School Participation:
The list of schools represented below may not be all-inclusive. Participants that entered their name and school information on the login screen of the Adobe Connect sessions are reflected.

### Elementary

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### Centers

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<td>Thomas, Dave Ed.</td>
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### Vocational/Technical

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<td>McFatter Tech</td>
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</table>
Present from the Department:

Administrators:
Vicky Saldala • Leyda Sotolongo • Yvette Fernandez • Samantha Uribe • Celina Chavez-Charter School Support

Instructional Facilitators:
Miriam Acevedo • Stephanie Bustillo • Sonia Rodriguez • Melinda Jones • Barbara Day • Rosie Richard

Community Liaisons:
Nancy Cadet • Monica Nelsas • Soraya Valle

Bilingual Intake Facilitators:
Osiris Del Rios • Rosalina Otero • Rose Newell • Nathalie Delia • Gail Thomas

ESOL Resource Facilitator:
Jacqueline Alvarez-Sepulveda

The information below is a brief recap of the meeting. For detailed information please refer to the PowerPoint slides found at [http://www.quia.com/pages/browardesoltraining/page21](http://www.quia.com/pages/browardesoltraining/page21). The recorded link for the August 15th meeting is [http://browardschools.adobeconnect.com/p3z8yxsrdn7/](http://browardschools.adobeconnect.com/p3z8yxsrdn7/)

I. Welcome and Introductions (slides 1-6)
- Appropriate compliments were provided to Archie Pazos and Richard Lozado for accommodations and refreshments.
- Updates to ESOL Department staff were shared. Samantha Uribe, Educational Specialist, replaced Jenna Moniz; three Bilingual Parent Community Liaisons; and two Instructional Facilitators were hired
II. Feedback on Survey and Results of FTE Audit (slides 7-11)
   - Slide 7 demonstrated the results of the ESOL Contact Survey conducted at the end of the school year.
   - Slide 8 captured the number of ELLs as of February 2013 FTE
   - Slides 9-11 highlighted the results of the FTE audit for the 2011-2012 school year. There were a total of 144 exceptions (25%) out of 572 files reviewed in 23 schools.

III. What’s New (slides 12-29)
   - Brainshark (slide 13)
   - Request for Interpreter Services (slide 14)
   - Flowcharts (slide 15)
   - ESOL Instructional Strategies Matrix (slide 16)
     - The ESOL Instructional Strategies Matrix and Addendum have been revised and will be in effect beginning August 1, 2013. Please discard all old versions of the Matrix.
   - Language Descriptors (slides 17-20)
   - Updates to State Rule and ESEA Waiver (slides 21-29)
     - Date of Entry in School in U.S. (DEUSS)
     - This information has been shared with Information Management Technicians (IMTs).
   - DEUSS Date—refer to slide 23
     - Used for accountability The Elementary and Secondary Education Act (ESEA) waiver requires Florida to include all English language learners with at least 1 year of instruction in the U.S. in its accountability system.
     - Used to identify students who need REEVALs
     - Used to identify which students are eligible for Good Cause Promotion
     - Used for Immigrant Information
   - In Summary:
     - If there is a DEUSS date, use this date for bullets mentioned above regardless of when the student started in BCPS or regardless of the Date of Entry in the ESOL program.
     - If there is no DEUSS or 00/00/0000 in TERMS this means the student started in BCPS before 2012, use Date of Entry in ESOL for bullets mentioned above.
     - All students from this point forward must have a DEUSS date. If the parent does not provide a DEUSS date, then the first day of school in BCPS is the DEUSS date.
     - The Date of Entry in the ESOL program for students entering in 2012 and forward will ONLY be used to calculate FTE funding (program 130).
   - Immigrant Report (slides 24-25)
     - Used to determine which students are identified for Immigrant Status.
     - The term immigrant children and youth means individuals who:
       - Are ages 3-21; and
       - Were not born in any State or U.S. territory or possession; and
       - Have not been attending one or more schools in any one or more States for more than 3 full academic years.
     - There is a report on Data Warehouse that provides preliminary information. Schools are responsible for updating the information on the A03 panel on TERMS every year.
   - Scenarios (slides 16-29) were used to practice the calculation of the DEUSS date

IV. Entry Criteria (slides 30-35)
   - Pre Kindergarten Students
     - For LY-T students who score NES or LES when tested with the IPT I, before the start of the school year but no earlier than May 2013, the ELL code remains LY. Assign A1-B2
classification, update PLAN date and change DATE OF ENTRY on TERMS to the first day of Kindergarten.

• For LY-T students who score FES on the IPT I, **before the start of the school year but no earlier than May 2013**, must have their ELL code changed from LY to ZZ on TERMS.

• For LY-T students who score FES on the IPT I **after the start of the school year**, convene an ELL committee to determine placement. If the recommendation is to place student in the ESOL Program assign C1/LY classification. Change date of entry to first day of Kindergarten and update plan date on TERMS.

• If the recommendation is **NOT** to place student in the ESOL Program assign C2/LF classification. Enter exit date and update plan date on TERMS. Monitor the student for two years.

-Assessments

• IDEA Oral Proficiency Test I (IPT-I) – Form G - Grades K-5 or IDEA Oral Proficiency Test II Form E – Grades 6-12

• CELLA Administration Window March 3-April 4, 2014

V. Annual Reviews & REEVALs (slides 36-38)

VI. Exit Criteria (slides 39-45)

• At this time, schools need to review scores for CELLA to determine which students met the EXIT criteria in grades K-2. Schools will use the FCAT results to determine which students met the EXIT criteria for grades 3-12 in addition to CELLA.

• Make sure to EXIT the students in a timely manner and document all necessary information as stated on the slides. EXIT date and PLAN date on TERMS is 06/07/13.

• A copy of the CELLA Report must be filed in the ELLSEP folder and the other copy is sent home to the parents.

VII. What Do I Do Now? (slides 45-46)

• Complete annual reviews for all LYs with an anniversary date or DEUSS date of August and September for continued placement. Send home **Continuation Letter**.

• Schedule ELL committee for students in the program beyond three-years (REEVALs) with an anniversary date of August and September to determine continued placement. Send home **Continuation Letter** or **Exit Letter** as applicable.

• Complete **Instructional Program Recommendation** for all LYs in August and print the A10 panel. The signed and dated printout must be filled in the ELLSEP Folder.

• Update PLAN date on the A23 panel to indicate the most current schedule and program recommendations for LY students.

• Administer the IPT (Oral) to any students that enter new to Broward County (within 20 days of registration).

• Identify students that have been in the ESOL program for more than 12 FTE surveys. **Remove Program 130**

X. Resources (slides 54-67)

- Available Resources

• ESOL Department Website

• ESOL Handbook

• CAB Conference

• Reports on Data Warehouse

• ESOL Wiki Page containing information on Common Core State Standards
• ESOL Parent Website
• Bilingual Parent Outreach Centers
• ESOL Parent Ambassador Program

- Follett Shelf makes hundreds of books available for grades K-12 from your home computer!
  • To access books FOR FREE go to:
    o ESOL K-3  [https://wbb05179.follettshelf.com]
    o ESOL 3-6  [https://wbb04273.follettshelf.com]
    o ESOL 5-8  [https://wbb04274.follettshelf.com]
    o ESOL 9-12 [https://wbb04275.follettshelf.com]
  • login: browardesol
  • password: browardesol

- inSync (formerly known as parentsk12) has been updated.
  • To access the site visit www.insyncedu.com/insync.
  • Only ELL students are registered to use the site.
  • Username: Your student’s 10 digit student number (0000000000)
  • Password: broward

XI. Role of the ESOL Contact (slides 68-69)

XII. Upcoming Events (slides 70-75)
- Dates for ESOL Contact Meetings (face-to-face and ADOBE sessions)
- Curriculum & Compliance Training
- IPT Training
- ESOL Academic Competition
  • May 17-2014 Location to be determined

- ESOL Leadership Council Meeting
  • September 18, 2013 at K.C. Wright School Board Building
  • 6:30 p.m. - 8:30 p.m.
  • Topic: What is the ESOL Program?
  • Lots of free educational items for families

XIII. Goals for 13-14 (slides 76-79)
- Goals for the department were shared

HAVE A SUCCESSFUL SCHOOL YEAR!
Questions & Answers

Q: Can a Parent Link be sent to all LY students and their families regarding the Parent Leadership Meetings?
A: Yes, we already send a message via Parent Link and also emails are sent to those families for which we have email addresses.

Q: If the student requires a REEVAL in August or September and does not meet FCAT/CELLA proficiency scores, do we need to have an ELLSEP meeting and does the student need to be assessed on the full battery of IPT?
A: An ELLSEP committee must be convened for all REEVALs. The FCAT/CELLA scores are valid until October 1st. Therefore the full of battery of IPT assessments does not have to be administered at this time.

Q: Where can I find the DEUSS date for my students?
A: The DEUSS date is entered on the A03 panel. We are working with ETS to include the DEUSS date on the LEP Roster Report found under Downloads on Data Warehouse. It is not on the ELLSEP folder at this time.

Q: What date do I follow for REEVALs for students who have a DEUSS date of 00/00/0000?
A: This indicates that these students entered Broward before we were required to collect the DEUSS date, therefore the Date of Entry in the ESOL program is what will be used to determine REEVALs.

Q: When a student has successfully finished their 2-year monitoring period, do we have our IMT's update their status from LF to LZ or does the database automatically do that for them?
A: The IMT enters this information manually.

Q: Can an A1/LY ELL student, less than one year, be exempt from the FCAT?
A: NO ELL is exempt from the FCAT.

Q: What happens if a student registered in another Broward school originally as EN/EN and were classified as ZZ but now filled out a new registration form at your school as SP?
A: The original registration form is always honored. The student remains ZZ.

Q: Do you need a code to download students' report?
A: You need access to DWH. Check with your administrator for that information.

Q: Can we get copies of the flyers for inSync?
A: We'll post the flyers on the ESOL CAB Conference and you can contact Brunilda Chico via email to request hardcopies.

Q: Do Charter Schools need to collect DEUSS dates?
A: Yes, all schools are required to collect DEUSS dates. It is a mandate by the State and Federal government as part of the ESEA Waiver.

Q: What do we do with the two CELLA reports that we receive?
A: One goes home and the other goes in the ELLSEP Folder.

Q: How do we change LF to LZ on TERMS?
A: Check with your IMT or check with our ESOL IMT Martha Villa.

Q: Where do we report the Immigrant status?
A: It’s on the A03 panel. There is a field for the status.

Q: Do we count the FTE surveys before kindergarten toward the 12 maximum used to remove 130 code?
A: Pre-K students are not counted towards the 12 FTE surveys. It is important that the Date of Entry is updated for all Pre-K students to the first day they entered Kindergarten.

Q: Can Developmental LA have mixed grade levels?
A: Yes. It is an elective course in lieu of intensive reading therefore mixed grades is permissible. Refer to the K12 ESOL Plan for more information.