

OVERVIEW

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ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

Introduction

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

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

Guidelines

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

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

ESOL GLOSSARY

English Language Learner – a student who:

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

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

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

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

LZ -

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

ZZ - Not applicable.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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