

# BALTIMORE CITY PUBLIC SCHOOLS

## ESOL STAFFING FACT SHEET

ESOL Teacher and Bilingual staff position allocations are reviewed regularly. Decisions about staffing allocations are made by reviewing a variety of data points and reflect the increasing enrollment of English Learners (ELs) in our schools, especially at the secondary level. Additional support is necessary as ELs often arrive with limited formal schooling, first language illiteracy, and other needs. All ESOL staffing positions are locked positions. Based on student counts and language groups, locked ESOL teacher and para-educator/assistant positions are allocated to provide support for EL populations.

The below information is provided to answer common questions about ESOL staffing.

### **WHAT DOES IT MEAN FOR A POSITION TO BE LOCKED?**

- ESOL locked positions are those positions funded centrally and whose scope of work aligns to Title III requirements for ELs.
- Candidates for locked positions require review by the ESOL office to ensure that all new hires meet Title III requirements. Recruitment and staffing is a collaborative effort between the district offices and schools.
- ESOL locked positions are allocated for a basic, district required model of language support instruction. If additional services are deemed necessary, the school must provide the funding for those positions.
- Attendance at professional development provided by the ESOL office throughout the school year is expected for these staff members.

### **HOW ARE TEACHERS ALLOCATED?**

- The overall number of ELs is considered. Attempts are made to keep student-teacher ratios as low as possible, but ratios do increase with increased enrollment of ELs in the school district. Position allocations for schools may be adjusted from year to year as a result of enrollment changes.
- Consideration is given to the number of students at beginning level proficiency, those with interrupted education, and those with first language illiteracy.
- Pre-K counts are included for elementary and Pre-K-8 schools.
- The structure of the school is considered, i.e. a Pre-K-8 has 10 potential grade levels to schedule.

### **HOW ARE BILINGUAL STAFF POSITIONS (PARAEDUCATORS & ASSISTANTS) ALLOCATED?**

- Bilingual staff are allocated using total numbers of non-English speakers in schools. This allocation may also be adjusted based on changes in enrollment.
- Some bilingual staff members support multiple schools due to the uniqueness of the language and/or the spread of non-English speakers across schools that are geographically close.

### **IS THE ESOL STAFFING ALLOCATION FINAL?**

- Staffing allocations are revisited after ACCESS scores are reviewed, during enrollment adjustments, and throughout the school year as necessary.
- Allocations are preliminary numbers based on projected enrollments and Pre-K inclusion. Should these enrollment numbers change, position allocations will be adjusted as necessary.

### **WHAT ARE THE RESPONSIBILITIES OF AN ESOL TEACHER?**

- An ESOL teacher's primary responsibility is provide English language instruction to ELs.
- ESOL teachers provide instruction for ELs using an instructional model based on the proficiency needs of the students.
- ESOL teachers also assess and maintain required data for ELs.

### **WHAT ARE THE RESPONSIBILITIES OF AN ESOL PARAEDUCATOR OR ESOL ASSISTANT?**

- ESOL paraeducators and assistants provide support to parents through interpretation for families who speak another language.
- ESOL paraeducators and assistants ensure that parents are engaged in their school community. They prepare and lead parent workshops for topics of interest to immigrant parents on an ongoing basis.
- Paraeducators provide instructional support for ELs.
- The difference between an ESOL paraeducator and an ESOL assistant is the level of education required for the position.

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