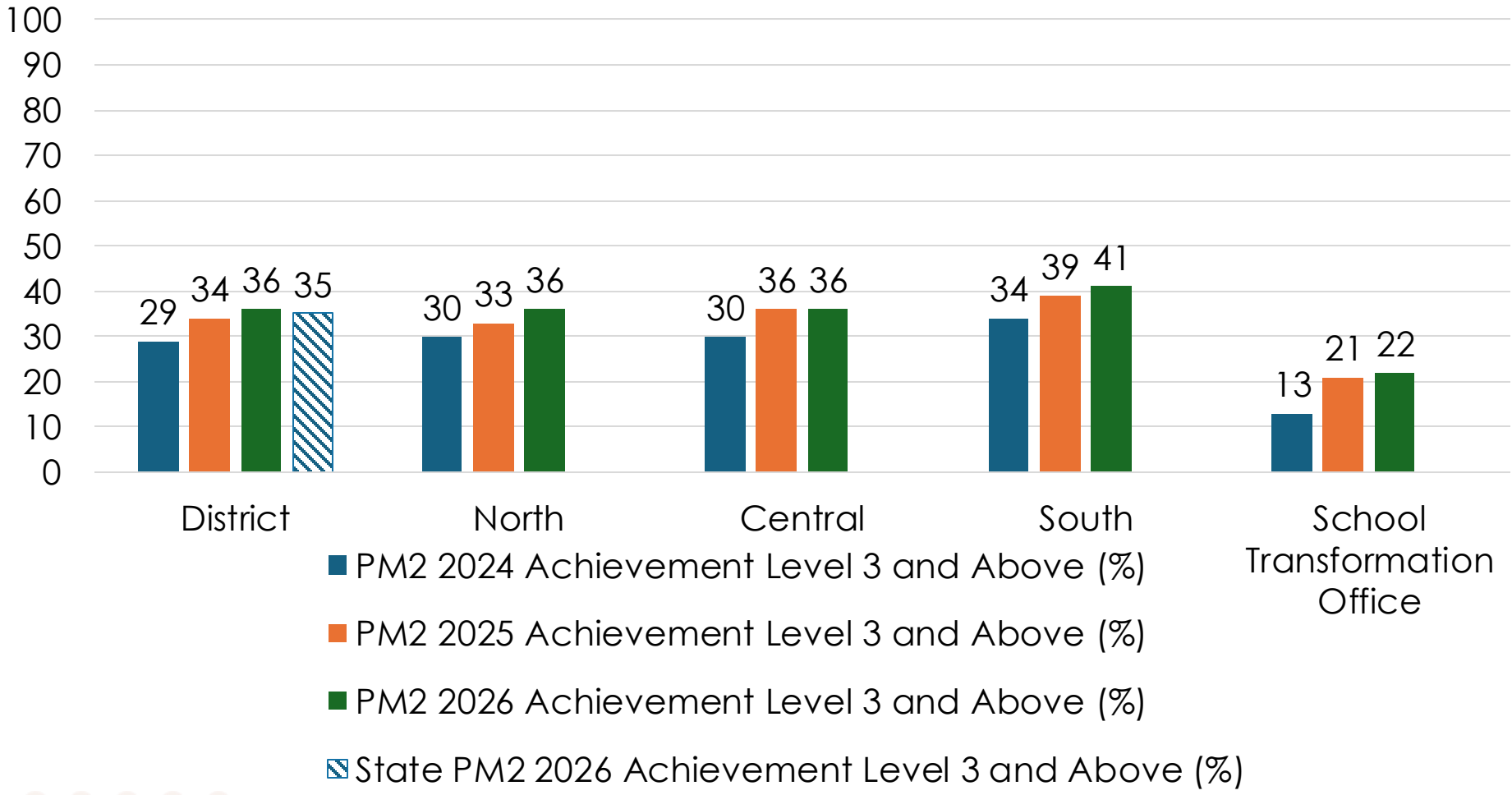
Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

Math School Accomplishments PM2 2025 to PM2 2026

Elementary Schools with the largest increase in Level 3 and above	Middle Schools with the largest increase in Level 3 and above
DANIA ELEMENTARY (+25) - SOUTH	WILLIAM DANDY MIDDLE (+15) - CENTRAL
ROCK ISLAND ELEMENTARY (+20) - STO	ANNABEL C. PERRY PK-8 (+9) - SOUTH
NORTH FORK ELEMENTARY (+19) - STO	CRYSTAL LAKE MIDDLE (+9) - NORTH
STIRLING ELEMENTARY (+15) - SOUTH	OLSEN MIDDLE (+8) - SOUTH
DILLARD ELEMENTARY (+15) - STO	PINES COLLEGIATE ACADEMY 6-12 (+8) - SOUTH

Star PM2 Performance

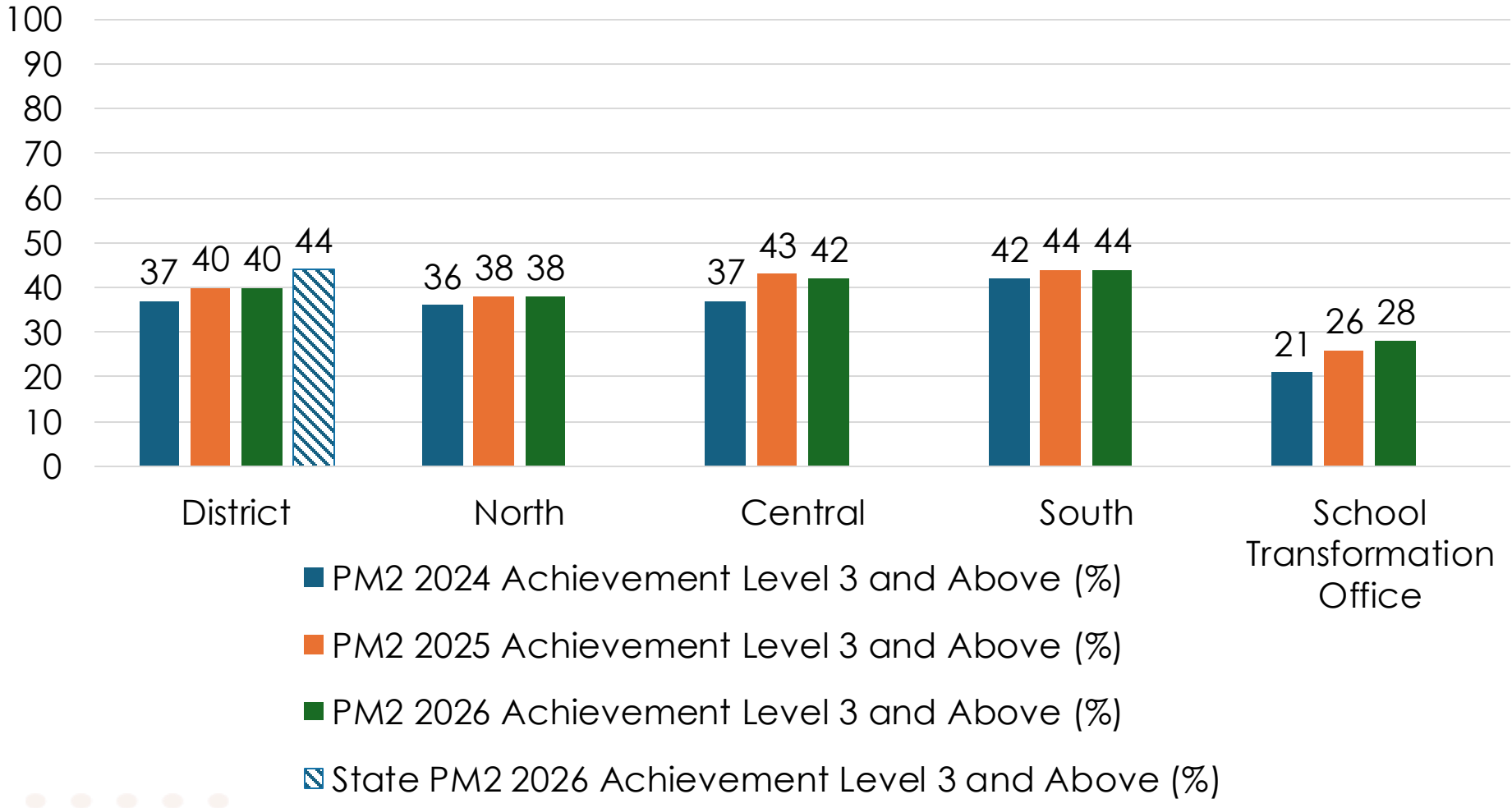
Overall FAST Star Early Literacy PM2 Performance by Region Grade KG



- Broward outperformed the State on KG Early Literacy PM2 performance in 2026.
- All regions show **steady improvement over the three years**.
- The School Transformation Office (STO) showed **the largest growth (+9)** but is still performing below the other regions in KG performance on PM2.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

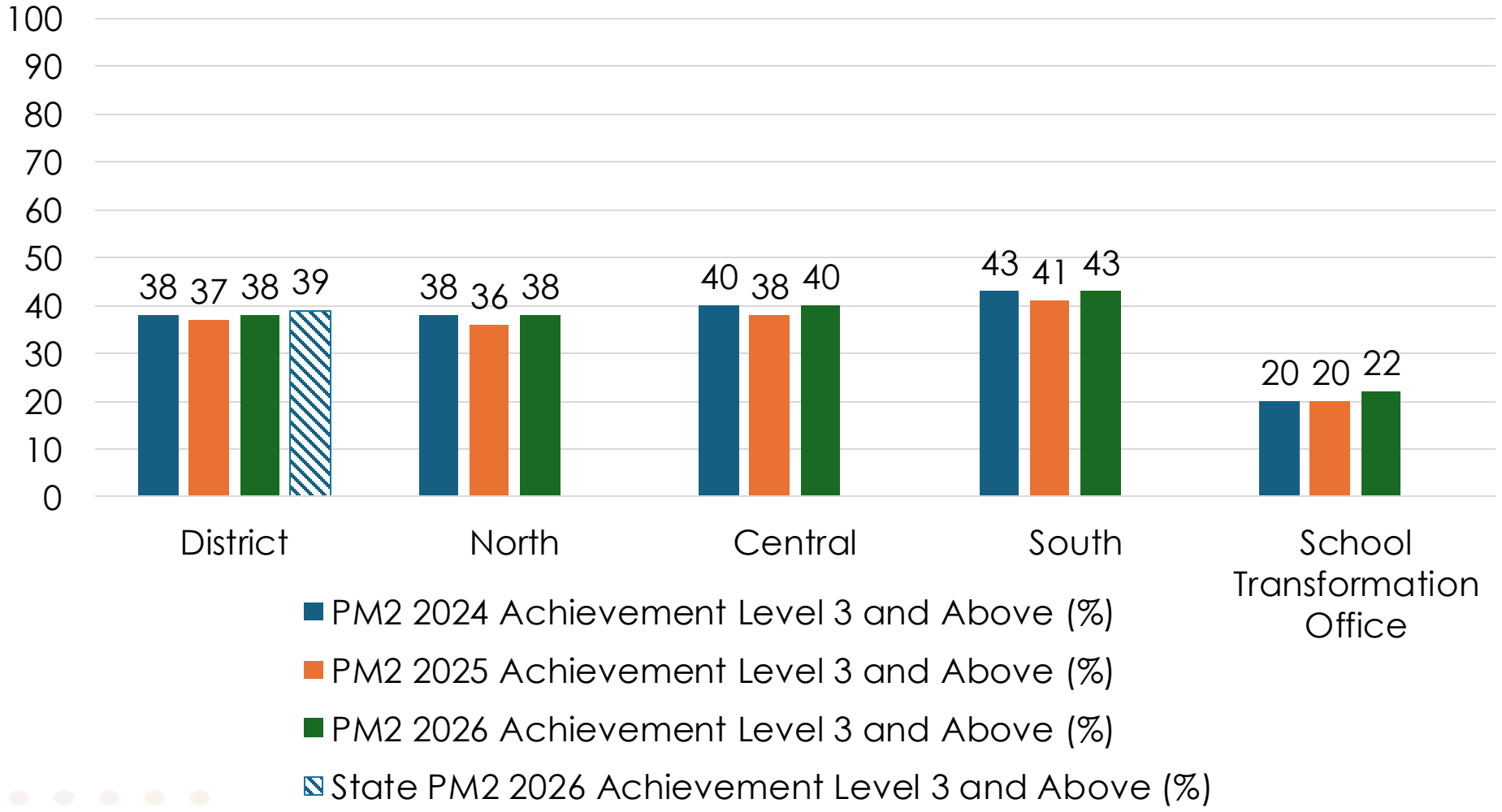
Overall FAST Star Reading PM2 Performance by Region Grade 1



- The State outperformed Broward on Grade 1 Star Reading PM2 performance in 2026.
- The School Transformation Office (STO) showed **the largest growth (+7)**.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

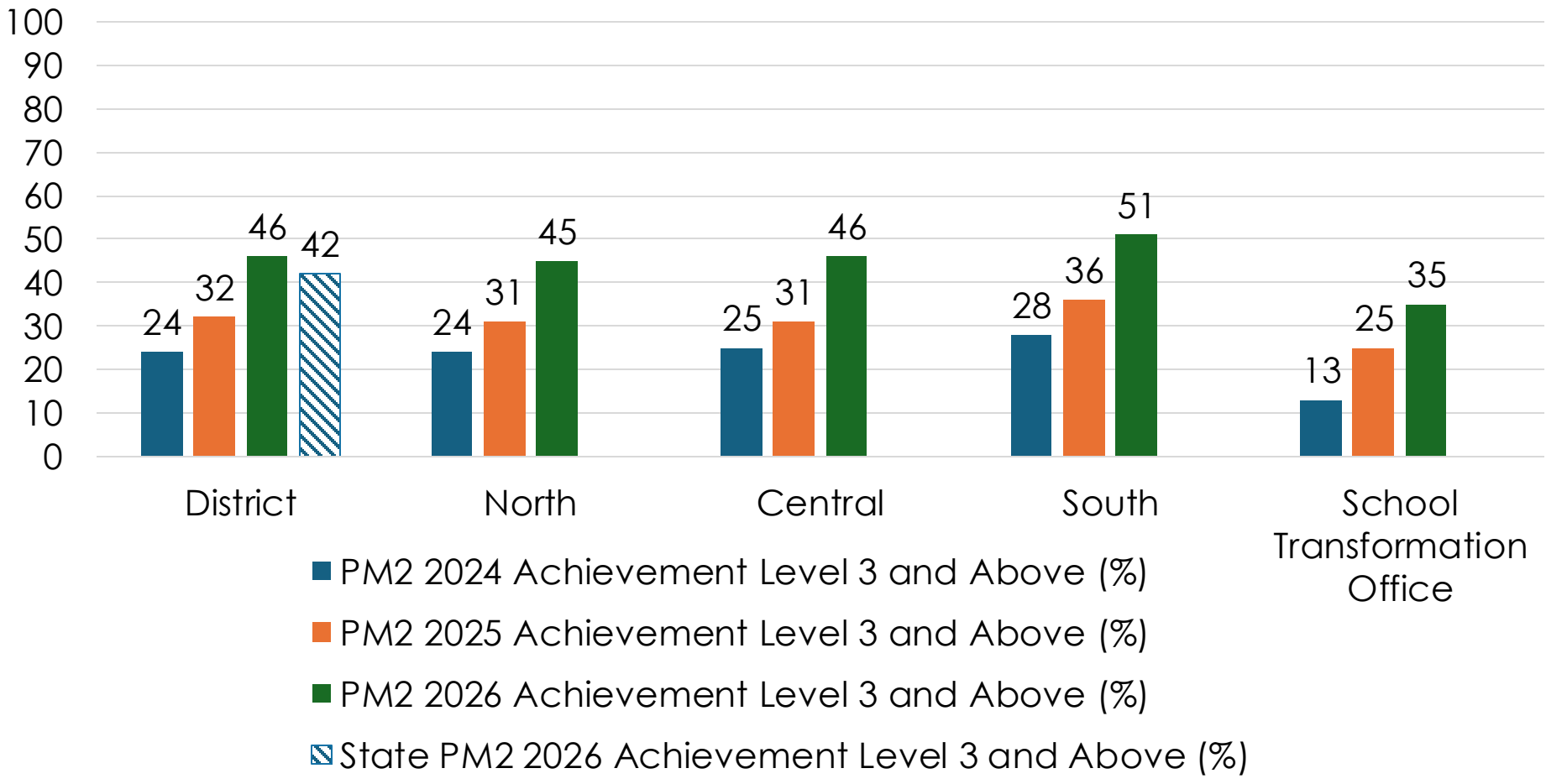
Overall FAST Star Reading PM2 Performance by Region Grade 2



- The State slightly outperformed Broward on Grade 2 Star Reading PM2 performance in 2026.
- Performance is stable with almost no improvement over the three-year period.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

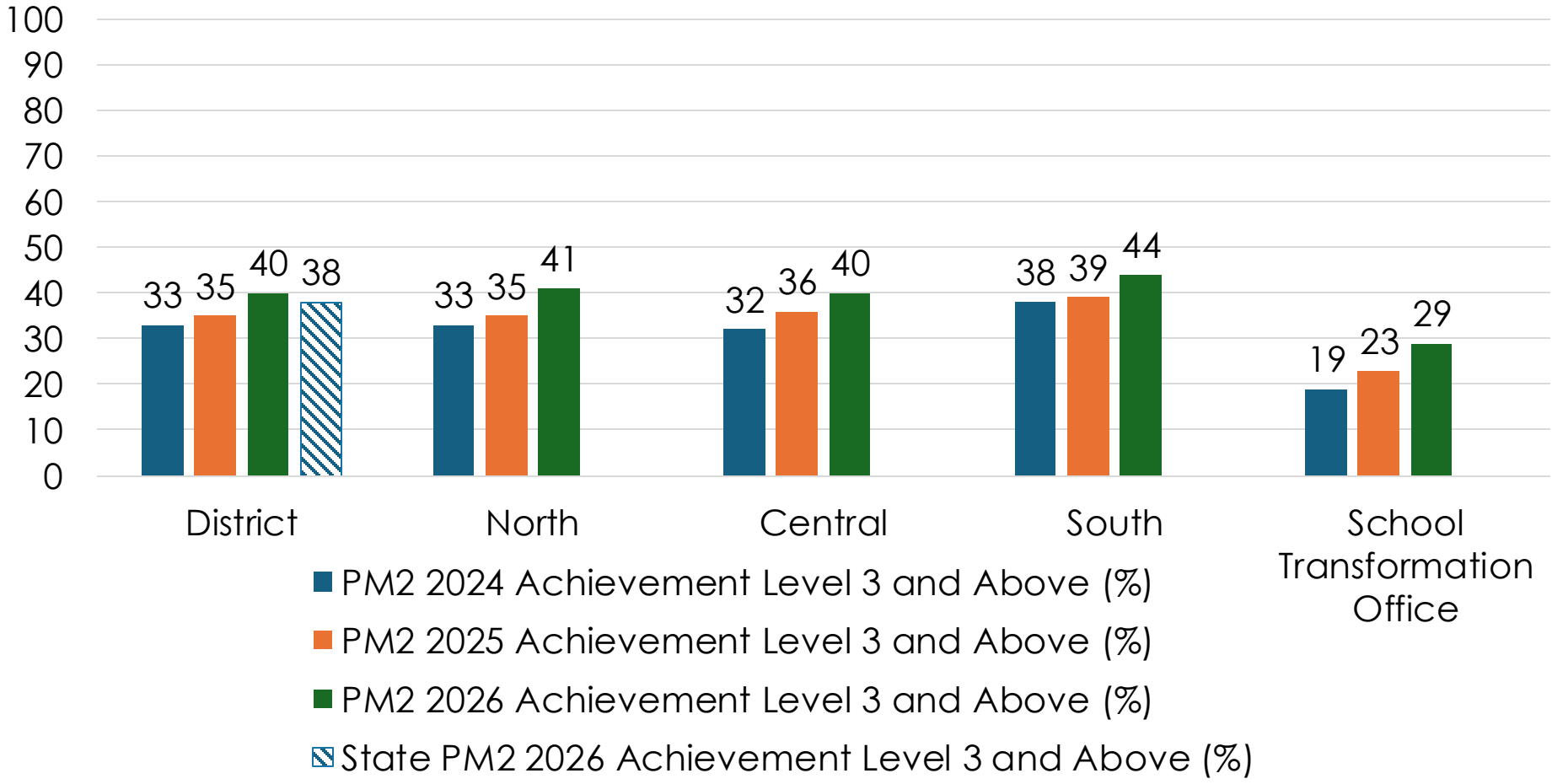
Overall FAST Star Math PM2 Performance by Region Grade KG



- Broward outperformed the State on KG math PM2 performance in 2026.
- All regions show **large increases over the three years**.
- The **South** showed **the largest growth (+23)** but the other regions also increased by over 20 points in KG math performance on PM2 across the three years.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

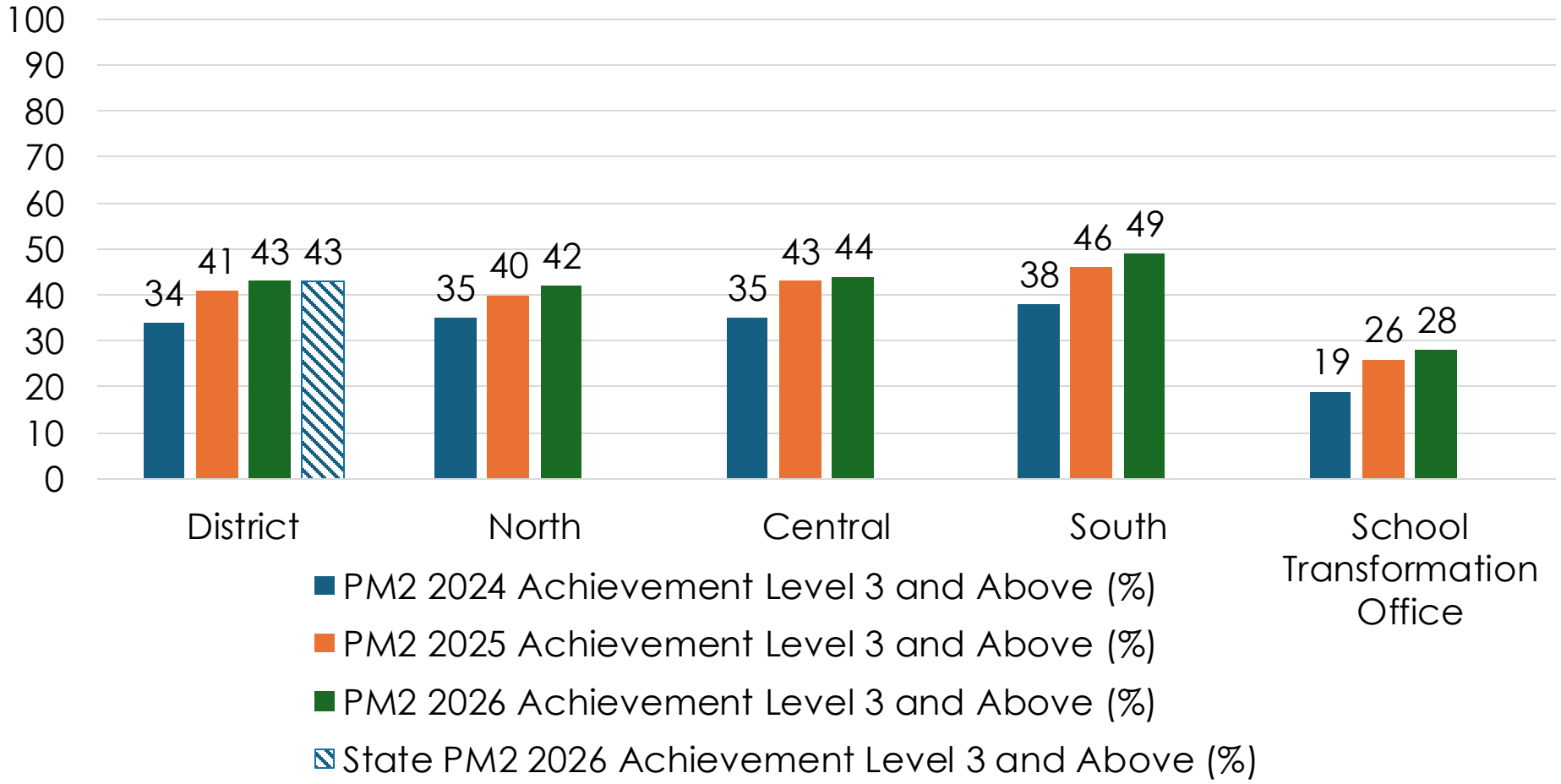
Overall FAST Star Math PM2 Performance by Region Grade 1



- Broward outperformed the State on grade 1 math PM2 performance in 2026.
- All regions show **increases over the three years**.
- The **STO** showed **the largest growth (+10)** in grade 1 math performance on PM2 across the three years.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

Overall FAST Star Math PM2 Performance by Region Grade 2

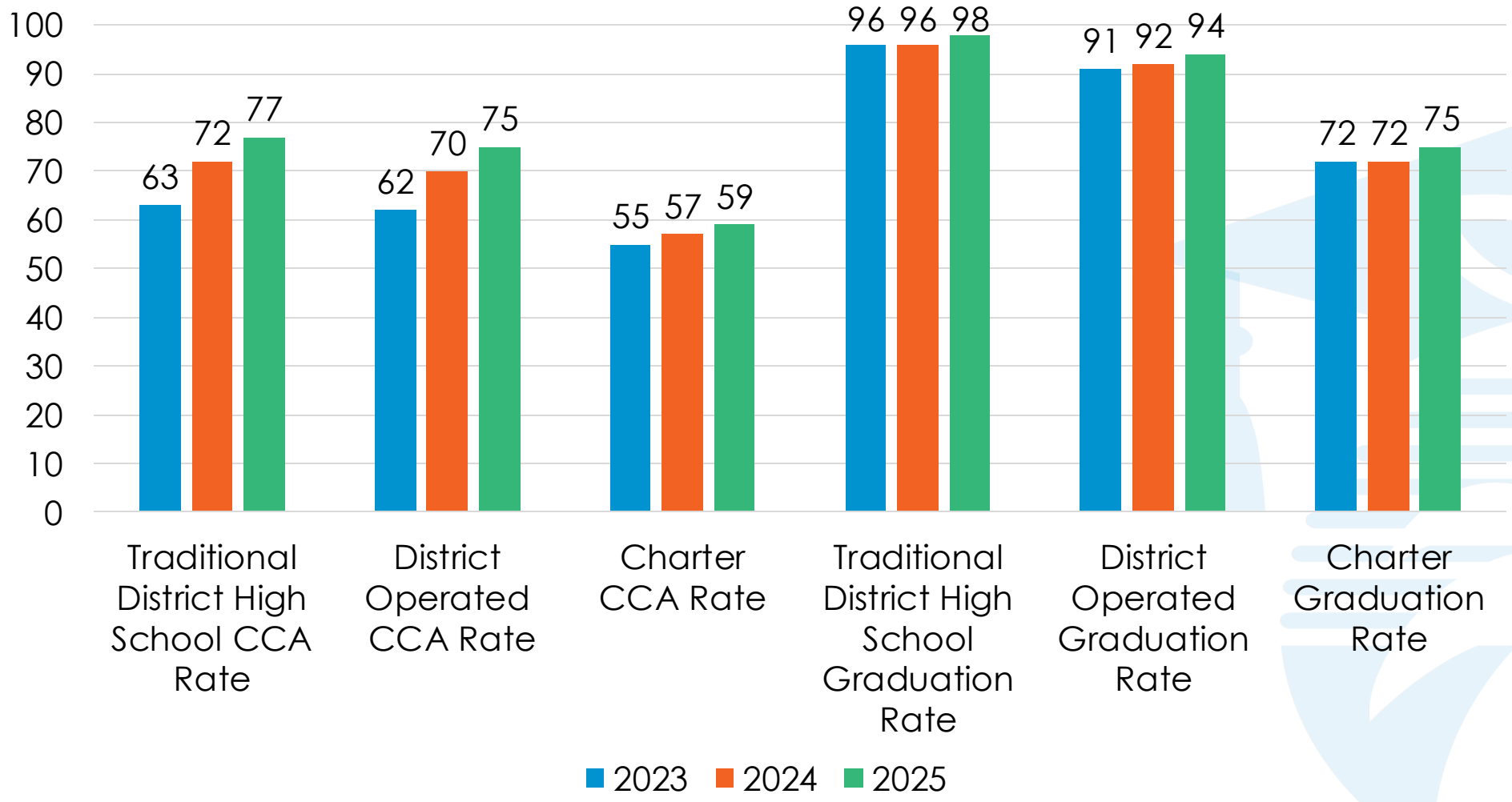


- All regions show **increases over the three years**.
- The **South region** showed **the largest growth (+11)** in grade 2 math performance on PM2 across the three years.

Note. Charter schools are not included. Data as of 1-23-2026
Source - https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

Graduation Rate and College and Career Acceleration Rate Performance

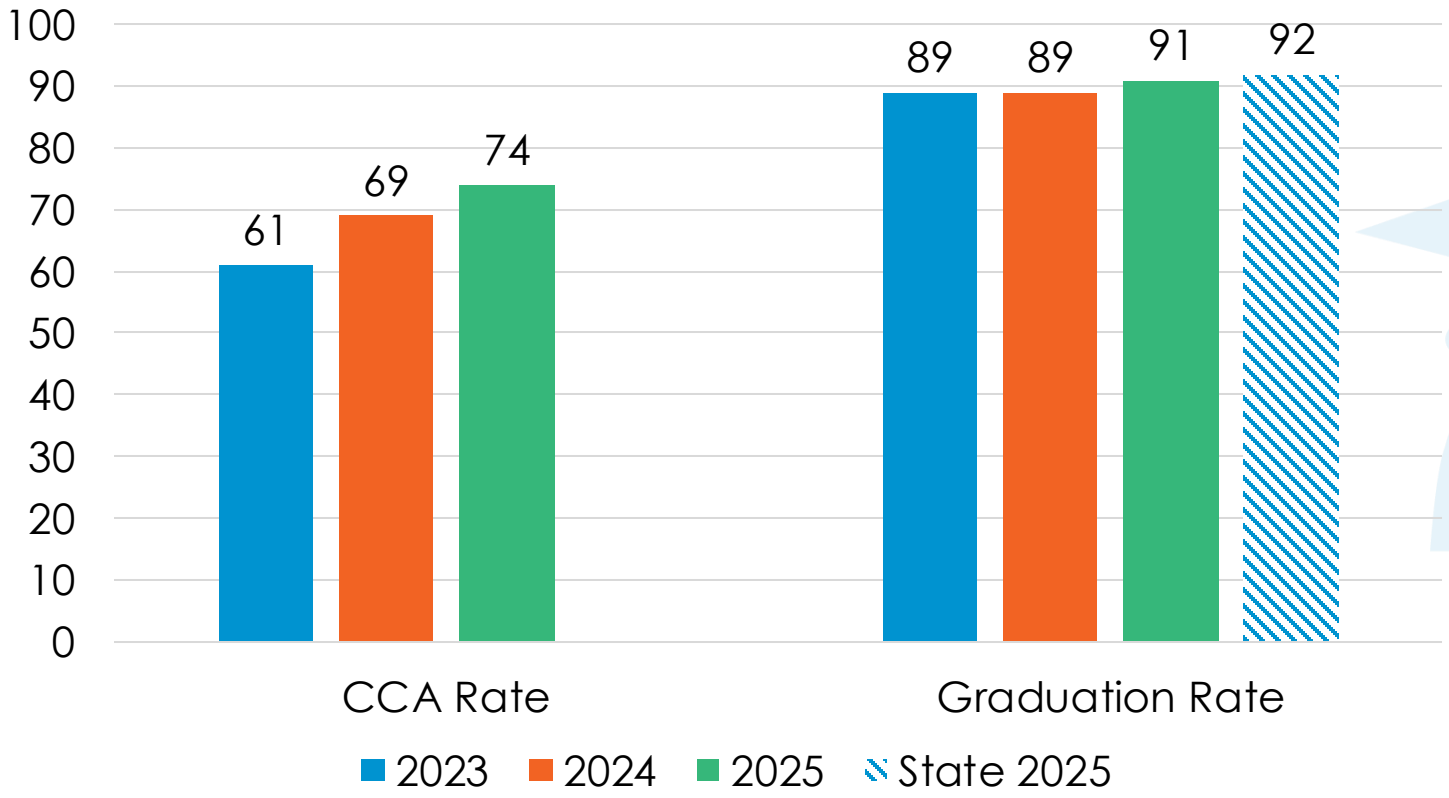
District Operated vs. Charter Schools Graduation Rate and College and Career Acceleration (CCA) Rates



- The graduation rate increased over the three-year period.
- CCA Rate for District Traditional High Schools **increased 14 percentage points** across three years.

Note. District Operated includes traditional high schools and alternative and ESE center schools.

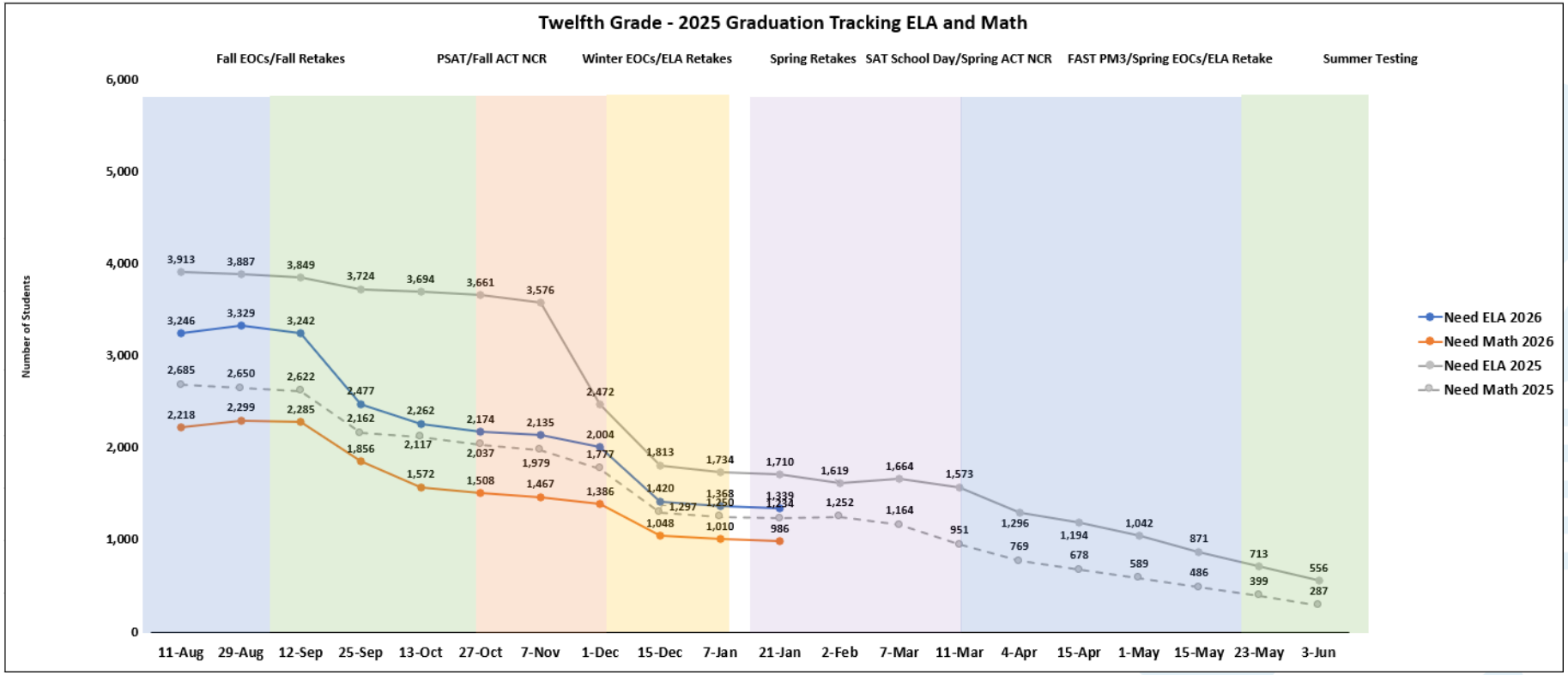
District Grade 2026, Graduation Rate and College and Career Acceleration (CCA) Rate Components



- For the first time in Broward, the Federal Uniform Graduation Rate has exceeded 90%.
- CCA Rate **increased 13 percentage points** across three years.

Note. Data reflects District Grade measures and includes charter schools.

Grade 12 Graduation Tracking ELA and Math Cohort



- As of February, 1,339 students still need to meet ELA testing requirements (decrease of 371 students from the prior year in February)
- As of February, 986 students still need to meet Math testing requirements (decrease of 248 students from the prior year in February)

Acceleration Initiatives Leading to Success

- Multiple Pathways for Acceleration
- Acceleration Visits
- Cambridge/AICE Feeder Patterns
- Student Life Skills Dual Enrollment Classes
- Teacher Professional Development
- District Wide Exam Review Sessions
- Middle School Advanced Course Enrollment

Continued Acceleration & Strategic Planning Initiatives

- Acceleration coaches
- Career & Technical Education Advisors
- Acceleration visit including high schools and feeder middle schools
- Industry certifications & Advanced Academics review
- Programs align middle schools with high schools
- Acceleration plan for the second semester
- Acceleration Coaches reported acceleration participation and progress
- Professional Development (PD) Sessions
- Progress tracking
- Regular check-ins

Board Discussion & Questions



Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com

APPENDIX

Academic Plan



2025-2026

Broward County Academic Plan

The **2025-2026 Broward County Academic Plan** designed to align with the district's **2022-2027 Strategic Plan - Students First** and directly address the academic gaps reflected in the most recent **FAST PM 2 student achievement.** This plan embeds actionable strategies that focus on **Early Literacy, Algebra, Science Proficiency, and College & Career Readiness** while emphasizing **support for the District's C rated schools and underserved student populations (Black, ELL, and SWD students).**

Advancing Academic Excellence, Inclusive Access, and Student Success for ALL Students

Strategic Focus Areas Aligned to Broward's 2022-2027 Strategic Plan Goals

Goal	Focus Area	2025-2026 Academic Priorities & Actions
Goal 1: Early Literacy Proficiency	PreK-5 ELA Instruction	• Implement Science of Reading PD for all PreK-5 and Secondary ELA teachers. Science of Reading for all teachers, targeted literacy interventions for Black, ELL, and SWD students, texts, Academic Parent - Teacher Teams. • Weekly Go Live K-5 Lesson Planning in ELA and Math for standards-aligned lessons. • Data-driven MTSS with tiered supports in every elementary school. • Research-based reading interventions for PreK-5 struggling readers. • Literacy support for Black, ELL, and SWD students. • Embed 5 Keys for ELLevating ESOL, such as visual supports, sentence frames, and think-pair-share, in all K-5 ELA lessons to build oral language skills and comprehension • Train teachers on using context-embedded supports and multimodal strategies to scaffold reading and writing skills for multilingual learners.
Goal 2: Algebra Proficiency	Math Achievement	• Critical Math Content Workshops for K-5 teachers. - Increase 6th-grade advanced math enrollment. • Advanced math identification system, summer Algebra Bridge and pedagogically responsive math instruction • Expand Summer Algebra Bridge for rising 8th and 9th graders. • Targeted math coaching for middle school teachers in C-rated and transformation schools. • Real-time progress monitor of all subgroups, i.e., Black, ELL, and SWD math performance quarterly, adjusting interventions as needed. • Provide linguistic accommodations such as vocabulary banks, realia/manipulatives, and academic games (ESOL Matrix: D5, D6, G25) to support conceptual understanding.
Goal 3: Science Proficiency	Science Instruction	• Beginning and Middle of the Year needs-assessment-driven professional learning and coaching for Grade 8 science teachers. • Science Pacing Guides with embedded formative assessments to ensure effective progress monitor and real-time adjustments are made on the spot. • Expand offerings of hands-on experiential learning (STEM fairs, science labs, field trips) to address various modalities of learning. • Incorporate project-based learning and interdisciplinary connections to literacy and math. • Targeted science interventions for students in schools graded with a C and School Transformation Office schools. • Use Total Physical Response (TPR), visualization strategies, sentence frames, and graphic organizers to improve content retention for ELLs in science lessons.
Goal 4: College & Career Readiness	Acceleration & CTE	• Expand access to AP, AICE, IB, Dual Enrollment, and Industry Certifications. • Career pathway audits to align middle school courses with high school programs. • CTE program marketing and recruitment campaign for underrepresented students. • Required acceleration tracking for all high schools. • Increase internship placements with community partners. • Conduct Acceleration Audits to ensure ELL, SWD, and minority students have equitable access to AP, AICE, IB, and Dual Enrollment courses.

Alignment to Broward's Guardrails

Guardrail	2025-2026 Safeguard Actions
Inclusive Access	All plans disaggregated by student group and monitored quarterly for gaps.
School Support	Additional staff and materials allocated to C, D, and F-rated schools.
Accountability	Real-time data dashboards shared with stakeholders.
Wellness	Embedded Resiliency, Life Skills, and Wellness supports in all intervention plans.
Safety	Safe classroom environments for all students through coaching.

2025-2026 Academic Implementation Timeline

- **07/2025–08/2025** — Launch **targeted interventions** in ELA, Math, and Science. Diagnostic Assessments (FAST PM1). Begin **Go Live Lesson Planning** for K-5 ELA & Math. Expand targeted ESOL support strategies across K-12 content areas.
- **10/2025 – 11/2025** — Review 2024-2025 student data & **adjust** instructional plans. PD for Science of Reading, Critical Math Content, and Science Coaching. Ensure any new vendors are reviewed in **alignment** with the appropriate enrichment or intervention based on the learning gaps identified.
- **10/2025 – 11/2025** — Quarterly Data Review & MTSS Check-ins. **Targeted coaching in priority schools.**
- **12/2025 – 01/2026** — FAST PM2 mid-year review. **Adjust interventions** based on performance. Launch intensive winter break supports for students below proficiency.
- **02/2026 – 03/2026** — Spring instructional walk-throughs **focused on ELA, Math, and Science fidelity.** Inclusive Access audits to ensure all sub-groups (Black, ELL, and SWD) students have access to acceleration & intervention supports.
- **04/2026 – 05/2026** — FAST PM3 **analysis** & School Improvement Plan updates. Data-informed summer acceleration planning.
- **06/2026** — Comprehensive data review & **strategic adjustments for 2026-2027.**

Targeted Focus: Improve All Subgroups (Black, SWD, and ELL) Performance

- ✓ **Pedagogically-based professional learning** for teachers to ensure instructional strategies address cultural relevance, language development, and exceptional student education accommodations.
- ✓ **Acceleration Audits** at transformation and C-rated schools to ensure Black, ELL, and SWD students have equitable access to advanced coursework.
- ✓ **Quarterly Progress Monitoring** disaggregated by subgroup.
- ✓ **Parent and Community Engagement** to partner with families in historically underserved communities to build awareness of academic opportunities, ensuring access in the district's top 3 languages.

Academic Plan

ESE and ESOL Support Framework

ESE Comprehensive, Three-Pronged Support Approach

1. **Support Team Data Chat**: This collaborative meeting involves the full administrative and ESE team at each school, working closely with their ESE Support team. The process for calculating the Federal Index is reviewed, along with the school's specific Federal Index data. Student performance is analyzed and monitored using data from platforms already in use, such as iReady. General strategies are shared with the school team to track subgroup progress through their preferred platforms.
2. **Review of Intervention/ESE Services**: In this phase, the instructional ESE team collaborates with the school-based ESE team to ensure each student is receiving appropriate interventions during Tier 1 general education, as well as targeted support through the ESE Support Facilitator. They work together to optimize the students' schedules and groupings to ensure interventions meet individual needs.
3. **Coaching and Mentoring**: The ESE team provides coaching and/or mentoring to school staff, offering modeling, support checks, and professional development. This process is designed to equip the school team with the necessary tools and strategies to deliver effective support to students.

Additionally, STO schools participate in a bi-weekly Professional Learning Community (PLC) via TEAMS, where instructional staff offer ongoing assistance with instructional practices and support. The ESE Director collaborates with each ESE team every six weeks to review school data, update plans, and monitor progress. If any barriers to implementation arise, the Director and Supervisor work together with the school director to address and resolve these challenges.

Bilingual/ESOL Department: Comprehensive Support Framework

The Bilingual/ESOL Department provides instructional support and resources to elementary, middle, and high schools, as well as specialized centers. Strategic support includes progress monitoring, professional learning, and coaching/mentoring for staff. Schools are tiered based on the number of English Language Learners (ELLs), proficiency scores, ESSA requirements, and other progress monitoring data. To optimize support, ESOL Instructional Facilitators are assigned by region.

Professional Learning & Instructional Support: The goal of Bilingual/ESOL professional learning is to implement research-based strategies that enhance both language acquisition and academic success for ELLs. Instructional routines and strategies focus on fostering effective teaching practices. The 5 Keys to ELLevating ESOL framework will be collaboratively implemented to ensure content is cohesive, effective, and appropriate for multilingual learners.

Bilingual/ESOL Department: Three-Step Support Process

1. Data Review & Analysis
- The Bilingual/ESOL team collaborates with school leadership to review ELL proficiency and achievement data.
- Performance data is analyzed using existing platforms such as Imagine Language & Literacy and Ellevation.

2. Customized Support Planning
- A tailored support plan is developed based on school and ELL population needs.
- Resources and strategies are aligned with identified priorities.

3. Implementation & Continuous Support
- Coaching, mentoring, and professional learning sessions are provided to school staff.
- Instructional strategies are refined to ensure comprehensible input and meaningful engagement for ELLs.

This structured approach ensures that ELLs receive targeted, data-driven support, fostering both language proficiency and academic growth.

5 Keys for ELLevating ESOL

Strategies

1 Pacing & Pausing
- Pause strategically during instruction to give ELLs time to process new information.
- Adjust the speed of instruction to align with students' language proficiency levels.
- Speak clearly, emphasize key phrases, avoid rushing, and breakdown complex content into manageable segments with repetition or paraphrasing as needed.

Strategies: 5 and 2; Echo Echo

2 Annotation & Symbols
- Use visual symbols (e.g., stars for key points, arrows for connections) and labels to highlight essential information, guiding students to focus on critical concepts.
- Add annotations like underlining or circling key terms, paired with images or icons, to provide context and reinforce vocabulary for better comprehension.

Strategies: Make Your Mark; Essential Questions

3 Sentence Frames & Starters
- Provide structured sentence templates to support students in expressing ideas while reducing language production challenges.
- Frames like "I think __ because __" or "The main idea is __" build confidence and fluency in both speaking and writing.

Strategies: Pro Con Improv; QSSSA (question, signal, stem, share, assess); Directed Discourse

4 Visual Representation
- Use visual tools like charts, diagrams, pictures, or graphic organizers to simplify abstract ideas and illustrate relationships or processes.
- These visuals reduce reliance on text and help ELLs link concepts with vocabulary, improving understanding and retention.

Strategies: Anchor Charts; 360 Words; Wordless Books

5 Activating or Building Prior Knowledge
- Engage ELLs by connecting new content to their existing knowledge or experiences.
- Use questions, prompts, or visuals to draw on students' cultural backgrounds or prior learning, creating a meaningful foundation for understanding new material.

Strategies: Hanging Hashtags; Snippet; Be a Detective

Enhancement Strategies for Targeted Subgroups (Black, ELL, and SWD Students)

1. Personalized, Standards-Based Instruction

Pedagogically Responsive Teaching Practices
- Embed relevant texts and resources based on interest into ELA, Science, and Math instruction to reflect the cultural backgrounds and lived experiences unique to the District's student subgroup populations.
- Train teachers in pedagogically responsive teaching practices, which research links to higher student engagement and achievement.

Universal Design for Learning (UDL)
- Apply UDL principles in lesson design to ensure content is accessible to students with diverse learning needs.
- Provide opportunities for teachers to implement evidence of UDL-aligned lesson plans during school-based instructional walkthroughs.

Language-Rich Classrooms for ELL Students
- Increase use of structured academic conversations in all content areas to build oral language proficiency.
- Incorporate language objectives into all lesson plans, aligned with WIDA English Language Development (ELD) Standards.

2. Acceleration

Early Identification for Advanced Coursework
- Create a proactive identification system using multiple data points (grades, FAST results, teacher recommendations) to increase participation of Black, ELL, and SWD students into accelerated pathways (Algebra in 6th grade, Dual Enrollment, AP/AICE).
- Partner with feeder schools to create pre-acceleration programs starting in 4th and 5th grade, especially in historically underserved schools.
- Conduct ELL programmatic assessment to place in appropriate advanced coursework.
- Administer World Languages Spanish/French AP Placement Test to provide ELLs the opportunity for advanced coursework.

Talent Development Programs
- Implement Talent Identification and Enrichment Programs targeting historically marginalized groups to increase their presence in Gifted & Talented and Advanced Placement courses.
- Identify "Acceleration Coaches or Champions" in C-rated schools who specifically guide Black, ELL, and SWD students and families through acceleration opportunities.

3. Intervention

Data-Driven Small Group Instruction
- Leverage Fast and Progress Monitoring Data Assessment to place our academically fragile sub-group (Tier 2 and 3) students into data-informed flexible small groups for targeted support in ELA and Math.
- Use adaptive technology programs (e.g., i-Ready, NWEA, Imagine Learning) that provide real-time insights and adjust content to each student's needs.
- Analyze ACCESS for ELLs data to inform targeted support in the four language domains.

Intensive Reading and Math Interventions
- Implement structured literacy interventions grounded in the Science of Reading for students reading below grade level.
- For SWD students, require interventions that are evidence-based for specific disabilities (e.g., Wilson Reading for Dyslexia).
- Ensure interventions include language development strategies for ELLs.

Multi-Tiered System of Support (MTSS)
- Require schools to review and disaggregate intervention data by race, language proficiency level, and disability (Refer to Tier 1 Core Instructional Factors for ELLs document).
- Embed student voice and choice into intervention design to increase motivation and relevance.

ESE Interventions

Utilizing individual accommodations when delivering Tier 1 core instruction.	Targeted, differentiated instruction based on progress monitoring data.	Delivery of evidenced based programs that target students identified IEP priority need.	Use of supports and services identified in the IEP throughout the school day .	Increased opportunities for multi-sensory programs and activities.	Flexible behavioral management strategies as needed to support students.	Provide opportunities for students to advocate for their needs .	Use of Assistive Technology from graphic organizers to the use of devices to assist with accessing complex curriculum.

4. Enrichment & Experiential Learning

Real-World Learning & Project-Based Instruction
- Implement project-based learning (PBLWorks) units in ELA, Science, and Math that emphasize real-world problem-solving connected to community issues.
- Expand experiential learning opportunities, such as STEM Saturdays, science fairs, hackathons, financial literacy competitions, and career shadowing.

Expanded Arts & STEM Integration
- Create interdisciplinary units that combine ELA, Science, Math, and Arts to enhance creativity and critical thinking.
- Use STEAM approaches that leverage hands-on inquiry-based learning aligned to standards.

Academic Plan

5. Family & Community Engagement

Academic Parent-Teacher Teams (APTT) and Parent Universities

- Transition parent teacher information sessions into data-driven academic workshops through Parent University events where families learn how to support literacy, math, and science skills at home. Ensure these events are accessible in the district's top languages.
- Focus these efforts on families in C-rated and STO schools.

Community Learning Hubs

- Create school-based Family Learning Labs offering technology access, homework help, language support for ELL families, and workshops on standards-based learning.
- Partner with community organizations, faith-based groups, and historically Black colleges/universities (HBCUs) to co-host academic nights and mentoring programs.
- Expand services from the International Welcome Center to include ESOL Family Engagement activities, Road to College, and ESOL Parent Leadership Trainings.

Parent University Focused on College & Career Readiness

- Host College & Career Parent Academies focused on guiding families through acceleration, scholarships, and career pathway options.
- Offer specialized sessions for families of SWD and ELLs, focusing on how to leverage accommodations, Individualized Education Plans (IEPs), and English Language Learner Plans (ELL Plans) for success in advanced coursework.

6. Accountability & Data Monitoring

Academic Data Walks

- Conduct quarterly data walks in all C rated schools, disaggregated by subgroup, to review participation in acceleration, intervention effectiveness, and subgroup proficiency rates.
- Require schools to set acceleration goals related to increasing Black, ELL, and SWD success in advanced coursework and core subjects.

Academic Scorecard for C-Rated Schools

- Develop a public-facing equity dashboard that reports subgroup data across literacy, math, science, and college readiness indicators.
- Use this data to drive annual school improvement planning, especially for schools rated C or below.

Return on Investment (ROI) and Accountability Measures

Each strategy will be tracked for impact based on:

- Student proficiency gains in ELA, Math, and Science.
- Participation rates in acceleration programs (AP, AICE, CTE, Dual Enrollment).
- MTSS effectiveness, including percentage of students moving from Tier 2 to Tier 1.
- Teacher satisfaction and effectiveness data from coaching and PD.
- Reduction of achievement gaps for Black, ELL, and SWD students.

Quarterly Reports to the Superintendent and School Board will monitor:

- Strategy implementation fidelity.
- Performance trends.
- Financial/resource investments aligned to student outcomes.
- Mid-year and end-of-year program evaluation using the **District's Academic Return on Investment (ROI) Tool**.

Regional Office Support for C-Rated Schools and Sub-Groups

Regional Offices, including Regional and Assistant Superintendents and Regional Directors, will implement a targeted support framework aligned with regional Beginning-of-Year (BOY) Action Plans and national best practices in school improvement. Their role in supporting C-rated schools and student sub-groups (ELLs, SWDs, and minority students) will include the following strategies:

1. **Leadership Development & Coaching for Principals**
   - Conduct monthly instructional leadership meetings focused on data-driven decision-making and small group instruction.
   - Implement a Principal Coaching Model using frequent walkthroughs and structured feedback cycles to improve school leadership capacity.
   - Pair struggling principals with mentor principals who have demonstrated success in accelerating student outcomes in similar school environments.
   - Enhance leadership effectiveness by incorporating ESE-focused coaching sessions to support inclusive practices and differentiated instruction for ELL and SWD students.
2. **Instructional Reviews & Data-Driven Action Planning**
   - Facilitate quarterly data deep dives for C-rated schools to analyze FAST PM data, subgroup performance, and intervention effectiveness.
   - Ensure Regional Directors lead school-based instructional reviews, providing real-time feedback and actionable next steps for instructional improvement.
   - Require schools to submit biweekly progress reports that highlight targeted strategies for ELL, SWD, and minority students and track their impact on student learning.
   - Incorporate ESE-focused data analysis, ensuring that instructional decisions account for IEP goals, language acquisition progress, and intervention effectiveness for special populations.
3. **Intensive Professional Learning & Teacher Capacity Building**
   - Deploy Regional Instructional Facilitators (RIFs) and ESOL Specialists to C-rated schools to provide on-site coaching on high-impact ESOL instructional strategies.
   - Establish regional professional learning communities (PLCs) that focus on Fantastic Five Strategies, differentiated instruction, and accelerating learning for at-risk subgroups.
   - Expand access to job-embedded professional development, including real-time modeling of small group instruction and scaffolding techniques.
   - Offer targeted ESE professional learning sessions that equip teachers with strategies for progress monitoring, accommodations, and high-impact interventions for SWD and ELL students.
4. **Small Group & Differentiated Instruction Implementation**
   - Require all C-rated schools to implement structured small group instruction as a core instructional strategy, with a focus on ELL and SWD students.
   - Conduct regional walkthroughs to monitor the implementation of differentiation strategies, ensuring all students receive targeted support based on their learning needs.
   - Partner with Academic Support Teams to increase intervention opportunities and progress monitoring for struggling students.
   - Leverage ESOL Specialists and ESE Coaches to ensure that small group instruction is tailored to the diverse needs of ELL and SWD students.
5. **Monitoring & Accountability**
   - Implement a regional school support tracker to monitor the impact of instructional interventions, leadership actions, and student achievement growth.
   - Hold bi-monthly check-ins with principals and leadership teams to assess progress and provide additional coaching where needed.
   - Collaborate with district academic leadership to ensure that regional strategies are aligned with districtwide instructional priorities.
   - Require school leaders to present ESE and ELL progress data in bi-monthly check-ins, ensuring instructional adjustments support at-risk subgroups.



Office of Communications

RULE DEVELOPMENT

Legislative Affairs Policy Review

March 3, 2026, School Board Workshop

John J. Sullivan, Chief of Staff and Communications Officer

Andrea Knowles-Hill, Director, Legislative Affairs



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County Public Schools

INTRODUCTION

Presentation Rationale:	These policy revisions are necessary to bring the District into compliance with recent statutory language and to reflect evolving operational procedures. Together, these updates strengthen the District's legal compliance, operational efficiency, and public transparency.
Purpose:	Ensure that the School Board's policies remain aligned with current Florida Statutes and District operational practices. These updates strengthen the District's commitment to transparency, patriotism, and public accountability by clearly outlining procedures for daily observances in schools and for the lawful inspection and duplication of public records. The revisions also promote consistency in implementation across all District sites and provide clear administrative guidance to staff and stakeholders.
Connection to the Strategic Plan:	**GUARDRAIL: ACCOUNTABILITY** The Superintendent may not allow the District to operate without an accountability system for policy implementation that includes expectations, evaluations, transparency, and continuous improvement
Request to the School Board:	Please review the five policy recommendations as presented and provide guidance and direction to the Superintendent for Rulemaking at the subsequent Board meeting. **Financial Impact:** There is no financial impact for policy reviews.





For today's workshop, the Superintendent is presenting five School Board policies for the Board's consideration during the Rule Development phase. As reflected in the list to the right, one of these policies is being recommended for repeal, while the remaining four policies are being recommended for amendment to strengthen clarity, consistency, and alignment with current operational needs, statutory requirements, and Board governance expectations.

Collectively, these proposed actions are intended to ensure the District's policy framework remains current, relevant, and supportive of effective governance and accountability.

LIST OF POLICIES FOR TODAY'S RULE DEVELOPMENT

1) Policy 1400.1- Visits for Elected Officials, Dignitaries, and Campaign Activities on School Campuses and School Board Facilities

2) Policy 1430 (formerly 1343)- Process, Inspection, and Examination of Public Records

3) Policy 1970 (formerly 6003)- Opening Exercises- Display of Flags and The State Motto

4) Policy 1960 (formerly 1004)- Use of Federal Funds for Political Activities

5) Policy 6020- Visits to Schools

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Summary and Rationale for the Repeal of Policy 1400.1 and Revision of Policy 6020





Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 1400.1 **Visits from Elected Officials, Dignitaries, and Campaign Activities on School Campuses and School Board Facilities**	Repealing Policy 1400.1 eliminates unnecessary duplication, modernizes the Board's policy framework, and supports the District's ongoing Policy Modernization and Consolidation Project. It also removes outdated references to departments and procedures no longer in use, streamlines administrative coordination for school visits, and enhances policy accessibility for staff and the public.	Provisions are being fully incorporated within Policy 6020 – Visits to Schools, which already governs procedures for all school and district site visits. Maintaining both policies would be redundant and could create inconsistencies in interpretation and implementation.

Policy At A Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 6020 **Visit to Schools**	Ensure the language proposed for removal from Policy 1400.1 remains an active provision upon the repeal of the policy.	Provisions are being fully incorporated within Policy 6020 – Visits to Schools, which already governs procedures for all school and district site visits. Maintaining both policies would be redundant and could create inconsistencies in interpretation and implementation.

Page	Provision / Section	Proposed Revision	Summary / Rationale
2	Campaigning Activity	Added	Policy 6020 provides comprehensive guidance on school visitation, including specific provisions for elected officials, legislators, and members of the public. It aligns with current statutory authority under Section 1001.4205, Florida Statutes, which defines the rights and procedures for legislative and elected official access to schools. The revisions add that political campaigning and campaign materials are not allowed on school campuses or in School Board facilities during the school day, except for properly approved after-hours facility rentals. Schools used as polling sites on Election Day will follow applicable election laws
2	Access for Media	Added	Visitors may not bring media onto campus during school hours, and any press activity related to a visit must take place off campus unless approved in advance by the Superintendent.

Policy At A Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 1430 (formerly 1343) **Process, Inspection, and Examination of Public Records**	Immediate rule revisions are required to update the district's policy to better educate the public on the guidelines and exemptions for public record requests.	Definitions section added, clarification on the distribution of records section, clarification on fees as prescribed by law, and denote examples of some exemptions as prescribed by law of records protected from disclosure.

Page	Provision / Section	Proposed Revision	Summary / Rationale
1	Policy Title and Purpose	Revise	Updated to reflect the full scope of 'Process, Inspection, and Examination of Public Records.' Expanded introduction reinforces transparency, accountability, and compliance with Chapter 119, Florida Statutes.
1	Access to Public Records Statement	Revise	Clarified language emphasizing that every person with custody of a public record must permit inspection and copying under reasonable conditions and supervision.
1	Definition of Public Records	Revise	Added a comprehensive definition consistent with §119.011, F.S., to include all record formats such as electronic communications, photographs, and data files.

Policy At A Glance *(Continue)*







Page	Provision / Section	Proposed Revision	Summary / Rationale
1	Methods of Record Delivery	Revise	Added procedures for electronic transmission, including delivery by email, secure download links, or flash drives; specifies that physical copies are available upon request.
1	Copying and Duplication Fees	Revise	Clarified fees: fifteen (15) cents per one-sided copy, twenty (20) cents per double-sided copy, and actual cost for oversized or specialized records.
2	Extensive Use Charges	Revise	Defined 'extensive use' as exceeding fifteen (15) minutes of staff time and authorized special service charges for labor when applicable. Added requirement for cost estimate prior to processing.
2	Certified Copies	Revise	Reaffirmed authority to charge up to $1.00 per certified copy of a public record.
2	Confidential and Exempt Records	Revise	Added detailed list of statutory exemptions, including education records (FERPA), security plans, protected employee information, and medical or investigative records.

Policy At A Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 1970 (formerly 6003) **Opening Exercises, Display of Flags, and the State Motto**	set better provisions governing daily opening exercises, patriotic observances, and compliance with state and federal requirements regarding the display of flags, the state motto, and recitation of the pledge of allegiance.	Clarification on the display of flags in schools and school-owned facilities, the display of the state motto, clarification on the morning opening exercises, and the moments of silence on school campuses.

Page	Provision / Section	Proposed Revisions	Summary / Rationale
1	Policy Title and Purpose	Revised	Title revised to 'Opening Exercises, Display of Flags, and the State Motto' to more accurately reflect the policy's content and statutory alignment. Added introductory paragraph recognizing the importance of patriotic observances and compliance with state and federal requirements.
1	Display of Flags – General Requirement	Added	Updated to require both the United States and State of Florida flags to be displayed at every District building and campus, consistent with Sections 256.015 and 1000.06, F.S.
1	Campus Flag Display Guidelines	Added	Clarified that one United States flag display may serve multiple schools located on the same campus.
1	Flag Respect and Half-Staff Procedures	Added	Added direction for lowering flags to half-staff when ordered by the President or Governor as a mark of respect for designated officials.

Policy At A Glance *(Continue)*





Page	Provision / Section	Proposed Revisions	Summary / Rationale
1	Classroom Flag Requirements	Added	Added new language requiring classroom to display the United States flag, it must be made in the United States, measure at least 2 feet by 3 feet, and be displayed in accordance with Title 4, U.S.C.
1	State Motto Display	Added	Added requirement to display the state motto 'In God We Trust' in a conspicuous location in each District building or school.
2	Pledge of Allegiance	Added	Clarified that the morning exercise shall include the Pledge under adult supervision. Added parent opt-out procedure and student rights protections.
2	Student Exemptions and Conduct	Added	Added explicit procedures for written parent requests to excuse students; students not participating must stand respectfully; prohibits intimidation or coercion.
2	Moment of Silence Requirement	Added	Added requirement teachers observe a one- to two-minute daily moment of silence with no staff influence on student reflection.

Policy At A Glance

Policy Number and Title	Urgency- Impact on district operations	Summary of Revisions
Policy 1960 (formerly 1004) **Use of Federal Funds for Political Activities**	Set better provisions governing the use and restrictions on the use of federal funds for political activities.	Definitions section added, clarification on the prohibited activity and expensed funded by federal funds, and add Prohibited Use section.

Page	Provision / Section	Proposed Revisions	Summary / Rationale
1	Policy Title and Purpose	Revised	Title clarified as 'Use of Federal Funds for Political Activities' and expanded introduction added to reaffirm compliance with federal regulations and ethical stewardship of public funds.
1	Policy Prohibition Statement	Revised	Restated and expanded prohibition: The School Board and all employees are prohibited from spending any federal funds on political activities of any kind, including lobbying, campaign contributions, or advocacy.
1	Definitions Section	Added	New definitions added for Federal Funds, Political Activity, Employee, and Use of Funds to promote clarity and consistent application.
1	Clarification of Federal Restrictions	Added	Added language stating that recipients of federal funds are broadly prohibited from using any portion for political activity, lobbying, or campaign communications.

Policy At A Glance (Continue)



Page	Provision / Section	Proposed Revisions	Summary / Rationale
2	Prohibited Uses	Added	Expanded section outlines specific prohibitions: no support or opposition to candidates, parties, or ballot issues; no use of federal funds for printed materials, websites, or advocacy events; and no political content in federally funded training or conferences.
2	Permissible Activities	Added	New clarification added allowing factual, neutral reporting of official Board actions, public information dissemination, and responses to inquiries when authorized by law.
2	Notification Requirement	Added	Retains prior rule requiring the Superintendent or designee to notify all employees of the policy's prohibitions.



Board Discussion

&

Guidance

Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com

VISITS FROM ELECTED OFFICIALS, DIGNITARIES AND CAMPAIGN ACTIVITIES ON SCHOOL CAMPUSES AND SCHOOL BOARD FACILITIES

The School Board of Broward County is a favorite site for elected officials, visiting dignitaries and aspiring politicians. Policymakers are welcome to our school system, however, we must also protect the integrity of the learning environment.

AuthorityF.S. 230.22 (1) (2)
Policy Adopted 5/1/01

RULES

1. All visits by elected officials or candidates for national office must be cleared by the Superintendent via the Department of Community Relations. This would include, but not be limited to, President, Vice President, Senators, House of Representatives -- or their respective spouses. Once cleared by the Superintendent, the Department of Community Relations will contact the appropriate Area/Associate Superintendent's office to coordinate the visit. Rules 5-8 should be followed.

2. All visits by representatives of the United States executive branch must be cleared by the Superintendent via the Department of Community Relations. For example: Secretary of State, Secretary of Education, etc. Once cleared by the Superintendent, the Department of Community Relations will contact the appropriate Area/Associate Superintendent's office to coordinate the visit. Rules 5-8 should be followed.

3. All visits by Florida government officials or their respective spouses must be cleared by the Superintendent via the Department of Community Relations. Once cleared by the Superintendent, the Department of Community Relations will contact the appropriate Area/Associate Superintendent's office to coordinate the visit. Rules 5-8 should be followed.

4. All candidates and elected officials representing local constituencies or their respective spouses should follow rules 5-8. The Area Superintendent's' offices and Department of Community Relations should be notified immediately at the onset of planning.

5. While elected officials are encouraged to visit, it is the intent of this policy to prohibit political activities and/or campaigning by candidates on school campuses or in School Board facilities. This includes the distribution of campaign materials, the display of campaign posters or other paraphernalia or the presence of a candidate on campus for campaign purposes. The only exception is when a recognized group rents a facility after school hours for such a purpose. On Election Day, however, the School Board follows the county election law referencing voting polls.

6. Plan the visit carefully in terms of time and location so that there is as little disruption to student learning as possible.

7. An entourage of media should not accompany guests visiting during school hours. Prior to the visit, clarify with your guest that any media photo opportunity or briefing scheduled during the school day must take place off campus. All exceptions must be approved through the Superintendent's office.

~~8. Principals who have already had a dignitary visit during the current school year, should direct potential visitors to a school similar to theirs, rather than hosting another visit. Provide school names and principals' telephone numbers.~~

~~9. Information regarding public or elected officials' participation in high school graduation functions is addressed in Policy 5313 Protocol for High School Graduation and Senior Activities, Rules (1), (2) and (7).~~

~~10. Parents or relatives of students in Broward County Public Schools, who also happen to be elected officials, will not be precluded as individuals from visiting the schools or participating in school functions in the capacity of parent or relative.~~

~~11. The District's internal electronic system, pony system and mailboxes will not be used in any capacity to communicate employee opinions or interests on behalf of any political candidate or issue. For appropriate use of technology, see School Board Policy 5306 School and District Technology Usage [(6) Acceptable Use of Computer Network and Online Telecommunication].~~

~~Adopted 5/1/01~~

6020

VISITS TO SCHOOLS

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, WELCOMES ALL WHO WISH TO VISIT ITS SCHOOLS.

I. RULES

A. The School Board encourages all interested persons to visit schools. Upon arrival, visitors shall report to the single point of entry. When feasible, the principal or a designated representative, shall provide guide services to visitors upon request.

B. Parents or guardians seeking a conference with a teacher are encouraged to schedule their visits before or after school hours, or during a period when the teacher is not responsible for teaching or supervising students.

C. It is expected that all District employees shall practice the courtesy of advising the principal's office when they plan to be on campus.

D. Any public school in a legislative district may be visited by the respective member of the Legislature. The legislator shall not be required to provide notice before visiting the school but shall be required to sign in and sign out at the main office and wear his or her identification badge at all times while present on school premises.

E. The District welcomes all municipal, local, state, and federal elected officials to visit our school campuses. All visitors shall be required to sign in and sign out at the main office and wear his or her identification badge at all times while present on school premises.

F. There shall be no solicitation of teachers or students on school premises by salesmen, agents or any others, except when approved by the Superintendent or designee.

G. Every effort shall be made to exclude non-authorized individuals from school property at all times. Loitering on school premises during school hours shall not be tolerated. When it occurs, the appropriate police department or Broward Sheriff's Office should be notified.

H. While elected officials are welcome to visit District schools and facilities in their official capacity, political activity and campaign-related conduct are strictly prohibited on school campuses and within School Board facilities. Prohibited activities include, but are not limited to, distributing campaign materials, displaying campaign signs or paraphernalia, or visiting a campus for the purpose of campaigning.

The only exception to this prohibition is when a recognized organization has properly rented a School Board facility after regular school hours in accordance with District facility use procedures.

On Election Day, the School Board shall comply with applicable county election laws governing the use of school facilities as designated polling locations.

I. Guests visiting schools during regular instructional hours shall not be accompanied by media personnel. School or District staff coordinating the visit must inform guests in advance that any media interviews, photo opportunities, or press briefings associated with the visit must occur off campus and outside the school day.

Any exception to this requirement must receive prior approval from the Superintendent.

Policy Custodian: Teaching & Learning (Learning Communities)

Former Policy Number: 1400

Policy Status: Active

Authority: ~~F.S. §§~~Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.42(2~~8~~9),1001.43(1), Florida Statutes.

Statutes implemented: ~~F.S. §§~~Section 1001.4205, Florida Statutes

History: Adopted: 2/2/71, Amended: 9/5/74; 7/29/25

Policy No. 1430

Process, Inspection, & Examination Of Public Records

~~AUTHORITY: F. S. 230.22 (1) (2)~~
~~F. S. 119.07~~
~~RULES ADOPTED: 10/16/90~~ ~~AMENDED RULES ADOPTED: 6/2/92~~

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, IS COMMITTED TO ENSURING TRANSPARENCY, ACCOUNTABILITY, AND PUBLIC ACCESS TO RECORDS IN FULL COMPLIANCE WITH FLORIDA'S PUBLIC RECORDS ACT, CHAPTER 119, FLORIDA STATUTES. THIS POLICY ESTABLISHES THE PROCEDURES AND RESPONSIBILITIES GOVERNING THE INSPECTION, EXAMINATION, AND DUPLICATION OF PUBLIC RECORDS MAINTAINED BY THE DISTRICT. IT REINFORCES THE PRINCIPLE THAT PUBLIC RECORDS ARE OPEN FOR INSPECTION BY ANY PERSON, AT ANY REASONABLE TIME, UNDER REASONABLE CONDITIONS, AND WITH PROPER SUPERVISION BY THE DESIGNATED CUSTODIAN.

EVERY PERSON WHO HAS CUSTODY OF A PUBLIC RECORD SHALL PERMIT THE RECORD TO BE INSPECTED AND COPIED ~~EXAMINED~~ BY ANY PERSON DESIRING TO DO SO, AT ANY REASONABLE TIME, UNDER REASONABLE CONDITIONS AND UNDER SUPERVISION BY THE CUSTODIAN, OR DESIGNEE OF THE PUBLIC RECORD. THE RULES LISTED BELOW SHALL COVER THE CHARGES FOR THIS SERVICE, UNLESS THE FEE IS PRESCRIBED BY LAW.

RULES

I. Definition
   a. Public Records: All documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by the School Board. Section 119.011, Florida Statutes.
   b. For purposes of this rule, "actual cost" shall mean the cost of materials and supplies used to duplicate the record, but not the labor cost or overhead cost.

II. Records are typically sent electronically via email. For large files, secure download links or flash drives may be used. Physical copies are available upon request and may incur printing costs.

III. For duplicated copies of not more than 14" x 8 1/2" in size, a fee of fifteen (15) cents per one-sided copy shall be charged. For all other copies, the actual cost of the copy shall be charged. ~~For purposes of this rule, "actual cost" shall mean the cost of materials and supplies used to duplicate the record, but not the labor cost or overhead cost.~~

~~The Board authorizes the Superintendent to charge an additional reasonable~~

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

~~charge for the labor and overhead associated with the duplication of oversized documents, such as maps, photographs, blueprints, computer reports, and labels, etc.~~

IV. The Board shall charge an additional five (5) cents ~~(total of twenty (20) cents)~~ for each two-sided ~~duplicated~~ copy, for a total of twenty (20) cents per copy.

V. If the nature or volume of public records requested to be inspected, examined, or copied is such as to require extensive use of information technology resources or extensive clerical or supervisory assistance by ~~d~~District personnel, the Superintendent, or his/her designee, may charge a reasonable, special service charge for ~~in addition to the actual cost of the duplication, the~~ labor incurred by the personnel providing the service, in addition to the actual cost of the duplication. ~~For purposes of this rule, "extensive" means that it will take more than fifteen (15) minutes to locate, review for confidential information, copy and refile the requested material~~

VI. For purposes of this rule, "extensive" means that it will take more than fifteen (15) minutes to locate, review for confidential and exempt information, delete confidential and exempt information, prepare, copy and refile the requested material. The first 15 minutes of staff time are provided at no cost. If additional time is required, a cost estimate will be provided at the rate of the individual performing to task before processing continues. Payment must be received prior to the release of records. Requests requiring redaction or review of sensitive information may take additional processing time

VII. The Board may charge up to one dollar ($1.00) per copy for a certified copy of a public record.

VIII. Certain records are confidential or exempt under Florida or federal law, including, but not limited to:

a. Student education records (FERPA, §1002.22, F.S.)
b. Security and emergency response plans (§281.301 & §119.071, F.S.)
c. Personal identifying information of certain employees (e.g., law enforcement, judges, prosecutors) (§119.071, F.S.)
d. Medical and mental health records
e. Active investigation files, if applicable
f. If an exemption applies, the District will cite the statutory reference in writing.

Policy Custodian: Chief of Staff/ Communications Officer

Former Policy No: 1343

Status: Active

Authority: ~~F.S 230.22 (1) (2)~~ Sections 119.01, 119.07, 119.011 and 1001.41, Florida Statutes; Rules 1-2.0031 and 1B-24.001, Florida Administrative Code, ~~F.S 119.07~~

History: Adopted 10/16/90; Amended 6/2/92

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

Policy No. 1960

Use Of Federal Funds For Political Activities

~~AUTHORITY F.S. 230.22(1)(2) RULES~~
~~ADOPTED: 7/14/87~~

The School Board of Broward County, Florida, is committed to maintaining full compliance with federal regulations governing the appropriate use of public funds. The School Board and all its employees shall be prohibited from spending any funds procured from the federal government on any type of political activity. ~~E.G., LOBBYING, CAMPAIGN CONTRIBUTIONS, ETC.~~ This policy ensures that all federally awarded resources are used solely for authorized educational purposes and that the District maintains the highest standards of ethical stewardship, accountability, and neutrality in its operations.

Rules

I. Definitions
   a. Federal Funds – Any monetary resources, grants, or reimbursements received directly or indirectly from the United States Government, including but not limited to Title programs, IDEA funds, ESSER, or any other federal allocation.
   b. Political Activity – Any action in accordance with Policy 1940, intended to influence the outcome of an election, support or oppose a candidate, political party, or ballot initiative; or to advocate for or against legislation or policy proposals not directly related to the administration of federal programs.
   c. Employee – Any individual employed by the School Board, whether full-time, part-time, or under contract, who performs work or services on behalf of the District.
   d. Use of Funds – The expenditure, allocation, transfer, or commitment of any federal funds, resources, or assets under the District's control.

II. In general, recipients of federal funds are prohibited from using any of the funds on any type of political activity, including but not limited to, lobbying and campaign contributions.

III. The District may not expend or authorize the expenditure of, and a person or group may not accept state public funds for a political advertisement or other communication sent to electors concerning an issue, referendum, or amendment, including any state questions, that is subject to a vote of the electors.

IV. The District or a person acting on behalf of the District is not precluded from

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

reporting on official actions of the School Board in an accurate, fair and impartial manner; posting factual information on the website or in printed materials; hosting and providing information at a public forum; providing factual information in response to an inquiry; or providing information as otherwise authorized or required by law.

V. Prohibited Uses
   a. No federal funds shall be used to support or oppose any political candidate, party, campaign, or political committee.
   b. No employee shall use time, equipment, facilities, or materials funded by federal sources for political purposes.
   c. Federal funds shall not be used to print, distribute, or post materials advocating for or against any ballot measure or legislation unrelated to program administration.
   d. Training, conferences, or events financed through federal funds shall not include advocacy or lobbying activities.
   e. Any violation of this policy may result in disciplinary action and the requirement to reimburse the misused funds in accordance with federal and state regulations

VI. The Superintendent ~~or his/her designee~~ shall be responsible for notifying all School ~~Board~~ District employees of the prohibition contained in this policy

Policy Custodian: Chief of Staff/Communications Officer

Former Policy No. 1004

Status: Active

Authority: ~~F.S. 230.22 (1) (2)~~Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.43(2), and 1001.42(29), 1001.43 and 106.113, Florida Statutes

History: Adopted: 7/14/87

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

Policy No. 1970

Opening Exercises - Display Of Flags and The State Motto

~~THE MORNING OPENING EXERCISE SHALL INCLUDE THE PLEDGE OF ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA UNDER ADULT SUPERVISION WITHIN THE ROOM. IT MAY INCLUDE A MOMENT OF SILENT MEDITATION OR SOME OTHER THOUGHT-PROVOKING PROGRAM PLANNED WITH DISCRETION.~~

~~THE FLAG OF THE UNITED STATES AND THAT OF THE STATE OF FLORIDA SHALL BE DISPLAYED ON THE GROUNDS OF EACH SCHOOL DAILY, WEATHER PERMITTING, EXCEPT WHEN THE SCHOOL IS CLOSED FOR VACATION. WHEN MORE THAN ONE (1) SCHOOL IS LOCATED ON THE SAME CAMPUS, ONE (1) FLAGSTAFF MAY SERVE THE CAMPUS.~~

~~AUTHORITY: F.S. 230.22(1),(2) POLICY~~
~~ADOPTED: 2/12/70~~
~~POLICY AMENDED: 5/6/71; 8/5/71~~ ~~POLICY READOPTED: 9/5/74~~

THE SCHOOL BOARD RECOGNIZES THE IMPORTANCE OF DAILY OPENING EXERCISES AND PATRIOTIC OBSERVANCES AND COMPLIES WITH STATE AND FEDERAL REQUIREMENTS REGARDING THE DISPLAY OF FLAGS, THE STATE MOTTO, AND THE RECITATION OF THE PLEDGE OF ALLEGIANCE.

Rules

I. **The flag of the United States and the official flag of the State of Florida shall be displayed at each District building and campus.**

A. On District grounds, the flag shall be displayed daily upon one (1) building or a suitable flagstaff, when the weather permits and if the building or school is not closed for vacation. If two (2) or more buildings or schools are located on the same campus, one (1) display of both flags may serve the campus.

B. In a mark of respect to the memory of designated principal government officials and when directed by the President or Governor, the flag(s) shall be flown at half-staff.

C. Inside the schools, the flag of the United States shall be displayed daily in each classroom. The flag must be made in the United States, must be at least 2 feet by 3 feet, and must be properly displayed in accordance with Title 4. U.S.C.

II. **The state motto, "In God We Trust," shall be displayed in a conspicuous place in each District building or school.**

A. The motto shall be displayed in a manner that is clearly visible to students, staff, and visitors during normal daily operations, it must not be hidden or placed in an obscure or private area.

B. Each school and District facility shall determine the appropriate placement of the motto to ensure compliance with the provisions of this policy and applicable state law.

III. The morning opening exercise shall include the pledge of allegiance to the flag, under adult supervision.

A. Upon written request by the parent(s), students must be excused from reciting the pledge, including standing and placing their right hand over their hearts.

B. Unexcused students must show full respect to the flag by standing at attention, including the removal of un-religious headdress for men.

C. A written notice shall be published in the Code of Student Conduct informing students of their right not to participate in reciting the pledge. The School Board prohibits the intimidation of any student by other students or staff for the exercising of this right.

IV. Moment of Silence

A. Principals shall require classroom teachers in all grades to set aside at least one (1) minute, but not more than two (2) minutes, daily for a moment of silence, during which students may not interfere with other's participation.

B. Teachers may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence.

Policy Custodian: Chief of Staff/ Communications Officer

Former Policy No: 6003

Status: Active

Authority: 4 U.S.C §7; ~~F.S. 230.22 (1) (2)~~ Sections 15.0301, 120.52(6) 120.54, 120.81 (1)(a), 256.015, 1000.06, 1001.41(1) and (2), 1001.42(29), 1002.20, 1003.44, 1003.45, Florida Statutes

History: Adopted 2/12/70; Amended 5/6/71, 8/5/71



Student Services Department

Everyday Counts: Advancing Attendance in SY26

March 3, 2026
School Board Workshop

Dr. Angela Fulton, Deputy Superintendent
Saemone Hollingsworth, Chief Student Services
Marisa Sotelo, Director, Student Services
Krissa Ericson, Coordinator, District Attendance

Established 1915
BROWARD
County Public Schools



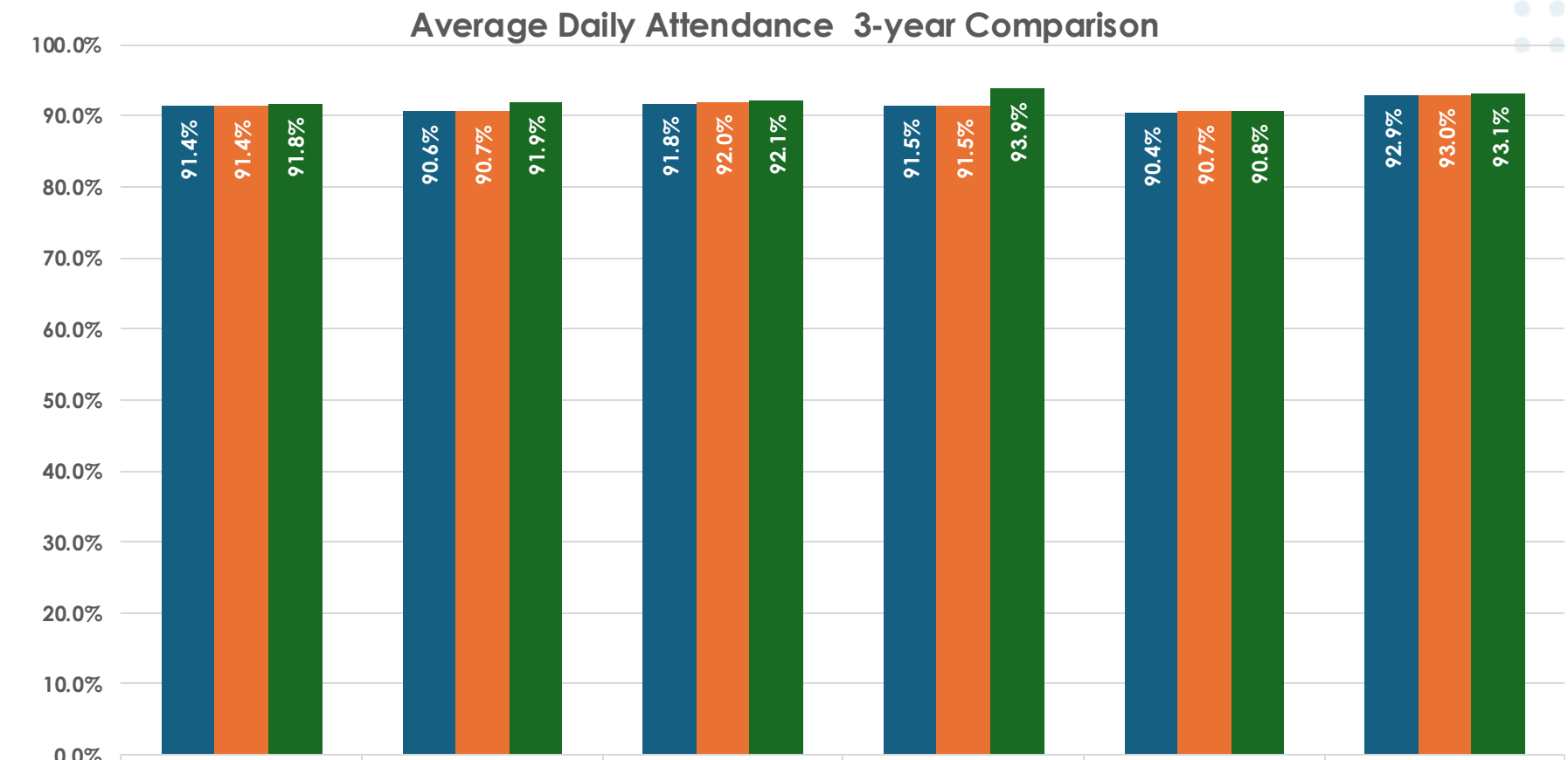
INTRODUCTION

Presentation Rationale:	This presentation is designed to describe efforts across the District to improve student attendance outcomes.
Purpose:	Provide a follow-up to the board from September 9, 2025, workshop.
Connection to the Strategic Plan:	Goal 1: Early Literacy Proficiency Goal 2: Algebra Proficiency Goal 3: Science Proficiency Goal 4: College & Career Readiness/Acceleration
Request to the School Board:	Continue to support the District attendance campaign – Attendance Counts! Every School Day. **Financial Impact:** There is no financial impact.

Agenda

1. Data Trends
2. Key Takeaways and Key Actions
3. District Attendance Support
4. Insights from Key Collaborators
5. Attendance Interventions and Tier 3 Support
6. Highlighting Attendance Champions
7. Attendance: All In

Florida and Big 5 Data



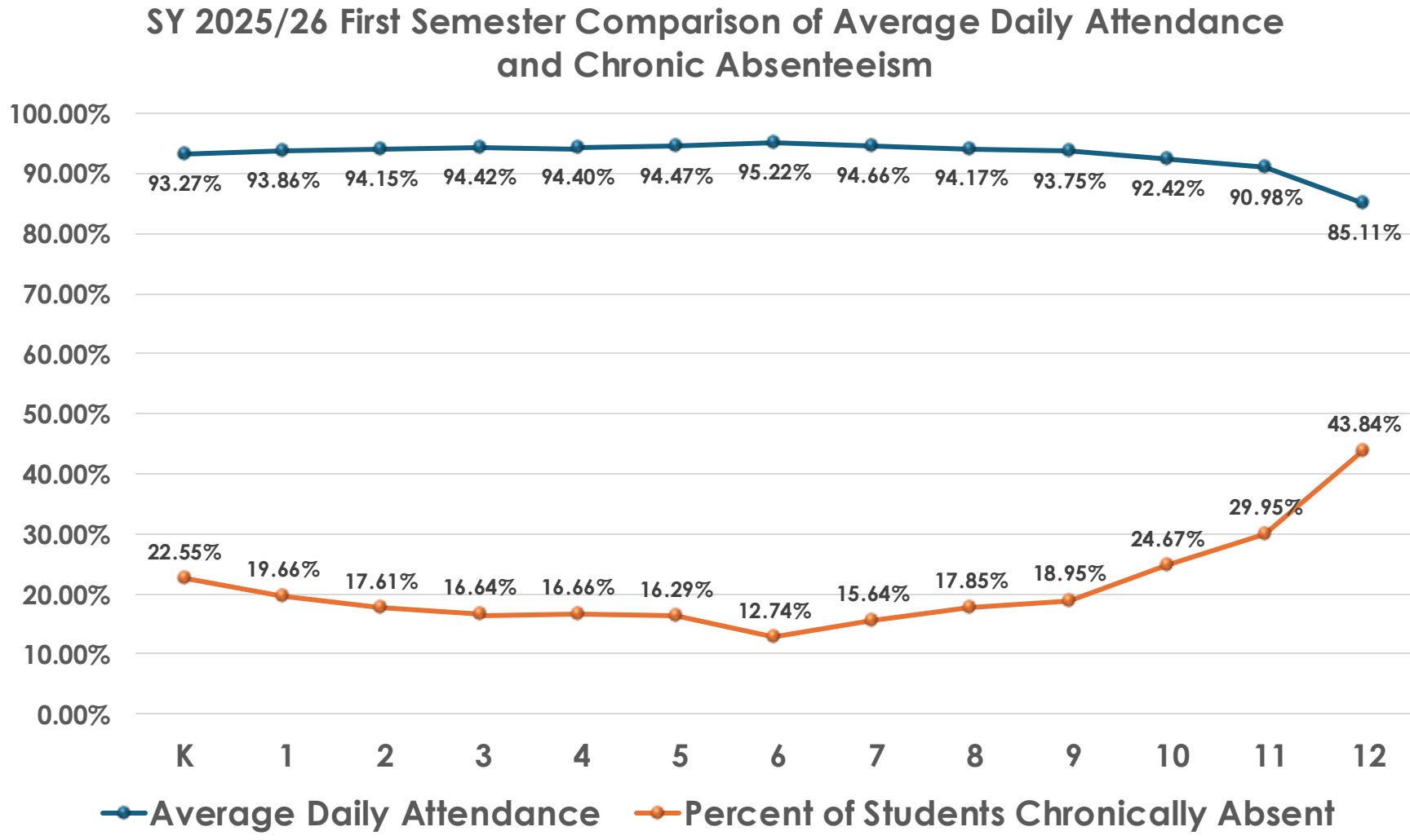
	FLORIDA	BROWARD	MIAMI-DADE	HILLSBOROUGH	ORANGE	PALM BEACH
SY 22-23	91.4%	90.6%	91.8%	91.5%	90.4%	92.9%
SY 23-24	91.4%	90.7%	92.0%	91.5%	90.7%	93.0%
SY 24-25	91.8%	91.9%	92.1%	93.9%	90.8%	93.1%

*Data from FLDOE

Collaboration Around Florida

County	District Collaboration	Common Practices
Broward	Ongoing efforts to discover best practices locally, in Florida, and nationally	• Attendance resources online • District Attendance Campaign • District Attendance Toolkit for school-based teams
Palm Beach	Quarterly calls with district Truancy Coordinator	• Attendance resources online • School-based initiatives • Tier 3 support by district Truancy Office
Hillsborough	Quarterly meetings through Grade Level Reading Campaign	• Attendance resources online • District Attendance Campaign • Attendance Poster Contest supported by community partners
Orange	Review of website/resources	• Attendance resources online • District Attendance Campaign
Miami Dade	Information exchange regarding procedures	• Attendance resources online • Truancy Intervention Program

Broward Grade Level Comparison



Building Stronger Connections

Regional Offices

- Regional leadership provides coaching, guidance, and accountability to strengthen attendance practices
- Schools regularly review attendance data and implement incentives and interventions to improve student attendance
- Classroom walkthroughs monitor student engagement, presence, and participation
- Targeted monitoring and differentiated support for schools experiencing attendance challenges

Student Engagement

- Speak Up, Speak Out session feedback
  - Students emphasized that attendance improves when schools prioritize a welcoming campus, positive morning routines, fair student-centered policies, and a safe, supportive environment
- Student Advisor participation in Attendance Workgroup
- Student-led engagement with marketing and social media messaging

Voices Behind the Progress

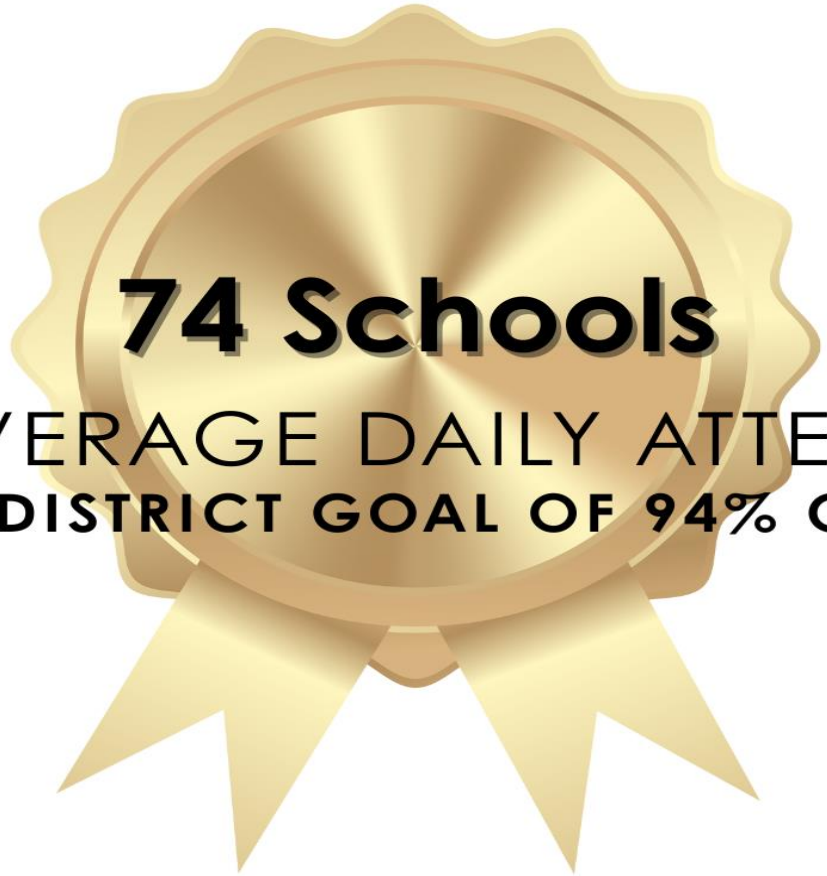
BCPS Student Advisors

Student Advisor
Landyn Spellberg

BROWARD COUNTY PUBLIC SCHOOLS EST. 1915

Regional Director
Joseph Balchunas

Average Daily Attendance – First Semester SY26



74 Schools

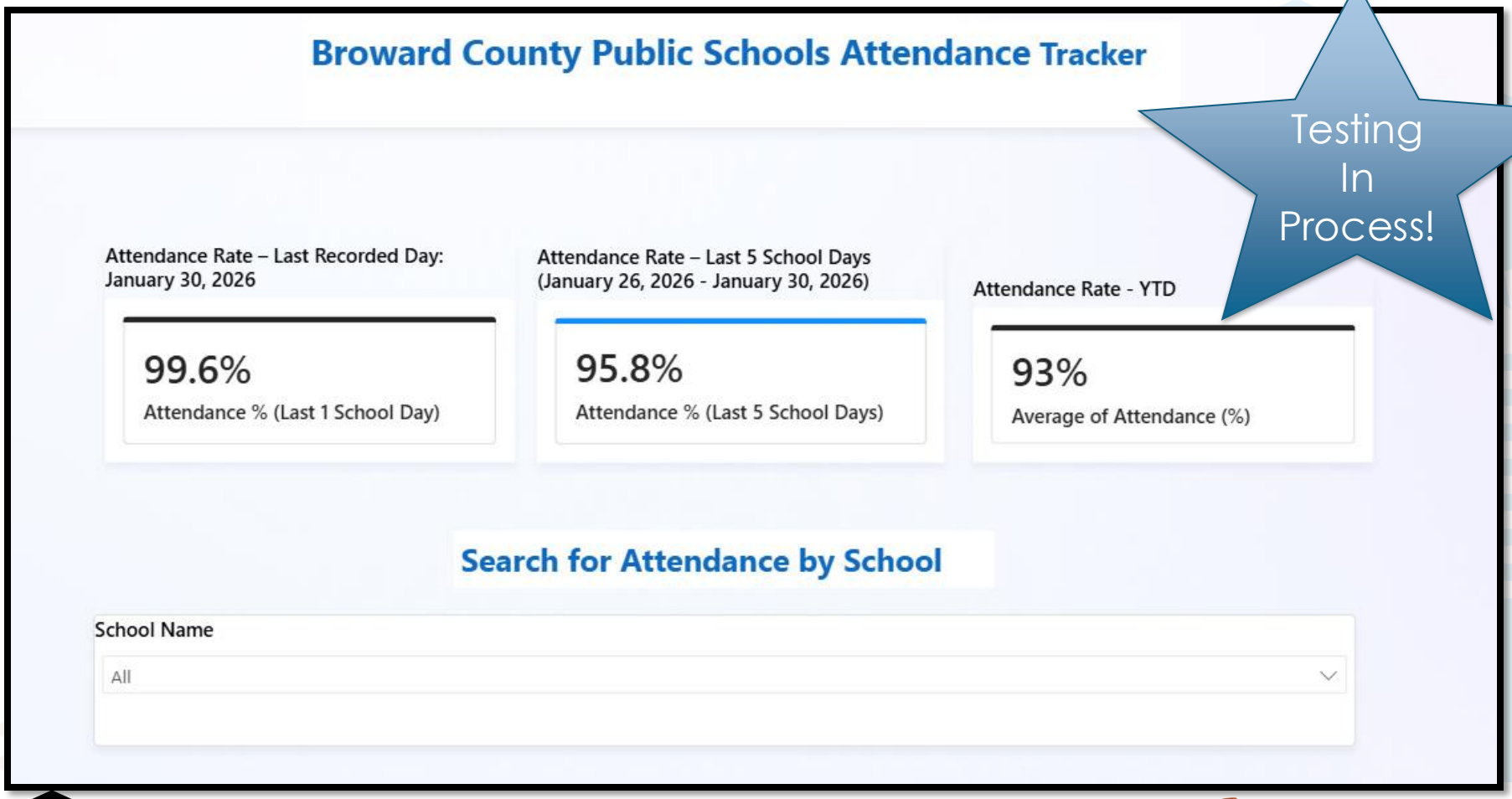
WITH AVERAGE DAILY ATTENDANCE

AT THE DISTRICT GOAL OF 94% OR HIGHER

(See slide 32 in the Appendix for a list of schools and their ADA %).

Attendance Data Transparency

Forward Facing Attendance Dashboard



Key Takeaways from September 9, 2025, Workshop



Strengthen Daily Engagement

Focus on keeping students connected and engaged every school day—including half-days, pre-break days, and exam weeks.



Expand and Highlight Interventions

Utilize incentives, truancy referrals/programs, and partner consequences (e.g., DHSMV-related actions), especially for secondary students.



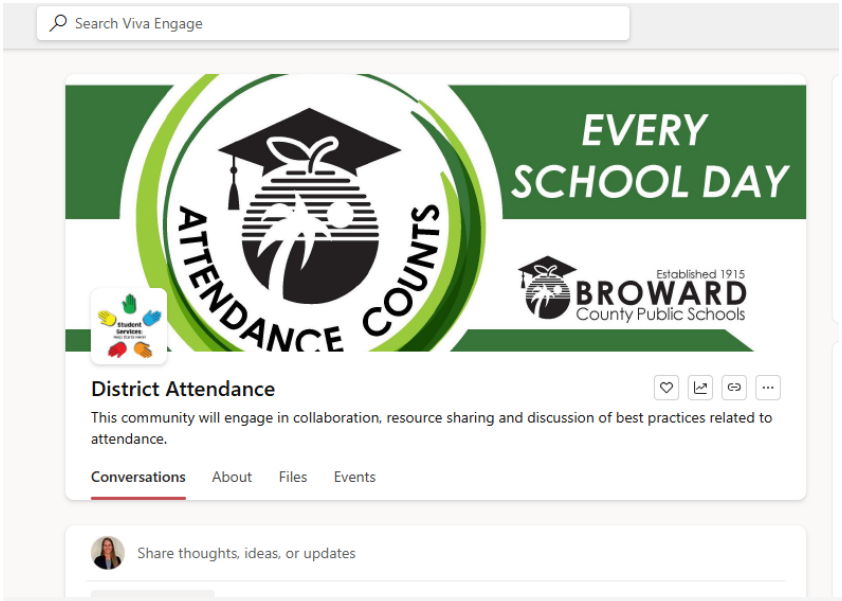
Explore Innovative Approaches

Identify and learn from strategies used by states that have successfully improved attendance. Student voice.

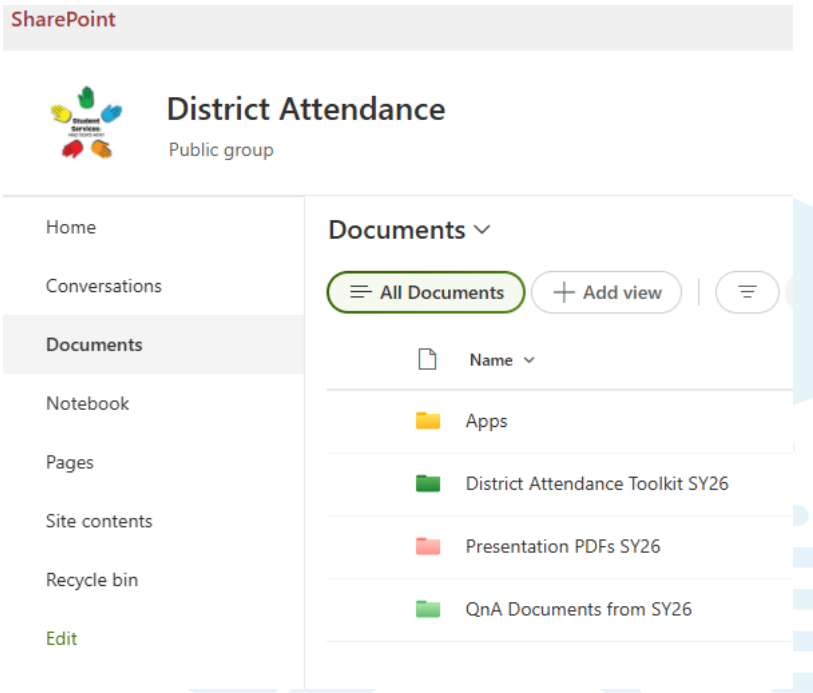
Key Actions since September 9, 2025

- Sharing information at SAC Meetings
- Participating in Innovation Zone Meetings
- Facilitating sessions at the Federal Programs Parent Seminar
- Integrated into Instructional Reviews and school visits
- Providing resources for school-based teams
- Parent University
- Community Outreach and Engagement

District Attendance Support



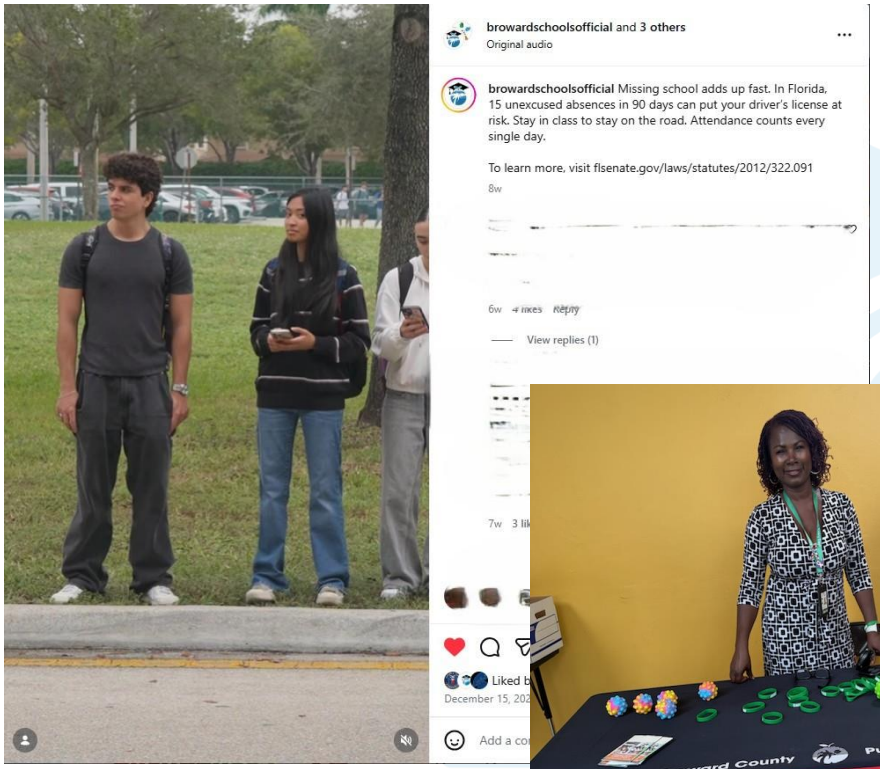


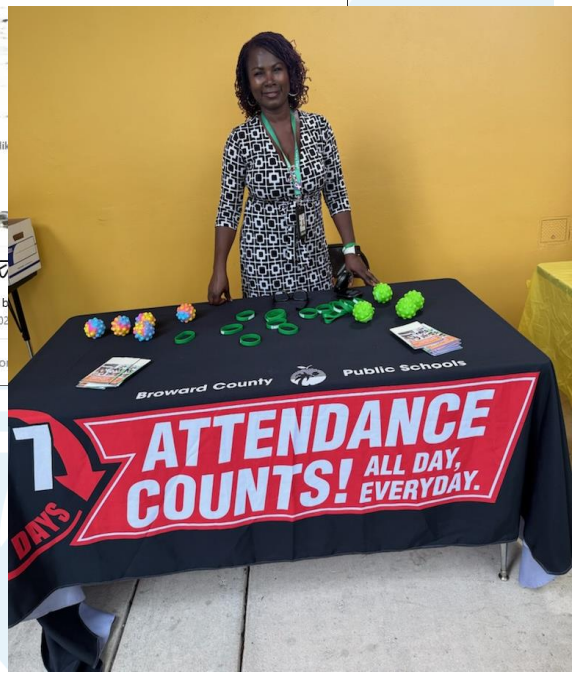


Viva Engage Community
District Attendance Support Sessions
Attendance Toolkit

Marketing and Engagement





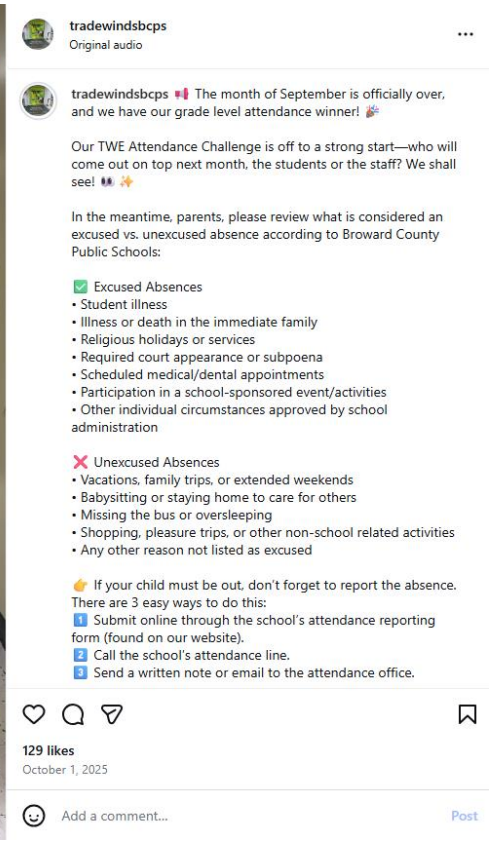


Ongoing Messaging and Awareness

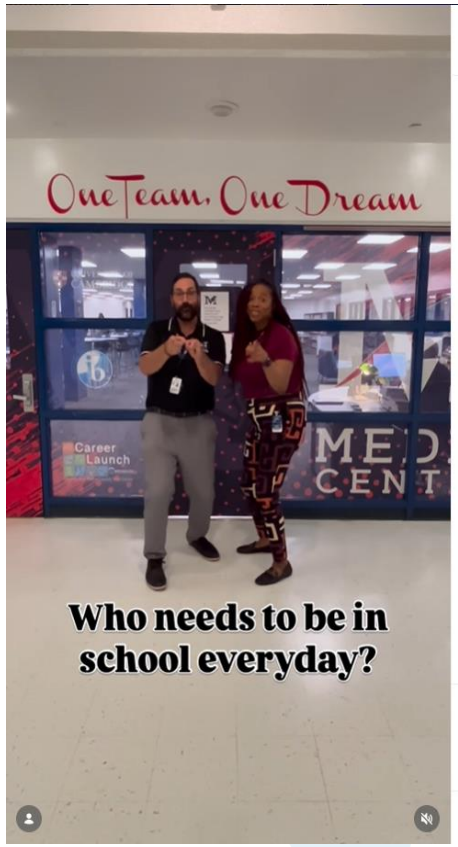
Taking Center Stage on Social Media

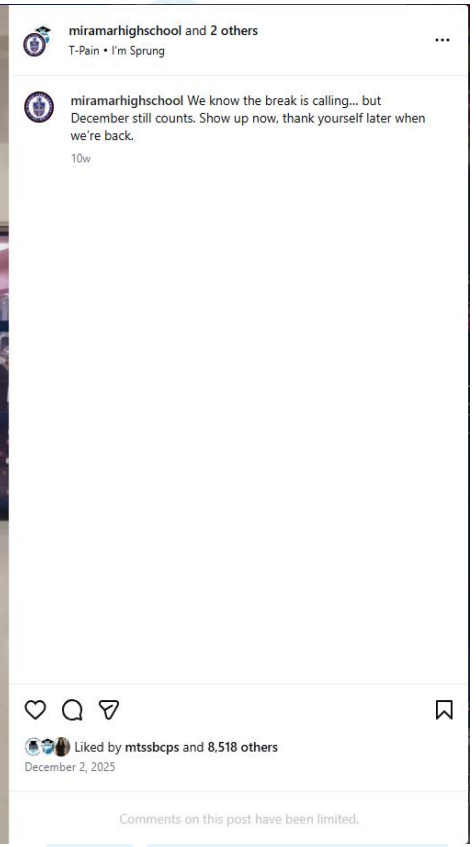
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Insights from Key Collaborators



Elementary MTSS Supervisor
Farrah Kellingbeck



Positive Behavioral Support Specialist
Amber Jennings

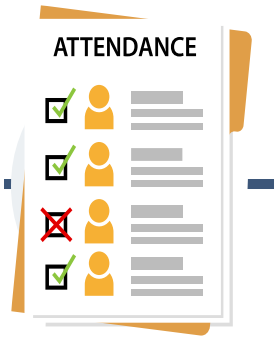
Elementary Attendance Intervention Process

Parent contact/notification
01
Teacher, automated calls, and 5-day letter for unexcused absences

Meeting held with parent
02
5-day meeting with the school staff, child study team, and the school social worker; Identify barriers and interventions

Interventions
03
Implement and monitor interventions; continued communication with family

Continued Absences
04
10 and 15-day letters are generated



10-day Conference
05
A formal 10-day conference is held to assess further needs and discuss barriers and support

On-going Interventions/monitoring
06
Community referrals, new goals are set and continue monitoring

Truancy Packet
07
If there is no improvement, a truancy packet will be sent to the State Attorney's Office (SAO) for court intervention

Court Filing
08
Continued case management, support and interventions to improve attendance

*This process incorporates the Broward Truancy Intervention Process

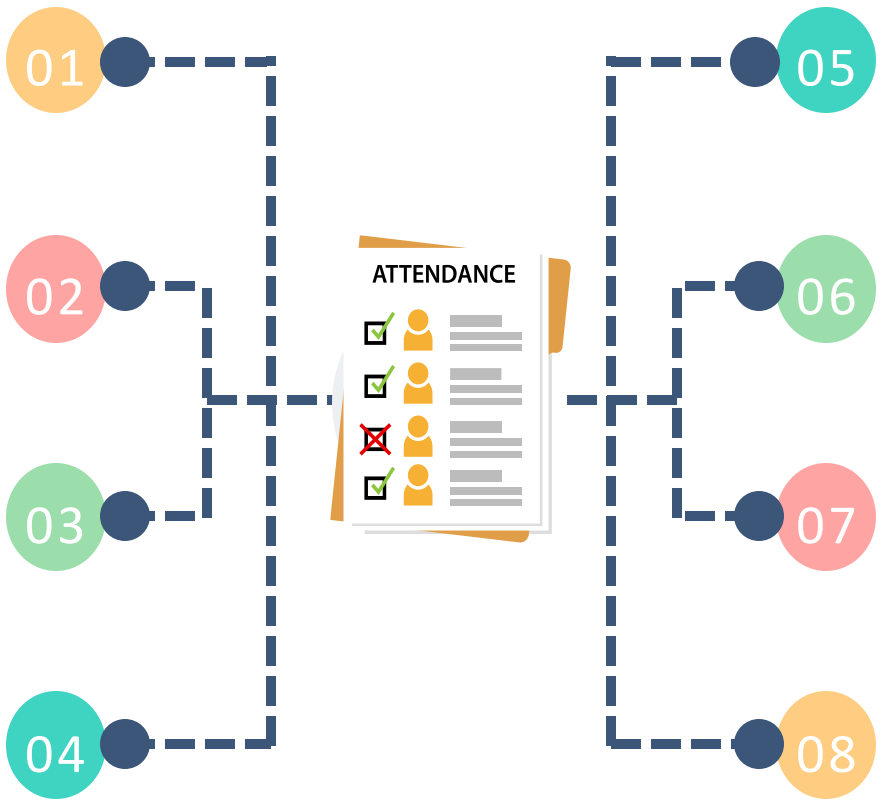
Secondary Attendance Intervention Process

Parent contact/notification
Teacher, automated calls, and 5, 10, and 15-day letters

Meeting held with parent
School staff, child study team, and school social worker. Identify barriers and interventions

Interventions
Implement and monitor interventions; continued communication with family

Continued Absences
Voluntary referral to truancy prevention agencies: Lutheran Services of Fl or Prevention Central



Agency Intervention
Assigned case manager provides ongoing support and makes additional referrals as needed

Case Staffing
Schedule with the parent, the school social worker, and the community providers. New goals are set.

Truancy Packet
If there is no improvement, a truancy packet may be sent to the Department of Juvenile Justice (DJJ) attorney

Truancy Petition
The DJJ attorney decides whether to file the truancy petition

Targeted Support for Tier 3 Schools

- Quarterly Meetings with school staff and the District Attendance Coordinator
- Ongoing data support and analysis
- Incentive support
- Coordinated meetings across departments
- Strengthened support and guidance through the School Social Work Program

In Their Own Words



Larkdale Elementary
Ms. Nandrane Fairclough, Principal



Dillard 6-12
Mr. Alfred Broomfield, Principal

Innovative Strategies

Quarter 1 Attendance Recognition →





← Quarter 2 Attendance Recognition

UTILIZING MTSS AND PBIS TO IMPROVE ATTENDANCE

MTSS-RTI: COLLABORATION ON ACADEMICS, ATTENDANCE, & BEHAVIOR

BCPS DISTRICT ATTENDANCE GOAL

Average Daily Attendance Goal of 94%

Response to Intervention · MTSS BROWARD · Response to Intervention

Positive Behavior Interventions & Supports · PBIS BROWARD

SUPPORTING ATTENDANCE THROUGH A TIERED APPROACH

TIER 1
Establish a positive attendance culture; Review attendance data; Emphasize student engagement & utilize parent conferences to address concerns early.

TIER 2
Implement strategies like Check-In/Check-Out; Connect families to resources to address barriers; Hold a parent/student conference to sign an Attendance Agreement

TIER 3
Increase family engagement; Create an FBA/BIP; Assign a mentor; Referral to Truancy Case Management Provider;

NOTE: THIS IS NOT AN EXHAUSTIVE LIST OF INTERVENTIONS.



- Teams meet regularly to review student attendance, academic growth and behavioral needs.
- Implement strategies early and increase support to address concern if behavior is not improving.
- Reassess data, behavior, and interventions regularly to ensure we are addressing the problem.

ATTENDANCE COUNTS! EVERY SCHOOL DAY

DISTRICT SUPPORT:

MTSS - Elementary - 754-322-8750

MTSS - Secondary - 754-322-3800

PBIS - 754-321-1655

Attendance - 754-321-1623

BROWARD COUNTY PUBLIC SCHOOLS



COLLABORATE

For Student Success

EDUCATING TODAY'S STUDENTS TO SUCCEED IN TOMORROW'S WORLD.

Strengthening School Culture







Highlighting Attendance Champions



Lloyd Estates Elementary
Ms. Shawn Allen, Principal

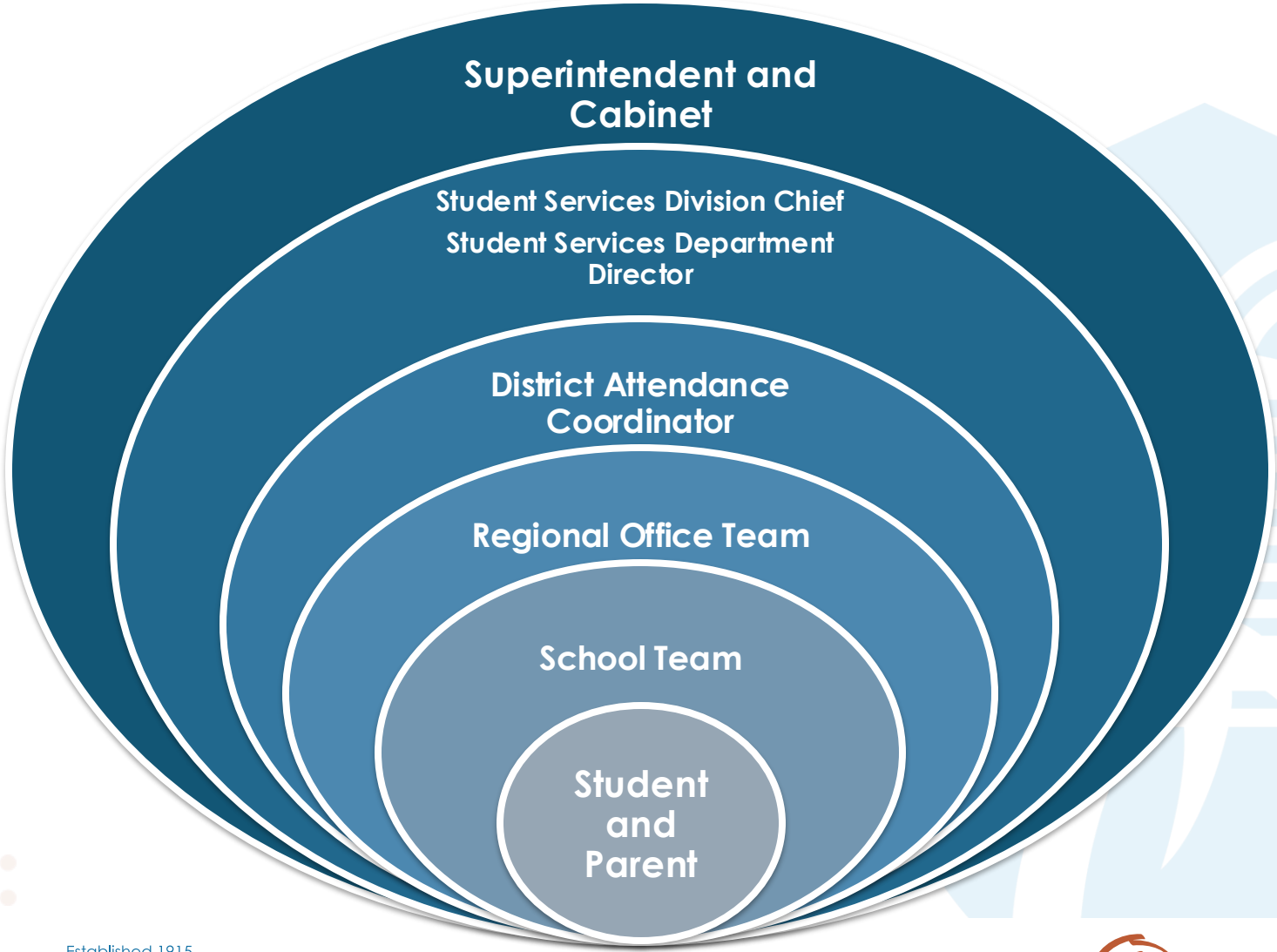


Margate Elementary
Mr. Thomas Schroeder, Principal



William Dandy Middle
Ms. Nichele Williams, Principal

Attendance: All In



Attendance Counts!



ATTENDANCE COUNTS! EVERY SCHOOL DAY

@BCPSStudentServ

Q & A



Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

browardschools.com

APPENDIX

Common Acronyms

ADA – Average Daily Attendance

BTIP – Broward Truancy Intervention Program

DHSMV – Department of Highway Safety and Motor Vehicles – DHSMV

DJJ – Department of Juvenile Justice

MTSS – Multi-Tiered System of Support

PBIS – Positive Behavior Interventions & Support

PTO – Parent Teacher Organization

PTA – Parent Teacher Association

SAC – School Advisory Council

Perfect Attendance Awards



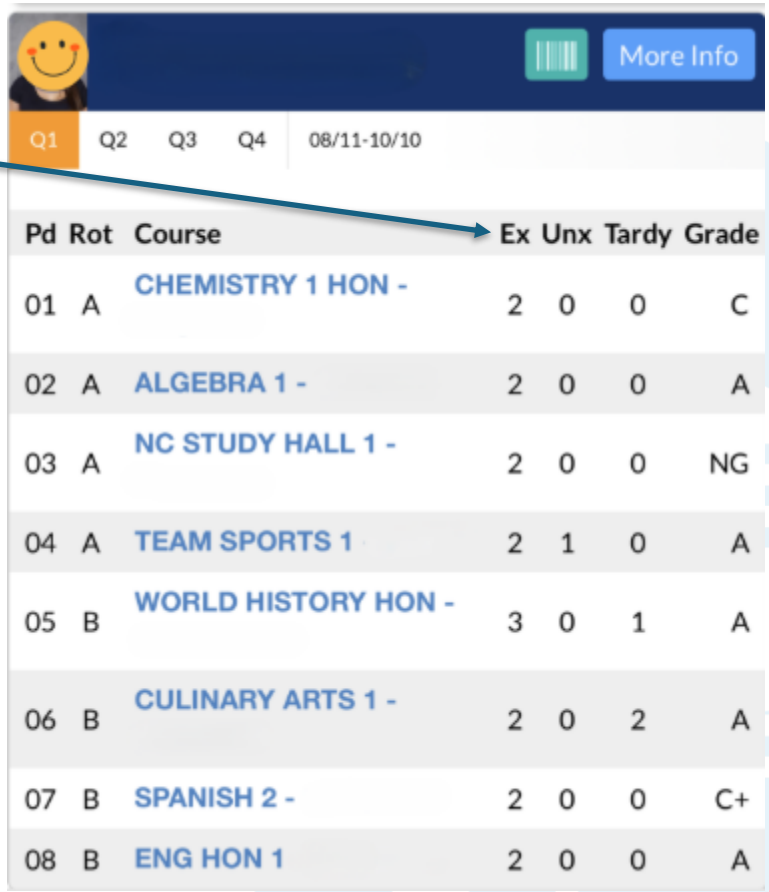
*Incorporating the "Evening Among the Stars" awards

Focus Parent Portal

Parents can track student attendance through the Parent Portal in Focus.

Ex = Excused Absence

Unx = Unexcused Absence

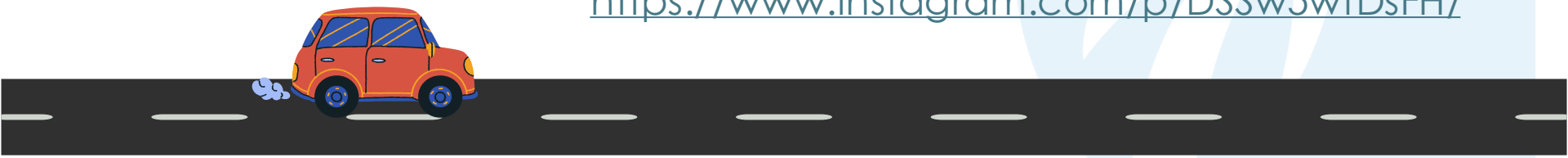


Pd	Rot	Course	Ex	Unx	Tardy	Grade
01	A	CHEMISTRY 1 HON -	2	0	0	C
02	A	ALGEBRA 1 -	2	0	0	A
03	A	NC STUDY HALL 1 -	2	0	0	NG
04	A	TEAM SPORTS 1	2	1	0	A
05	B	WORLD HISTORY HON -	3	0	1	A
06	B	CULINARY ARTS 1 -	2	0	2	A
07	B	SPANISH 2 -	2	0	0	C+
08	B	ENG HON 1	2	0	0	A

Department of Highway Safety and Motor Vehicles and Attendance

- Students under 18 years of age (14-17) with **15 unexcused absences in 90 days** are reported to the **Department of Highway Safety and Motor Vehicles (DHSMV)**.
- Hardship waiver hearings held if requested.
- To reinstate a license, students must: Attend **30 straight school days** with **no unexcused absences** and submit a **state-approved attendance form** to the DHSMV.

https://www.instagram.com/p/DSSw5wtDsFH/



SY2025/26 Quarter 2 Attendance Recognition

Celebrating Attendance Achievements

The schools listed have shown improvement in Average Daily Attendance when comparing Quarter 2 of School Year 2024/25 to Quarter 2 of School Year 2025/26. Each school has achieved an improvement of 1% or more. Congratulations to all the schools, with special recognition going to the top five schools in the District that have recorded the highest percentage of improvement year-over-year in Quarter 2.

Top 5 Schools in the District		
1.	Pine Ridge Education Center	12.36% Improvement
2.	Cross Creek School	7.68% Improvement
3.	Lanier-James Education Center	7.48% Improvement
4.	Cypress Run Education Center	3.87% Improvement
5.	Whiddon Rogers Education Center	3.02% Improvement

Schools with 1% or more improvement in Average Daily Attendance Qtr. 2 SY25 vs. Qtr. 2 SY26

Horizon Elementary	1.88%
Dillard 6-12	1.82%
Henry D. Perry Ed Cntr	1.82%
Northeast High	1.78%
Lloyd Estates Elementary	1.76%
Bright Horizons	1.50%
Dillard Elementary	1.46%
James S. Rickards Middle	1.39%
Margate Elementary	1.30%
Panther Run Elementary	1.18%
Piper High	1.15%
New River Middle	1.12%
Westwood Heights Elementary	1.10%
Hollywood Park Elementary	1.07%
Whispering Pines Exceptional Ed Cntr	1.05%
Westglades Middle	1.05%
Gator Run Elementary	1.03%
New Renaissance Middle	1.03%
Riverglades Elementary	1.02%

Average Daily Attendance – Schools Exceeding 94%

GLADES MIDDLE	96.53%
MCFATTER TECHNICAL COLLEGE	96.46%
POMPANO BEACH HIGH	96.16%
MILLENNIUM 6-12 COLLEGIATE ACA	95.89%
EMBASSY CREEK ELEMENTARY	95.88%
NOVA MIDDLE	95.83%
BEACHSIDE MONTESSORI VILLAGE	95.58%
WESTGLADES MIDDLE	95.56%
PEMBROKE LAKES ELEMENTARY	95.55%
GATOR RUN ELEMENTARY	95.47%
EAGLE POINT ELEMENTARY	95.46%
HERON HEIGHTS ELEMENTARY	95.39%
RIVERGLADES ELEMENTARY	95.36%
HAWKES BLUFF ELEMENTARY	95.33%
INDIAN TRACE ELEMENTARY	95.33%
WILLIAM DANDY MIDDLE	95.31%
EVERGLADES ELEMENTARY	95.27%
BAYVIEW ELEMENTARY	95.24%
CORAL COVE ACA OF THE ARTS	95.22%
PARK TRAILS ELEMENTARY	95.22%
FALCON COVE MIDDLE	95.16%
CORAL SPRINGS MIDDLE	95.13%
GRIFFIN ELEMENTARY	95.12%
SILVER TRAIL MIDDLE	95.11%
PANTHER RUN ELEMENTARY	95.10%
COUNTRY HILLS ELEMENTARY	95.09%
COOPER CITY ELEMENTARY	95.06%
SHERIDAN TECHNICAL COLLEGE	95.06%
SILVER RIDGE ELEMENTARY	95.06%
LAKESIDE ELEMENTARY	94.99%
TROPICAL ELEMENTARY	94.97%
FLORANADA ELEMENTARY	94.95%
MANATEE BAY ELEMENTARY	94.93%
PARK SPRINGS ELEMENTARY	94.93%
NOVA BLANCHE FORMAN ELEM	94.92%
VIRGINIA S. YOUNG ELEMENTARY	94.92%
COCONUT PALM ELEMENTARY	94.88%
SUNSET LAKES ELEMENTARY	94.85%
TEQUESTA TRACE MIDDLE	94.81%
WALTER C. YOUNG MIDDLE	94.80%
NOVA DWIGHT D EISENHOWER	94.77%
DISCOVERY ELEMENTARY	94.75%
EAGLE RIDGE ELEMENTARY	94.74%
SUNRISE MIDDLE	94.73%
ATLANTIC TECHNICAL COLLEGE	94.72%
SILVER PALMS ELEMENTARY	94.64%
DEERFIELD BEACH MIDDLE	94.61%
PLANTATION PARK ELEMENTARY	94.61%
RIVERSIDE ELEMENTARY	94.58%
PIONEER MIDDLE	94.57%
INDIAN RIDGE MIDDLE	94.56%
PARKSIDE ELEMENTARY	94.56%
APOLLO MIDDLE	94.53%
JAMES S. HUNT ELEMENTARY	94.53%
SILVER LAKES ELEMENTARY	94.53%
NORTH ANDREWS GARDENS ELEM	94.52%
LYONS CREEK MIDDLE	94.50%
LAKE FOREST ELEMENTARY	94.42%
NEW RENAISSANCE MIDDLE	94.41%
NOVA HIGH	94.41%
SEA CASTLE ELEMENTARY	94.41%
PALMVIEW ELEMENTARY	94.33%
MARGATE MIDDLE	94.31%
SUNSHINE ELEMENTARY	94.31%
WESTPINE MIDDLE	94.26%
HARBORDALE ELEMENTARY	94.24%
STEPHEN FOSTER ELEMENTARY	94.16%
FOREST GLEN MIDDLE	94.11%
SILVER SHORES STEAM ACA K-8	94.11%
COUNTRY ISLES ELEMENTARY	94.10%
WINSTON PARK ELEMENTARY	94.10%
FOREST HILLS ELEMENTARY	94.04%
RAMBLEWOOD MIDDLE	94.04%
FLAMINGO ELEMENTARY	94.02%

Data for first semester SY2025/26 (8/11/2025 – 12/19/2025)
Pulled from Focus Report: Average Daily Attendance

Tier 3 Schools

School Name	SY25 Average Daily Attendance (Year end %)	SY26 Average Daily Attendance (First Semester %)	SY26 Increase or Decrease
North Fork ES	88.29%	89.07%	↑
North Lauderdale ES	88.50%	89.56%	↑
Olsen MS	88.53%	89.51%	↑
Hallandale HS	89.14%	89.40%	↑
Dillard 6-12	88.84%	88.98%	↑
South Broward HS	89.29%	89.62%	↑
Dillard ES	89.83%	89.87%	↑
Sunland Park Academy ES	88.75%	89.02%	↑
Charles Drew ES	89.12%	89.51%	↑
Deerfield Beach HS	89.51%	90.47%	↑
Bennett ES	89.28%	89.77%	↑
South Plantation HS	89.42%	90.49%	↑
Sanders Park ES	89.30%	90.25%	↑
Oakridge ES	88.99%	89.33%	↑
Larkdale ES	88.68%	90.04%	↑
Walker ES	89.53%	90.71%	↑

Where does Broward rank?

Ranking	District Name	Total Enrollment	% of Students Absent 10% or More
1	COLLIER	52,358	17.4%
2	SANTA ROSA	31,485	20.0%
3	HENDRY	15,084	20.1%
4	ST. JOHNS	53,686	20.1%
5	SARASOTA	48,376	20.1%
6	OKALOOSA	36,036	20.5%
7	GILCHRIST	2,997	20.8%
8	BREVARD	79,064	21.1%
9	MONROE	9,242	21.8%
10	**PALM BEACH**	205,410	23.4%
11	WALTON	12,522	24.3%
12	SEMINOLE	69,560	25.3%
13	CLAY	46,507	26.7%
14	SUMTER	10,359	26.9%
15	MARTIN	19,492	27.3%
16	**MIAMI-DADE**	367,362	28.2%
17	PASCO	92,686	29.2%
18	MANATEE	57,748	29.4%
19	PINELLAS	101,042	30.6%
20	BAKER	4,911	31.1%
21	CHARLOTTE	18,331	31.2%
22	**HILLSBOROUGH**	259,942	31.3%
23	ALACHUA	31,516	31.6%
24	FLAGLER	14,649	31.6%
25	LEVY	6,002	31.9%
26	LAFAYETTE	1,206	32.2%
27	UNION	2,454	32.9%
28	ESCAMBIA	41,479	33.5%
29	**BROWARD**	**271,881**	**33.6%**

SY 2023/24 Chronic Absenteeism

*Most recent year reported by FLDOE

Broward ranks 29th in Florida

(Per FLDOE Data)

Chronic Absenteeism means a student who is absent 10% or more of the school year. (Includes excused and unexcused absences and suspensions.)

Comparison with Other States

Jurisdiction	State/District DOE Attendance Plan?	Nature of DOE Direction	Required Local Action	Key Characteristics
BCPS (Florida)	**Yes (District-level)**	BCPS publishes district attendance data, policies, and procedural guidance; attendance strategy is locally governed within state law	Schools follow district attendance policy and procedures; BCPS Attendance School Improvement Plan is required	Attendance improvement strategies determined locally and embedded in school-based practices
New Jersey	**Yes (Statewide framework)**	NJDOE operates a formal "Conditions for Learning: Promoting Regular Student Attendance and Addressing Chronic Absenteeism" framework	Schools must develop a corrective action plan if ≥10% of students are chronically absent	State provides required guidance, planning templates, data-based decision-making tools, and tiered support alignment
Idaho	**No**	Idaho DOE issues formal guidance on attendance definitions, calculation, and reporting (accountability-focused)	No mandated statewide improvement plan; strategies determined locally	State ensures consistent reporting and accountability through Chronic Absenteeism Guidance; Intervention design and attendance strategies are left to districts
Alabama	**Yes (State-directed guidance model)**	Alabama DOE maintains a statewide Attendance Manual outlining expectations, roles, and intervention approaches	Attendance officers and LEAs are expected to follow state guidance; implementation is local	State emphasizes accountability, clear attendance procedures, statewide training, and coordinated improvement efforts

Florida Legislature



FL H1367

School Attendance

SUMMARY | BILL TEXT | ACTIONS | VOTES | DOCUMENTS | COMMITTEES

Introduced	In Committee	Crossed Over	Passed	Dead
02/27/2025	04/16/2025	04/16/2025		06/16/2025

A bill focused on providing and revising definitions regarding attendance metrics: Seeking to amend Section 1003.01 to add definition "Absence" or "Absent"; add definition "Chronically Absent" or "chronic absenteeism"; add definition "Day of attendance"; add definition "Excused absence"; add definition "Unexcused absence".

SY26 Attendance Related Board Responses

Board Response	Topic	Date
TN25-178 (LA) TN25-178	District Attendance and Broward Truancy Processes	7/3/25
TN25-251 (NR) TN25-251	Attendance Workshop (09.09.25 Workshop) – Breakdown of Excused and Unexcused	9/7/25
TN25-270 (DH) TN25-270	Attendance Workshop (09.09.25 Workshop) – Where Broward Stands in FLDOE Data for Chronic Absenteeism	9/10/25
TN25-271 (LA) TN25-271	Attendance Workshop (09.09.25 Workshop) – Disaggregated Attendance Data	9/28/25
TN25-274 (LA) TN25-274	Attendance Workshop (09.09.25 Workshop) – Overview of Truancy Process	9/29/25
TN25-294 (JH) TN25-294	Student Attendance—District 5 Schools	10/14/25