

K - Kathy McDonald Audrey O'Hara **BES ESOL Team**

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G1 - Laleh Teymurian Katherine Chwirut

> G2 - Serena Mui Nicole Ballve

> > Bridging 2 Literacies -Anita Martinez

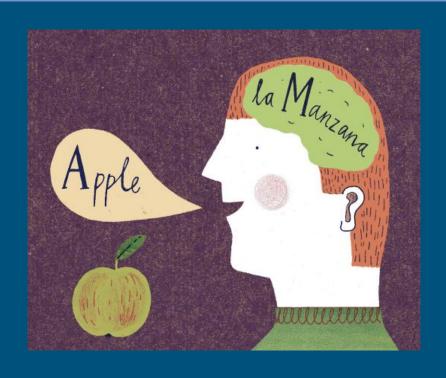
G4 - Emma Rocillo Marni Chiddister

G5 - Stephanie Primmer Neena Engman

29 Countries, 31 Languages Represented at BES



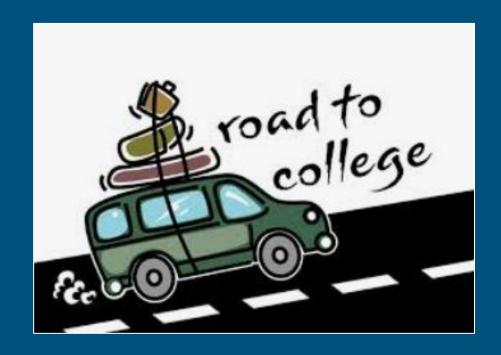
Advantages of Being Bilingual





Advantages of Being Bilingual







Why is my child in ESOL?

- Registering for FCPS:
 - Complete **Home Language Survey**



- Students who have a language
 other than or in addition to
 English spoken in the home
 - Even if students don't speak the language, but they are around another language (i.e. parent speaks another language)



HOME LANGUAGE SURVEY

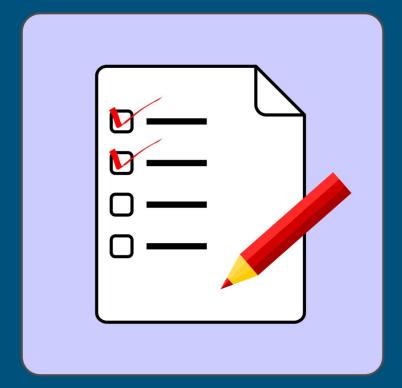
	Name				ste of Birth
	Last	First	Meddl	e	107
(III.s). home, t		ng questions indicate the e proficiency will be eve	t a language othe dusted to ensure	r than, or in addition that services are offe	
Роже г	sower the questions comple	tely and accurately.			
1.	What is the primary lang	uage used in the horse, r	egardiess of the l	anguage spoken by t	he student?
	Which language?				
2.	What is the language mo	et often spoken by the sh	odent?		
	Which language?				
3.	What is the language that	the student first sequire	er .		
	Which language?				
In whic	h language do you prefer to	receive communication t	hom the school?		
	Which language?				
		,		Field	Last
	or Chardian Signature	Ma.	Day Yr.	Print Name	
Parent o					
PCPS to the fi	Staff Members: This form : int document provided to pe to, English indicated for an it all questions are answered	rent(s)/guardian(s) durin y of the three questions,	g the registration	process. If there is	a language other than, or in
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PCPS to the finddrive mare that Student assessment of them, or lift the p	int document provided to pa to, English indicated for an it all questions are answered to with a language other than sent. Students entering kinds prior to the beginning of the	rent(s)/guerdian(s) durie y of the three questions, completely. or in addition to, lingli- organism with a language school year. Starting on ld be referred to student question about this form,	g the registration enter this langua, the should be refer other than or in the first day of a registration for re	process. If there is go in the student info red to student regist addition to, linglish chool, kindergaries againstation and assess	a language other than, or in resultion system. Please mak- nation for registration and may be registered at their ba- tradents with a language other ment.

55/5E-92 (71)

How to Qualify for ESOL Services



 These students must have their English Language Proficiency assessed, as required by federal guidelines



ESOL Assessments

Kindergarten WIDA Screener

Screener assessment to determine entry to the ESOL program Level 9

WIDA ACCESS for ELs

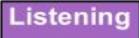
Determine ESOL level Level 1 – 4 Level 6a, 6b, 6c, or 6d (monitory only)



WIDA Testing Domains

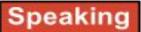


Language Domains



Process, understand, interpret and evaluate spoken language in a variety of situations





Engage in oral communication in a variety of situations for a variety of purposes and audiences



Reading

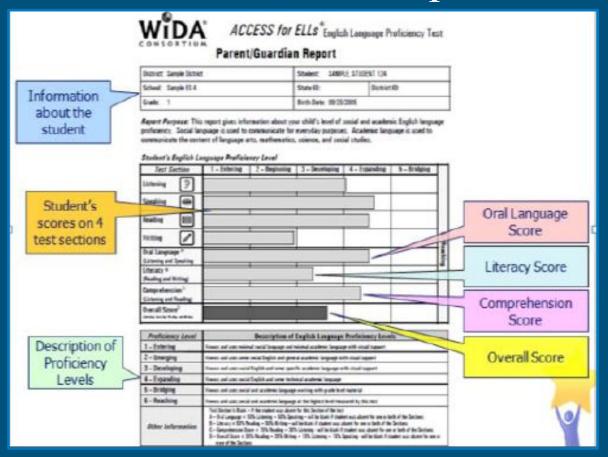
Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency



Writing

Engage in written communication in a variety of situations for a variety of purposes and audiences

Parent Notification Report



English Language Levels for our EL's



| Level |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 | 2 | 3 | 4 | 6a | 6b | 6c | 6d |

English Language Levels for our EL's



| Level |
|-------|-------|-------|-------|-------|-------|-------|-------|
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English Language Levels for our EL's



| Level |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 | 2 | 3 | 4 | 6a | 6b | 6c | 6d |





ESOL Services at Braddock ES

Bridging 2 Literacies

Newcomers

Newcomers

What are Newcomer Services?



For English Learners (Grades 3-6) enrolling in US Schools within the most recent academic quarter

Standards-Based Curriculum Summary of Newcomer Services Standards



School Skills Checklists

Instructional activities to support RA ELs' first 6-8 weeks in US schools

How to Use this Resource

Getting Started! Determine the level of support Recently Arrived English Learners (RA ELs), in grades 3-6, who have enrolled in US schools within 6 to 8 weeks at the elementary, level will

A First Day/Week Checklist is available in the Getting Started document linked above.

Choose Topics to Support Student Needs

These resources are intended for ESOL teachers and All School Staff who are involved in instruction and interactions with RA ELs. Use the key below to determine which resources might be appropriate







Other School Staff

Routines, Procedures, & Expectations In the Classroom Routines, procedures, and expectations in the Language, Strategies to regulate emotions and classroom

Skills Checklist

Around the School

Routines, procedures, and expectations around the school

Skills Checklist

Skills Checklist

Community

Scaffolds and Accommodations

Communication

Friendship, Feelings and Emotions, Social

People, Places & Locations in a School Community

Self advocacy and problem solving

Building a community within the classroom and school

Skills Checklist

feelings

Skills Checklist

Basic Needs

Skills Checklist

Basic Computer Skills & Internet Safety Basic computer skills, internet safety, and digital citizenship.

Technology

Next Steps

Scaffolds and Accommodations **Next Steps** Resources for Recently Arrived ELs (RA ELs) Integrating English Language Development to support instruction and assessment. (ELD) and content instruction beyond Newcomer Services



Newcomer Services: Recently Arrived ELs, Grades 3-6 © 2021 Office of ESOL Services Fairfax County Public Schools





playground











Glossarv

My School

Mi escuela.











classroom



My school. Mi escuela.



The playground. El patio de la escuela.

ESOL Services

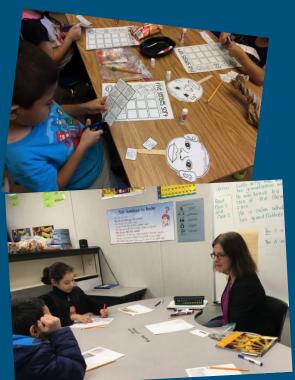
For all students with ELP levels 1-4

- Small group ELD Instruction
- Co-teaching
- ESOL teacher in grade level CLTs
- Attend IEP's for dually identified students

ESOL Services at Braddock ES















B2Lit at Braddock Elementary School

BES is one of 14 schools in the county implementing the *Bridging 2 Literacies Program*.

B2lit: a Tier 3 Literacy Intervention for Spanish-Speaking ELs with a SLIFE Status.

A **SLIFE** Student:

- enters or re-enters any school in the United States at or after the age of 8;
 AND
- is identified at English Language Proficiency (ELP) Level 1 or 2; AND
- has at least 2 years less schooling than their similar-age peers.
- is identified at entry level or by the MTSS Team.





B2lit instructional elements in this small group daily intervention include:

- literacy in Spanish
- linguistic Bridging (making connections), and
- literacy in English.





Family Engagement









































Resources That Help Support You and Your Child

- Braddock ES Library
- Parent Resource Center –
- Talking Points
- Braddock website: https://braddockes.fcps.edu/









Dually Identified



- All EL's (English Learners) including ELWD (English Learners with Disabilities) receive EL services
- Small group ELD (English Language Development)
- Content with integrated ELD provided in special
 education or general education classroom



EL IEP/ 504 Plan information



- Collaborate with Special Education teacher
- Describe the students interpretive (reading and listening) and expressive (speaking and writing) skills through current WIDA scores
- Include accommodations for grade level testing

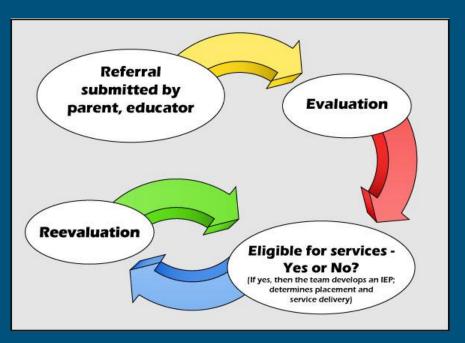




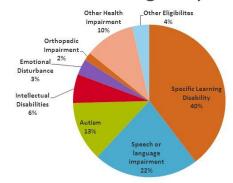
Special Education



How does a student become Eligible for Special Education Services?



Special Education Eligibility Categories



http://www.cde.ca.gov/sp/se/sr/cefspeced.asp

Special Education Settings offered at Braddock

General Education Setting- Special education support within the general education setting through co-teaching.

Noncategorical Classrooms- students can receive small group instruction in content areas and or behavior supports

Enhanced Autism Classroom

Special education progress reports

Special Education Progress reports go home quarterly with quarterly report cards. This allows parents to see the progress their child is making towards their goals.

Progress Codes: 5 The student has met the criteria for this goal.

- 4 The student is making sufficient progress toward achieving this goal within the duration of this IEP.
- 3 The student has demonstrated some progress towards achieving this goal.
- 2 The student has not yet demonstrated progress towards achieving this goal.
- 1 This goal has not been introduced.

Parent Resource Center

The FCPS Parent Resource Center (PRC) offers parents access to information and resources to support the success of all students, including those with learning challenges, special needs and disabilities.

Free workshops, confidential consultations and over 6,000 lending library materials

The FCPS Parent Resource Center
Monday - Friday, 8 a.m. to 4 p.m.
Dunn Loring Center for Parent Services
2334 Gallows Road, Room 105
Dunn Loring, Virginia 22027

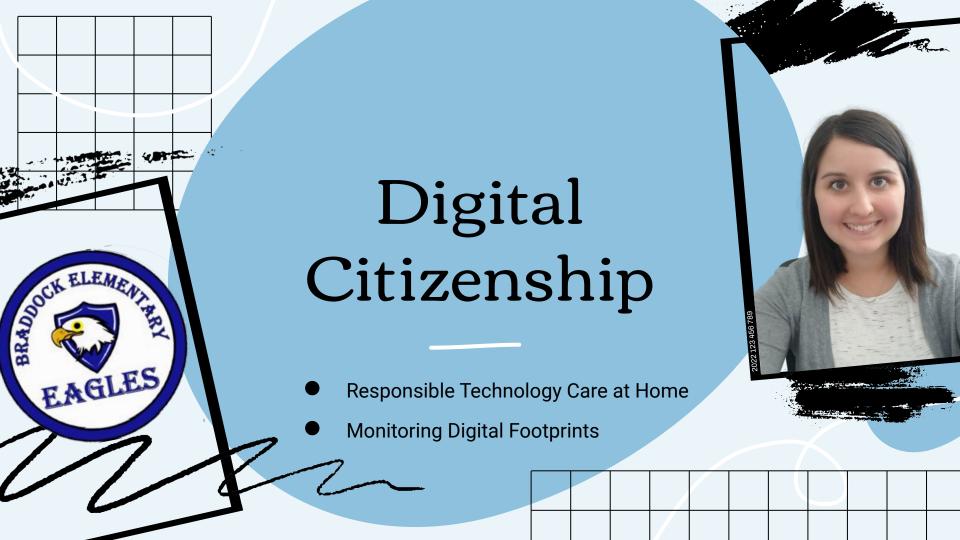


Any questions?

Email your child's case manager or Eva Vassiliadis Braddock's Special Education Department Chair with any questions you may have.

Evvassiliadi@fcps.edu







What should you do with your child's FCPS device at home?

Ol

Keep it in a safe place

Students should keep their FCPS device in the case in their backpack when not in use.

02

Charge the battery

Students should charge their laptop each evening so it is ready to use the next day.



03

Supervise when in use

Only the student the device is checked out to may use the FCPS device. Make sure siblings, cousins, friends, and other relatives do not use the device.

What should students do with their FCPS device at home?

Ol

Keep it clean

Students should keep their FCPS device away from food, liquids, and pets.

O2

Proper shut down

Students should shut down their device properly to make sure any updates are received.





Keep it safe

Students should know where their device is and should put it away in a secure location (bookbag, cabinet). If a device is turned on, the student should be actively using the device.





How should students use their FCPS device at home?

Ol

BES Student Resources

Students can complete online activities.

02

Assignments

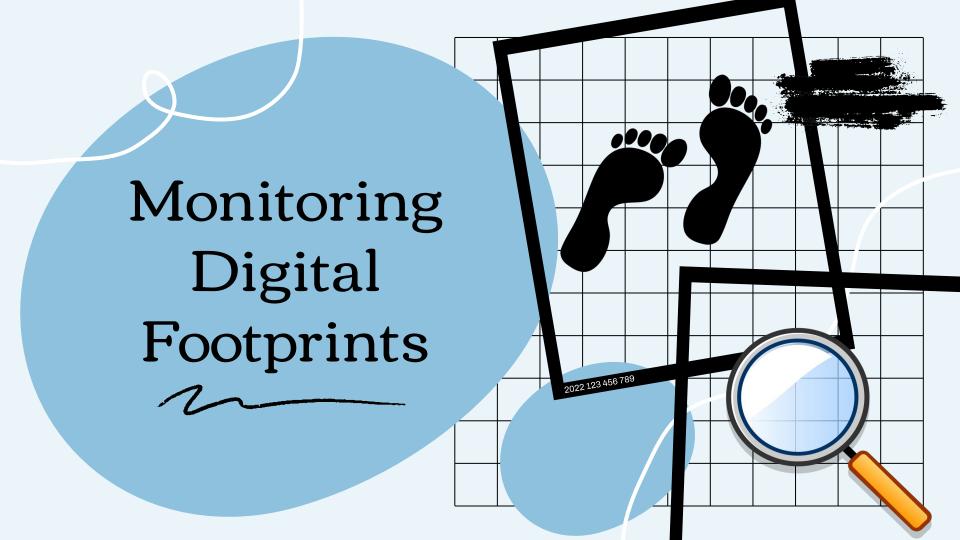
Students can complete any in-class or at-home assignments as directed by the teacher.

03

Other educational purposes

FCPS devices are only to be used for educational purposes, rather than recreational use (ex. YouTube, video games).





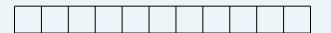
What is a digital footprint?

A record of:

- what you do online
- websites you visit
- things you post
- things others post that involve you (pictures or comments)

It's important for children to understand the tracks (an electronic paper trail) they're leaving behind and what those tracks might reveal.





What is an attention economy?

Economic factors and larger systems that drive tech companies to sell your attention and behavior to advertisers with the use of:

- Artificial Intelligence
- 24/7 Influence
- Personalization
- Social Control

The attention economy plays a part in your child's digital footprint. The personalized algorithm on some websites uses internet history to show more ads geared specifically toward what your child has already viewed and may be interested in, whether productive or unproductive.

How can we help build your child's digital footprint to be helpful for them?

Use privacy settings.

Go through all the settings on new apps together. Check the privacy policy to see what kind of information you're giving the company and who they're sharing it with.

Share smart — and safe.



Share safely by setting privacy settings to "friends only" or, if the platform allows, specify a particular audience who can view your album. Avoid geotagging a picture (linking it to a location). Determine how to keep information like birthdays, street signs, and school names out of your pictures.

Think long



Do a quick mental exercise before you share: Imagine how your child might react to a photo or post in 5, 10, 15, then 50 years.

How can we help build your child's digital footprint to be helpful for them?

Set boundaries together.	Discuss your family's values and expectations around photo sharing and posting as well as the possible consequences of posts or photos.
Show empathy.	Ask your kid to think honestly if every person in the photo or post would be comfortable with it going online.
Be a role model.	Ask your child if it is okay if you share a photo or post about them on social media before posting it.



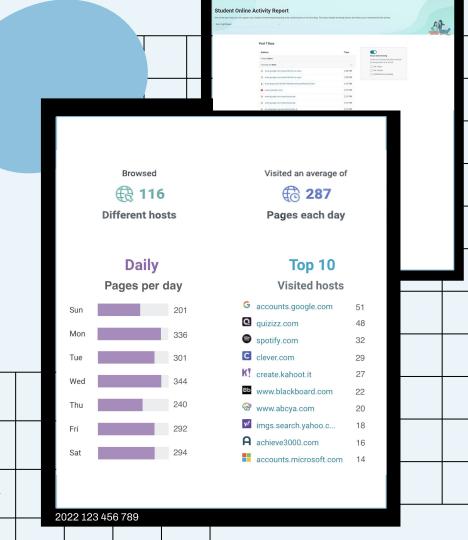
Lightspeed Parent Report

Parents can sign up to receive a weekly Parent Report from Lightspeed, our internet content filtering service, which will provide a list of the top sites the child visited that week.



Learn more about the Lightspeed Parent Reporting and signing-up.

22

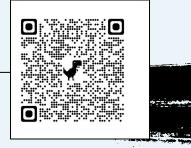


Family Resources



Establishing Expectations at Home

Learn ways to support your child's technology use at home



Choosing Digital Resources Wisely

Learn what to consider what selecting apps, games, media, and online services for your child



