

Florida A&M University Developmental Research School



English to Speakers of Other Languages (ESOL)

Parent Quick Guide

WWW.FAMUDRS.ORG

English to Speakers of Other Languages (*ESOL*) is a state-funded instructional program for eligible English Language Learners (ELLs) in grades K-12.

Identification of Potential ELLs

The home language survey and national origin data (included on the registration form) of all students must be collected and retained in the school district. The survey includes the following 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?

If a parent answered “yes” to any of the three questions on the Home Language Survey, then the student is assessed for aural/oral language proficiency in English to obtain a language classification.

Any identified ELL student in grades K-12 must have an ELL folder which includes the documentation of the ELL Committee Meeting and the

student’s Individual Educational Plan (IEP).

English Language Proficiency Assessment Procedure

Language assessment (W-APT/Screener and the ACCESS for ELLs 2.0 for exit) is required in the areas of listening comprehension, speaking, reading, and writing to determine ESOL program eligibility. The ESOL Coordinator or designee is responsible for the English language assessment of potential ELLs in grades K-12 within the first 20 school days of entering the district.

Parents/Guardians will be provided with a detailed letter to accompany the score report.

English Language Proficiency Assessment (ENTRY).

The WIDA-ACCESS Placement Test (W-APT) is an English

language proficiency “screener” test given to incoming students who have been identified as potentially needing ESOL or bilingual education, based on the results of the home language survey. Entry is based on the state’s proficiency exit criteria— If the K-12 student scores LESS than a 5 composite score and/or LESS than 4 in each domain, they qualify for the ESOL program.

ESOL instruction

Students will be provided appropriate content instruction in English using ESOL strategies.

For students receiving ESOL strategies through the ESE program, the teacher providing Language Arts/English instruction is designated as the ESOL teacher (must have ESOL endorsement or be in the process of acquiring ESOL endorsement).

For students receiving Language Arts/English instruction through the

ESOL program, the ESOL teacher serves as a general education teacher at Eligibility, IEP, Placement (EIP) staffing and IEP reviews.

Testing Accommodations

Testing accommodations are required to be provided to students identified as ELLs. Accommodations the student uses in the classroom should not be limited by the accommodations that are available and allowable on statewide assessments. Allowable accommodations for ELLs:

- Flexible Setting
- Flexible Scheduling
- Assistance in Heritage Language
- Approved Dictionary

English Language Proficiency Assessment (EXIT)

ACCESS for ELLs 2.0 is administered annually in Spring and used to assess the ELL progress. It is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. ESOL exit is based on the state's exit proficiency level:

- 5 or more composite score and/or
- 4 or more in each domain (Listening, Speaking, Reading, and Writing)

An ELL student may be recommended to be tested for exit by parents, guardians, or instructional personnel directly involved with the student's education at any time following initial classification.

ELL Committee

The ELL Committee is responsible for determining the eligibility of a student for an ESOL program. The ELL Committee, will consist of an administrator or designee, the classroom/subject area teacher(s), the home language teacher (if any), the parent/guardian, guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation.

If parents/Guardians are unable to attend the ELL Committee meeting, the parent reserves the right to request a Committee Meeting Date Change (via in writing) or allow a representative of their choice to attend on their behalf.

ESOL Parent Leadership Council

The purpose of the Parent Leadership Council (PLC) is to:

- To promote the welfare of English Language Learners (ELL) in the schools, home, and community
- To ensure that ELL students are achieving their full potential
- To provide any input or objections to on the ELL plan
- To develop positive, professional relationships between administrators, teachers, and parents
- To provide training opportunities and information for parents, parent groups, teachers, school staff or community groups that will empower parents to become active participants in their child's education
- To provide outreach and ensure that the parents of ELL students are informed and involved in their child's education.

Good Practices for Parents of English Language Learners

1. Encourage reading in the home native language and in English.
2. Share oral histories and traditions from your native country.
3. Discuss school activities and school work with your child.
4. Provide a time and place where homework can be done.
5. Attend parent teacher conferences and other scheduled meetings.
6. Remember that you are your child's first teacher. Encourage your child to do well in school.

Resources for Parents

Please view our ESOL Program Policy and Procedure Policy at www.famudrs.org in the "ESOL" section on our homepage.

SALA operates a Parent Hot Line (800-206-8956) in order to answer your questions regarding the education of your children.

www.fldoe.org/academics/eng-language-learners/

www.eslkidstuff.com

You may also call the FAMU DRS guidance department at (850) 412-5937 or ESOL Coordinator Ms. Sheila Labissiere at (850) 412-5821.



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