

***OVERVIEW
&
ESOL GLOSSARY***

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

Introduction

The ESOL Program Handbook is compiled to assist schools in adhering to the state approved District English Language Learner (ELL) Plan in order to meet the needs of English Language Learners (ELLs). Broward County Public Schools is required to abide by a set of assurances when developing and implementing programs and services to students classified as ELLs, and is required to ensure school and district level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castañeda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyler v. DOE*, 1982;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

Students whose language origin is other than English have educational needs somewhat different from those of native English-speaking students. It is important that students' special needs are identified and 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 to 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 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 mainstream class and (2) prepare these students to achieve in all academic areas.

Guidelines

The following guidelines determine the basic directions for the ESOL Department programs:

The

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 Elementary and Secondary Student 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/core/fileparse.php/7582/urlt/Consent-Decree.pdf>. 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.
4. The department website is accessed at <http://bilingual-esol.browardschools.com>. It houses comprehensive information about ESOL procedures, county data, instructional resources, WIDA, assessments, professional learning opportunities and contact information. In addition, the ESOL Program Sharepoint is an interactive, web-based collaborative platform where the department posts announcements and documents as well as responds to discussion posts to facilitate a successful implementation of the ESOL program. It can be accessed at <https://browardscountyschools.sharepoint.com/sites/esolprgrams/SitePages/Home.aspx>

ESOL GLOSSARY

ACCESS for ELLs 2.0 - Assessing Comprehension and Communication in English State-to-State for English Language Learners

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

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

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); ELL 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 – A one character code indicating the student’s basis of exit from the ESOL program: ‘H’ for grades K-2, ‘I’ for grades 3-9, ‘J’ for grades 10-12, ‘L’ for ELL Committee, or ‘Z’ if not applicable.

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.

Comprehensible Input – using speech appropriate for students’ language proficiency. Making the explanation of the task clear using step-by-step manner with visuals and a variety of techniques to make content concepts understandable. Teachers need to focus attention on enunciation, such as rate of speech, repetition, the use of concise language (decreasing figurative language), paraphrasing and the use of gestures.

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

Date Entered United States School (DEUSS) – the month, day and year in which the student entered a United States school (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.

ELD Standards – English Language Development Standards developed by WIDA World-Class Instructional Design and Assessment) English language proficiency standards to guide the instruction of English-language learners.

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 ELL committee meetings.

ELL Plan – a written document(s) including 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.

ELLevation – a secure web-based platform for documentation of ESOL services for ELLs.

ELLevation InClass – a secure web-based software platform designed for educators and the ELLs they serve. It informs instruction through data analysis to facilitate differentiation, enables collaboration amongst teachers, and includes recommended instructional strategies.

ELP - English Language Proficiency Level - the term used by WIDA to identify student's proficiency level upon administering any WIDA assessment such as ACCESS for ELLs 2.0; WIDA Online Screener; or WIDA MODEL. These are the new language classification codes for ELLs in Broward County as of July 2016.

English Language Learner ELL 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.

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

ESSA – Every Student Succeeds Act is the federal K-12 law with implications for ELLs

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

Extension of Services (REEVAL) – 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 the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC.

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.

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

IMT/IMS: Information Management Technician/Specialist.

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
- T ~ Dual Language Program
- Z ~ Not applicable

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

LY Code for a student who is an active English Language Learner and is enrolled in classes specifically designed for ELLs.

LY-T Code for a student who is an English Language Learner and is enrolled in classes specifically designed for ELLs on a temporary basis. LY-T is only for Pre-K students.

LZ

- Code for a student is 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 their school career.

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

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

Post Reclassification Dates – Each date 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.

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

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 for extension of services in order to determine whether the student should continue in or exit the ESOL program.

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

WIDA – World-class Instructional Design and Assessment

ZZ **Not applicable.**

- Code for a Student 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.