Everything You Need to Know About the ESOL Program

English for **S**peakers of **O**ther **L**anguages

Established 1915

BROWARD
County Public Schools

BROWARD COMMUNITY SCHOOLS

Broward Community Schools is an entity of Broward County Public Schools
BrowardCommunitySchools.com · Phone: (754) 321-7600

Welcome, Sharon Saunders!

Dave Thomas East

Community School

Adult ESOL

www.BrowardCommunitySchools.com

Our **doors are open** and we're **here to help.**

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Broward Technical Colleges, Community Schools and Adult High Schools can provide you with a:

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CALL: 800-693-8933

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Established 1915
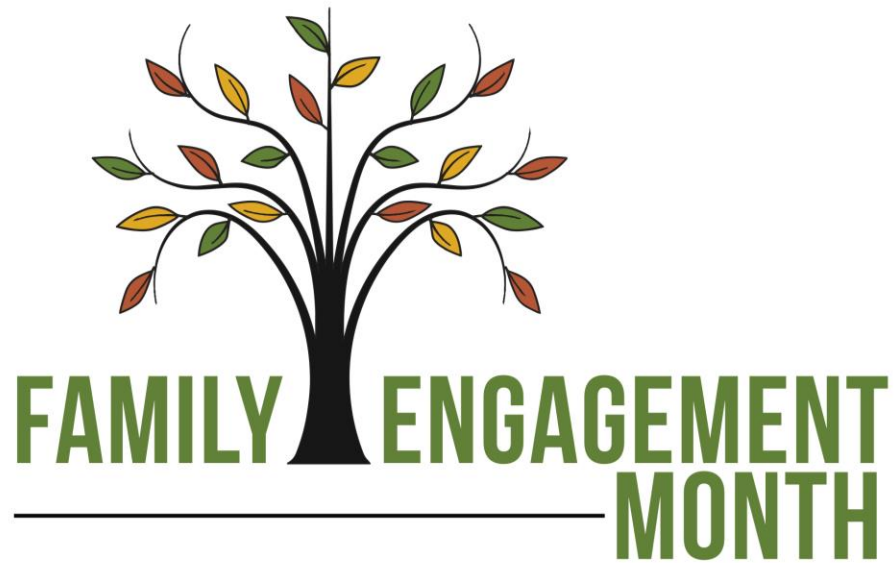**BROWARD** County Public Schools

Welcome!

Parent Outreach Office Staff

FAMILY ENGAGEMENT MONTH

A time to celebrate the important role parents and families play in their children's education.

When schools work together with families to support learning, children are more motivated to succeed in school and throughout their lives

Student and Family Resources
http://www.fldoe.org/academics/standards/florida-standards/student-family-resources.stml

Agenda

- Welcome!
- Broward County Schools
- Immigrant Support Plan
- What is ESOL?
- Who is an ELL?
- Communication with school
- When does my child exit the program?
- Questions & Answers

ELLS

Active ELLs (LY)

33,824
12.4% of total population

Monitored(LF)

10,833
4.0% of total population

Total (LY&LF)

44,657
16.4% total population

Recent Immigrants

16,610
6.1% of total population

Countries

203

Languages

191
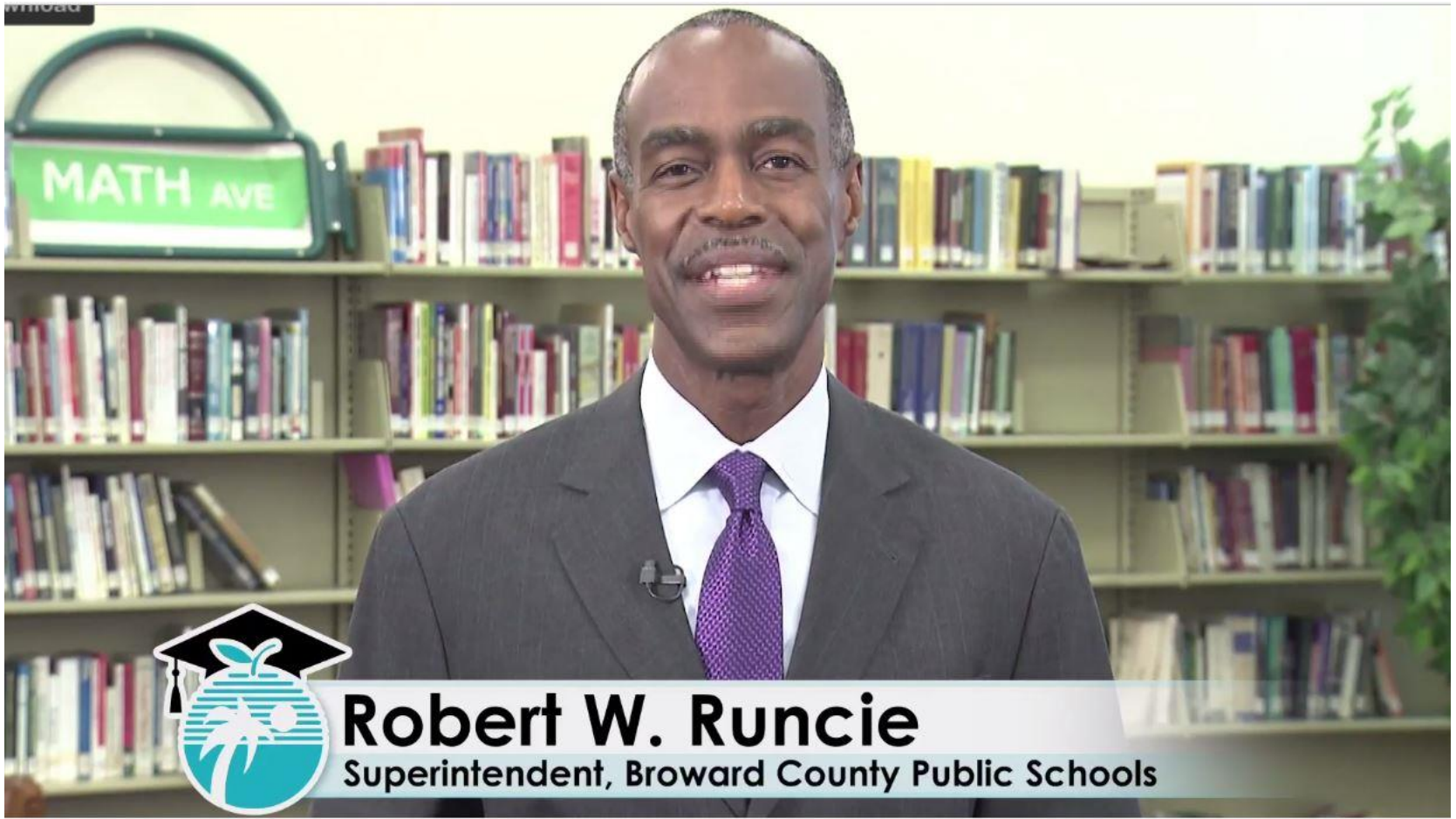
33,824 ELLs
92.1%

36,742 capacity of
Marlins Stadium

Robert W. Runcie
Superintendent, Broward County Public Schools

On March 7, 2017, the School Board of Broward County, FL., adopted Resolution No. 17-98 designating BCPS as an inclusive, safe and welcoming district. The We Are Broward Immigrant Support Plan was developed to guide discussions about diversity and culture which will instill in all students the opportunity to validate, respect and benefit from the reward of living in a rich cultural society. Protecting the safety and privacy of our students is a top priority for Broward County Public Schools. The development of the We Are Broward Immigrant Support Plan has been a collaborative effort between various departments and the community. The Bilingual/ESOL Department, Student Support Initiatives, and Office of School Performance & Accountability (OSPA) have taken the lead to ensure all stakeholders have input and their voice is heard through the process.

The We Are Broward Immigrant Support Plan can be found on CANVAS for Broward County Public School staff. The plan is a live document and will continue to be revised to ensure all resources are included. Documents intended for parents/guardians will be translated in the district's top three languages of Spanish, Haitian Creole, and Portuguese. The We Are Broward pamphlet highlights available community resources and programs. Families can contact the agencies for information on topics and services available to them.

Components of the Immigrant Support Plan

Leadership Resources	Instructional Resources	Student Resources	Community & Family Resources	Student Support Resources
• The leadership team (district and school-based) provides all staff with information related to immigrant students. • Talking Points and a memorandum with frequently asked questions about Resolution 17-98 are included. • A video message will be shared at the beginning of the school year. • Training will be available for leadership teams.	• The toolkit of resources, offered to leadership teams and teachers, include lessons allowing all students to experience and embrace the culture of their peers. These lessons explore the concepts of culture, diversity, and immigration. • Lessons and additional resources are available on CANVAS.	• Students from various schools form the We Are Broward student component. • Students will meet regularly to share initiatives "I Am Broward" "We Are Broward" Public Service Announcements and campaign/assemblies. • In Your Pocket pamphlet provides students with resources and contact information for community agencies.	• The community resources includes information such as Know Your Rights, Family Preparedness Plan, Intensive Case Management, and Outreach Marketing. • This section of the plan is in collaboration with multiple agencies. The Broward Children of Immigrant Families work group meets regularly to ensure the community aligns all resources with BCPS in order to provide support to immigrant families.	• This section of the plan includes resources for school counselors, social workers, and family counselors to share with students regarding Deferred Action for Childhood Arrivals (DACA) and college and career readiness opportunities. • Training will be available for student support staff.

ESOL Program

By law, every school must provide an appropriate ESOL program to meet English Language Learners' (ELL) specific needs in:

Language learning
Academic achievement
and
Cultural integration

META Consent Decree

Florida's framework for compliance with Federal & State laws

Civil rights of English Language Learners

Equal access to all educational programs

Ensures delivery of COMPREHENSIBLE instruction

ESOL Program Objective

Develop ELLs' competency in:

English needed for social interaction
and
Academic English needed for successful participation in the formal curriculum

I received a letter saying my child is an English Language Learner(ELL)

What does this mean?

Why does a student enter the ESOL Program?

When you register at the school, if the answer is "Yes" to any of the 3 Home Language Survey questions...

Step 1

The school assesses the student's proficiency level in English when Listening & Speaking.

Step 2

Based on results, a student may become an ELL…

Step 3

Registration Form

Student Registration Form

BROWARD County Public Schools

Only the parent/guardian (F.S. §1000.21(5)) who registers the student (i.e., completes this form) may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school in writing within 10 school days. The personal information you provide on this form will be kept confidential (in a protected area) and only used and disclosed by school and District staff on a need-to-know basis.

Student's Last Name (Legal)	Suffix	First Name (Legal)	Middle Name	Affirmed Name

Student's Primary Home Address	Apt #	City	State	Zip Code	Gender

If the answer is "YES" on the Home Language Survey, the student must be tested for English proficiency.

Survey Questions

Is a language other than English used in the home?

Does the student have a first language other than English?

Does the student most frequently speak a language other than English?

Non-Registering Parent's Home Address	Apt #	City	State	Zip Code

Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)

☐ Yes ☐ No	Is a language other than English used in the home?	If "yes", which language? _____
☐ Yes ☐ No	Does the student have a first language other than English?	If "yes", which language? _____
☐ Yes ☐ No	Does the student most frequently speak a language other than English?	If "yes", which language? _____

What happens after my child becomes an ELL?

My child is assigned a language classification based on IPT test results

My child is assigned accommo-dations

School sends letter to parent

Teachers are informed, so ESOL instructional strategies and accommodations are implemented

Student performance is monitored on a regular basis

ESOL Language Classifications

My child is assigned a language classification based on IPT test results

A1 Beginning English Speaker

A2 Early Intermediate Speaker

B1 Intermediate English Speaker

B2 Early Advanced English Speaker

C1 Advanced English Speaker

English Proficiency Levels
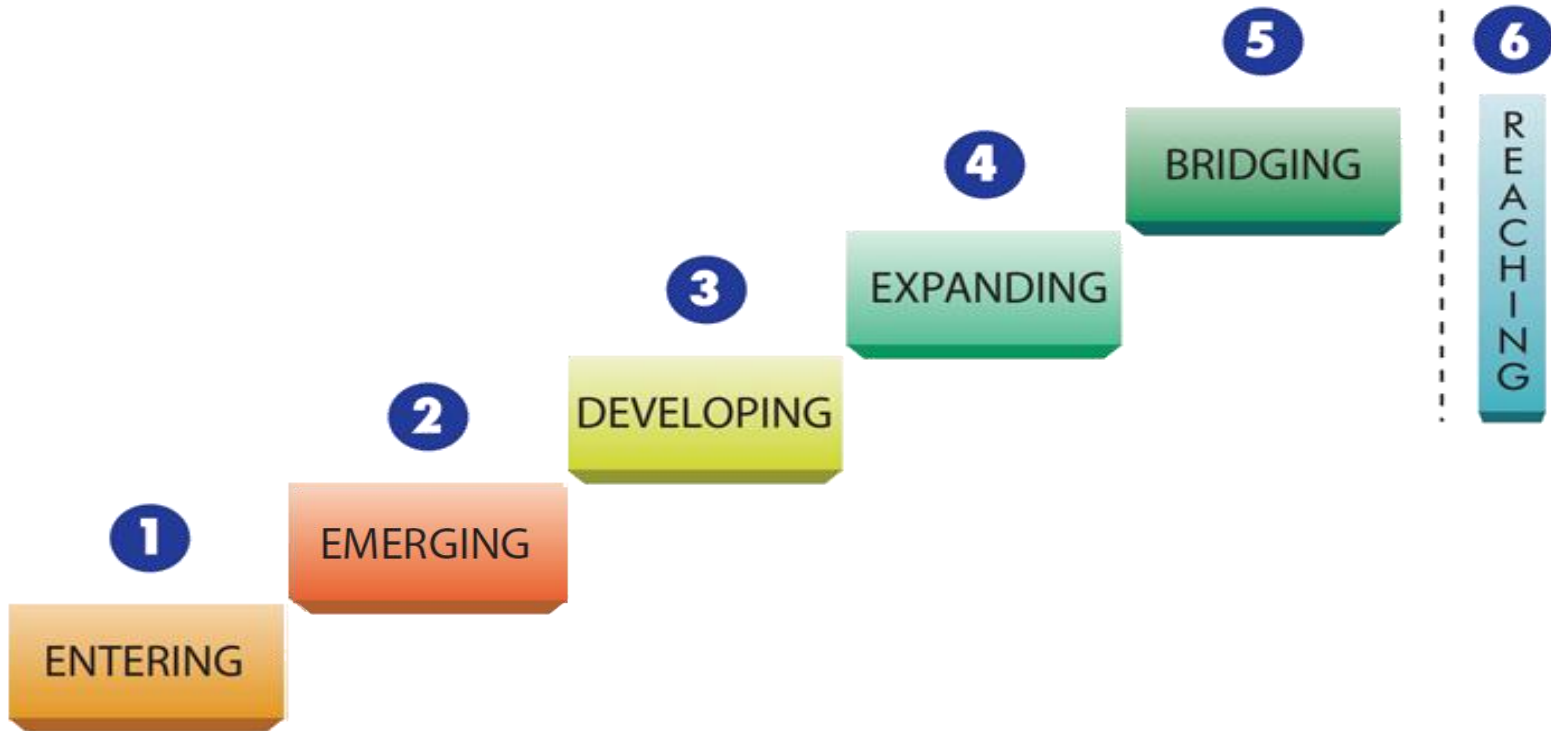
Language Classifications		Proficiency Levels (ACCESS 2.0 for ELLs based on Listening, Speaking, Reading & Writing))	
	Description	Level	Description
A1	Beginning English speaker	1	Entering
A2	Early Intermediate English speaker	2	Emerging
B1	Intermediate English speaker	3	Developing
B2	Early Advanced English speaker	4	Expanding
C1	Advanced English Speaker	5	Bridging

Accommodations

ELLs receive accommodations during
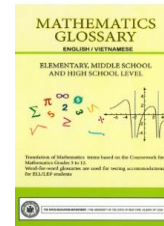statewide assessments AND daily instruction

Flexible Scheduling/ Additional Time

Assistance in Heritage Language

Flexible Setting

Bilingual Dictionary/ Glossary

An **approved glossary** is defined as **word-to-word** and may include **content specific vocabulary**
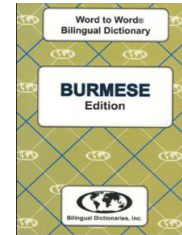
District and Statewide Testing: Flexible Setting Accommodation

(School Letterhead)

_____
Date

Dear Parents or Guardians of_____:

Schools districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district English Language Learner Plan.

An accommodation recommended for your child is that he/she be given the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator.

If you have a question or preference regarding this method of test administration, please contact_____at_____.

Sincerely,

_____
Principal/Designee

SB

Original: Parent
Copy: ELL folder

Revised 10/15

When should I receive letters about ESOL?

Initial Placement in the ESOL program

Continuation Letter

Flexible Setting Accommodation Letter

When my child is exited from ESOL

ELL Committee Invitation

Notification of Initial English Language Program Placement

Student:

Grade Level: 11

Lang. Classification: 4

Basis of Entry: A-Aural/Oral

School: Nova High

ESOL Status: LY (ELL Current)

Our school district provides a program of language instruction for English Language Learners (ESOLs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

took the **ACCESS for ELLs 2.0** on **1/30/2017** and their results are listed below:

Listening	Writing	Reading	Speaking	Literacy	Composite
5	4.1	3.3	4	3.9	4

The ACCESS for ELLs test results are ranked into the following categories:

 # - Proficiency Level - Description

1 - **Entering** - Knows and uses minimal social language and minimal academic language with visual support

2 - **Emerging** - Knows and uses some social English and general academic language with visual support

3 - **Developing** - Knows and uses social English and some specific academic language with visual support

4 - **Expanding** - Knows and uses social English and some technical academic language

5 - **Bridging** - Knows and uses social and academic language working with grade level material

6 - **Reaching** - Knows and uses social and academic language at the highest level measured by this test

Notification of English Language Program Exit

Student: **School:** Nova High
Grade Level: 11   **ESOL Status:** LF (Formerly ELL)
Lang. Classification: C1
Basis of Entry: A-Aural/Oral

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the IPT, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

took the **IPT** on **10/9/2015** and their results are listed below:

Domain: **Listening**: Score: 51
Domain: **Speaking**: Score: 51
Domain: **Reading**: Score: 0 | Level: CER
Domain: **Writing**: Score: 0 | Level: CEW

Additional factors used to determine your child's program exit:
State mandated standardized test
District Placement Assessment
[ ] Committee Determination

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for 2 years from the time English language proficiency was attained.

If you have any questions about your child's placement or the type of program options available to you, please contact Ms. Sample at (754) 321 - 0000.

This letter informs you of certain rights you have as a parent or guardian. Contact your school administrator if you have specific questions concerning these rights.

Instructional Models

Sheltered/Self-Contained

ELLs receive classroom instruction together

Teacher(s) adjust instruction and use ESOL strategies to make **content comprehensible**

Getting Started with English Language Learners, Judie Haynes 2007
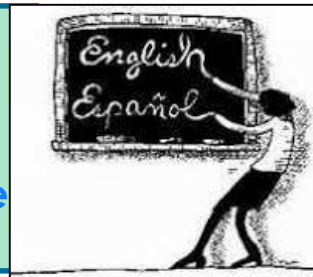
Mainstream/Inclusion

Students in classroom with non-ELLs

Teacher(s) use ESOL instructional strategies to make **content comprehensible**

ELLs in the same grade may be assigned to the same classroom teacher(s)

Dual Language

Prepares students to become **fully bilingual** by learning listening, speaking, reading and writing skills in **English** and the **target language**

Dual Language Schools

2017-2018

Bethune
Boulevard Heights
Broadview
Chapel Trail
Coral Cove
Country Isles
Cypress
Dolphin
Driftwood
Eagle Point
Eagle Ridge
Everglades
Flamingo
Forest Hills

Gator Run
Gulfstream Academy of
Hallandale Beach K-8
Hollywood Hills
Hollywood Park
Indian Trace
Lakeside
Manatee Bay
Margate
McNab
Meadowbrook
Mirror Lake
Oakland Park
Panther Run
Pines Lakes

Pompano Beach
Ramblewood
Riverglades
Sawgrass
Sea Castle
Silver Lakes
Silver Palms
Stephen Foster
Stirling
Tamarac
Tedder
Tequesta Trace MS
Watkins
Westchester

ESOL Instructional Strategies Matrix
(*How* We Teach is as Important as *What* We Teach)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self /Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	**Grouping Configurations:** E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations

G Context Embedded Supports & Close Reading		H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach	G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning	H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

Academic Language

WIDA's ELD Standards

Social Instructional Language | Language of Language Arts | Language of Mathematics | Language of Science | Language of Social Studies

Academic Language

WIDA Individual Student Report (ISR)

How does my child exit the ESOL program?

Option I Grades K-2	Option I Grades 3-10	Option I Grades 10-12

ACCESS for ELLs 2.0, English language proficiency level shall be a **4.0 overall** or greater **AND** at least **4.0 in the domain of Reading.**
 	
Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater
	ACCESS for ELLs 2.0, English language proficiency level shall be a **4.0 overall** or greater **AND** at least **4.0 in the domain of Reading.**
	
	Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater
	
	AND
	
	Passing score on the FSA in ELA (level 3) or FSAA score
		ACCESS for ELLs 2.0, English language proficiency level shall be a **4.0 overall** or greater **AND** at least **4.0 in the domain of Reading.**
		
		Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater
		
		AND
		
		One of the following graduation requirements:
		
		• **Level 3** on the 10th grade FCAT (Reading)
		     OR
		• **Level 3** on 10th grade FSA in ELA or FSAA (Reading)
		     OR
		• A score of **19** on the ACT (Reading)
		     OR
		• A score of **430** on the SAT (Reading)

Option II Grades K-2	Option II Grades 3-10	Option II Grades 10-12
Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation. ACCESS scores are valid until 10/1/17	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation. ACCESS scores are valid until 10/1/17	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation. ACCESS scores are valid until 10/1/17
For ESE/ELLs the committee shall consider the disability and include the IEP Team.	For ESE/ELLs the committee shall consider the disability and include the IEP Team.	For ESE/ELLs the committee shall consider the disability and include the IEP Team.

EXIT CRITERIA

ELL Committee

The main function of the ELL committee is to address the instructional program of an ELL and monitor progress.

Meetings are scheduled when an ELL is entering his 4th, 5th or 6th year in the program

Parents must always be invited to attend the meeting and may request a meeting

Monitoring

- Students are monitored for two years after exiting the ESOL program

- During the two year period, if the parent or teacher has evidence that the student is having difficulty due to language acquisition, an ELL committee is convened

- ELL Committee determines if the student should reenter the ESOL program

http://bilingual-esol.browardschools.com

Parents

Welcome

Parent Outreach Office

Dual Language Program

ESOL Leadership Council

ESOL Program

Follett Shelf

Frequently Asked Questions

InSync Online

Parent Resources

Recent Presentations

Welcome Parents

Parent Outreach

The Parent Outreach Office serves:

- English Language Learners (ELLs)
- Recently-arrived Immigrants
- Parents
- Families
- Community members/organizations

Services Provided

- Inform parents and families about American and Broward County School Systems

- Provide assistance to ELLs and parents with school-related issues
  - ❑ Meet with families one-on-one
  - ❑ Attend school-based meetings with families upon request
  - ❑ Help families with the registration process at schools
  - ❑ Assist families with school documentation and forms

- Graduation, college and career orientation for students and parents of middle and high schools

Bilingual Parent Resource Centers
Oriole ES, Tamarac ES, Park Ridge ES, & Pines Office

For days and hours of operation call:

(754) 321-2951

Parent Training

The Parent Outreach Office:

- Offers Parent Leadership training two times per year, as required by the META Consent Decree

- Empowers parents to:
  - be active leaders in the ESOL Leadership Council
  - promote ELL issues and
  - collaborate with the Bilingual/ESOL Department, within the community and with other district committees

ESOL Parent Ambassadors Program

- Established by ESOL Leadership Council

- Created to assist non-English speaking families, especially newly arrived, with the transition to BCPS

- Helps families be connected, comfortable and confident with education their children receive

InSync Education

http://www.insyncedu.com

Follett Shelf
eBooks, Audiobooks and Databases

E- Books

**Hundreds of books available for grades K-12
from your home computer! To access books FOR FREE go to:**

ESOL K-3   https://wbb05179.follettshelf.com

ESOL 3-6   https://wbb04273.follettshelf.com

ESOL 5-8   https://wbb04274.follettshelf.com

ESOL 9-12   https://wbb04275.follettshelf.com

login: browardesol

password: browardesol

OR

Go to www.bilingual-esol.browardschools.com.

Click on Follett Shelf and use the same login and password as above.

TBA, Parent Outreach Specialist

Y. Nathalie Delia, Community Liaison – Haitian Creole

yvette.delia@browardschools.com

Monica Nelsas, Community Liaison – Spanish

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Osiris De Los Rios, Community Liaison – Immigrant Grant

osiris.de-los-rios@browardschools.com

Brunilda Chico, Bilingual Clerk

(754) 321-2951

esolparents@browardschools.com

Bilingual ESOL Leadership

Vicky B. Saldala, Director
Leyda Sotolongo, ESOL Curriculum Supervisor
Stephanie Bustillo, Educational Specialist
Melinda Mayers, Educational Specialist
TBA, Parent Outreach Specialist
Blanca Guerra, World Languages Curriculum Supervisor
Idalina Orta, Dual Language Specialist
Reina Murray, Bilingual Guidance Counselor
Celina Chavez, Educational Specialist, Charter School Support

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