

## ESOL Department



### What We Do

The ESOL Department consists of six Teachers-on-Assignment who are available to assist district and school personnel with the following:

- ✓ ELL Committee Meetings
- ✓ Parental Involvement
- ✓ FTE
- ✓ META Consent Decree
- ✓ Monitoring
- ✓ Curriculum
- ✓ Classroom teaching strategies
- ✓ Questions and concerns
- ✓ Translation and interpretation

### Definitions

**Endorsed Teacher**—a teacher with ESOL training

**ESOL**—English for Speakers of Other Languages

**HLS**—Home Language Survey

**LAB**—Language Assessment Battery

**ELL**—English Language Learners

**META**—Multicultural Education Training Advocacy, Inc.

**META Decree**—an agreement between several multicultural advocacy groups and the Florida Department of Education regarding children and parental rights in Education for speakers of other languages.

## The School District of Lee County



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# ESOL



## English for Speakers of Other Languages

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# English for Speakers of Other Languages (ESOL)

## ESOL Students

All students, kindergarten through 12<sup>th</sup> grades, whose native language is other than English and who are classified as less than proficient in English are served through the English for Speakers of Other Languages (ESOL) program available at each school site.

## Current Status

Approximately 6,700 Limited English Proficient students, coming from 101 different countries and speaking 62 different languages, are served. Spanish speaking students represent the largest group, followed by Haitian Creole students. Each school has ESOL endorsed teachers who use teaching strategies to modify instruction as needed.

## Identifying ESOL Students

All students new to the District are surveyed using the Home Language Survey (HLS) at the time of registration at each school site:

- ✓ Is a language other than English used in the home?
- ✓ Did the student have a first language other than English?
- ✓ Does the student most frequently speak a language other than English

Students having a “yes” response on the HLS are assessed with the Language Assessment Battery (LAB) test to determine the level of English proficiency and to assist in placement in an appropriate program.

Students with a score of less than 33 on the LAB are eligible for ESOL services.

## ESOL Services

All eligible students are scheduled into classes based on their level of English proficiency, educational background, academic achievement, and special needs.

Schools with 15 or more ESOL students (speaking the same foreign language) utilize bilingual staff members to communicate with students and parents who are not fluent in English, and to translate transcripts, student records, and other communications.

All Limited English Proficient Students at the elementary, middle, and high school levels are provided equal educational opportunities through equal access to academic and special service programs, including English and Language Arts classes. Services are provided in accordance with federal, state, and local mandates.

## Variations

English for Speakers of Other Languages programs are offered in kindergarten through 12<sup>th</sup> grade at every school in the district. The model of ESOL program offered may vary from school to school depending on the particular needs of the students. ESOL endorsed teachers (trained in ESOL teaching strategies) enhance the success of Limited English Proficient students through modified instruction. At schools with 15 or more ESOL students who speak the same foreign language, bilingual teachers and/or assistants are available to work with students in their native language. ESOL students receive equal instructional time with English proficient students in regular language arts classes. High school students receive the appropriate English credit for ESOL classes.

## ELL Committee

Each school has an ELL (Limited English Proficient) Committee comprised of school staff members, an ESOL or Migrant representative, and the parent(s). The ELL Committee’s purpose is to discuss the individual needs of ESOL students and write an instructional plan.

## Special Services

Students are provided with full access to student services, which include guidance services, psychological services, school social work services, health services, and district wide programs such as drug education. If a student’s lack of English proficiency blocks effective delivery of services, efforts will be made to enlist the help of individuals who are proficient in the student’s native language.

## Exit Procedures

Every student identified as an ESOL student continues to receive appropriate instruction until the student is determined English proficient (SEPA) (a ^ Á a \* @ Á S O A | Á c a f a a A H E G | Á Á Á @ Á Ö Ö S S A & | Á Á a Á Z O C V Á & | Á Á Á c a Á Ö U U S A | Á @ | \* @ Á Á Ö S S A | { | a r ^ Á | ^ ç a , É

## Monitoring

ESOL students who exit from ESOL Services are monitored for two years. The performance of these students is reviewed periodically. If there is any consistent pattern of underperformance, an ELL committee may be convened at the request of the parent/guardian or school staff to review the problems and make recommendations toward solutions.