Quarterly ESOL Contact Meeting
September 27, 2017
Agenda

• Reminders
• State/District Updates
• What needs to happen before October FTE?
• Resources
Reminders
If the answer is “YES” to any of these questions, the student must be tested for English proficiency.

Translated in the Top 3 languages

DEUSS is used for:
State Accountability
Extension of Services (REEVALs)
Good Cause Promotion
Immigrant Funding
Deborah is a student who was born in Puerto Rico and registered in BCPS on 8/22/2017. According to her transcript, she completed 3rd grade.

What DEUSS date does the IMT enter for this student? 8/22/2017

Is she an eligible Immigrant student? No

What grade will Deborah be placed in? 4th grade
TIER PLACEMENT FIELD GUIDELINES

- The Tier Placement field information on the A23 panel of TERMS will be captured during FTE Survey 2 (October 2017).
- The purpose of this field is to determine the test TIER the student will be assessed on the 2017-18 ACCESS for ELLs 2.0 assessment in the spring.
- The TIER will also determine the appropriate number of 2017-18 ACCESS for ELLs 2.0 tests in each Tier that will be sent to each school location.

How to enter the Tier Placement (Panel A23)

<table>
<thead>
<tr>
<th>Tier Placement (TERMS A23 Panel)</th>
<th>2016-17 ACCESS for ELLs 2.0 Overall Proficiency Scores</th>
<th>Date Entering U.S School *</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1.0-2.0</td>
<td>07/01/2017 or after</td>
</tr>
<tr>
<td>B</td>
<td>2.1-3.0</td>
<td>Between 07/01/2015 and 06/30/17</td>
</tr>
<tr>
<td>C</td>
<td>3.1-5.0</td>
<td>Before 07/01/2015</td>
</tr>
</tbody>
</table>

* ESOL Contact should take into account student’s interruption of services when assigning Tier Placement based on the DEUSS date.

Active ELL Students (LY) in Grades 01-12

-tier Placement field should be coded “D” – Alternate Tier if the active ELLs (LY) is enrolled in grades 01-12 and has significant cognitive disabilities.

IMPORTANT: Alternate ACCESS for ELLs assessment participation must be based on accommodation described in the IEP. The majority of ESE students are not eligible to take the Alternate form and should be placed in Tier “A”, “B”, or “C”. Please contact the ESE Specialist at your school or the student’s teacher to confirm the placement.

All Kindergarten Students

Tier Placement field should be coded “Z”.

Former ELL Students (LF or LZ)

Tier Placement field should be coded “Z”.

IMPORTANT: When exiting ELL students, you may have to enter a valid TIER placement code (“A”, “B”, or “C”) for the current LEP status of the student (LY) before being able to enter the appropriate tier placement code “Z”. You will only be able to change the TIER placement field to “Z” after you successfully changed the student’s LEP status code to LF.
Janet is a 1st grade student at ABC Elementary in Tamarac, FL. She scored a Composite score of 2.4 on ACCESS for ELLs last year.

The Tier Placement field information on the A23 panel of TERMS will be captured during FTE Survey 2 (October 2017).

The purpose of this field is to determine the test TIER the student will be assessed on the 2017-18 ACCESS for ELLs 2.0 assessment in the spring.

The TIER will also determine the appropriate number of 2017-18 ACCESS for ELLs 2.0 tests in each Tier that will be sent to each school location.

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* ESOL Contact should take into account student’s interruption of services when assigning Tier Placement based on the DEUSS date.

Active ELL Students (LY) in Grades 01-12 with Severe Cognitive Disability.

Tier Placement field should be coded "D" – Alternate Tier if the active ELLs (LY) is enrolled in grades 01-12 and has significant cognitive disabilities.

IMPORTANT: Alternate ACCESS for ELLs assessment participation must based on accommodation described in the IEP. The majority of ESE students are not eligible to take the alternate form and should be placed in Tier "A", "B", or "C". Please contact the ESE Specialist at your schools or the student’s teacher to confirm the placement.

All Kindergarten Students

Tier Placement field should be coded "Z".

Former ELL Students (LF or LZ)

Tier Placement field should be coded "Z".

IMPORTANT: When exiting ELL students, you may have to enter a valid TIER placement code ("A", "B", or "C") for the current LEP status of the student (LY) before being able to enter the appropriate tier placement code "Z". You will only be able to change the TIER placement field to "Z" after you successfully changed the student's LEP status code to LF.
Export Wizard

With the Export Wizard, you can generate a comma-separated (CSV) export of your student data. This file can be opened in Excel or similar spreadsheet program. Simply select which student data fields you would like to include in your file and click Run Export. Your file will appear at the bottom of this page when it is ready. Additionally, you may save your export parameters as an Export Template, and generate an updated file from this page at any time.

Saved Export Templates

These are your saved export templates. Select one below to run, edit or schedule an export.

- 2017-2018 Tier First Graders
  - Creator: Bustillo, Stephanie (you)
  - Description: LY Students whom were in KG during the 2016-2017 School Year and have a 'Z' tier in TERMS requiring a tier update.
  - Scheduled: -- (edit schedule)
State/District Updates
**IMMIGRANT STATUS BULLETIN**

The District has identified approximately 1,400 students with potential errors in the Immigrant Status code and/or DEUSS.

*Please ask your ESOL Contact for the Immigrant Student Report from ELLevated in order to identify any mistakes at your school location.*

1. The immigrant status field (IM) should have a “Y” for all students who meet the following requirements:
   - Between the 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 (KG-12) based on DEUSS date.

2. The Date Entered United States School should be based on the month, day, and year the student (KG-12) entered a school in the United States (in any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).

   If the student was transferred from another district, the DEUSS date should be the first day in the previous school district. As a reminder, every effort should be made to retrieve previous school records.

Please feel free to e-mail (Martha.Villa@browardschools.com) or contact Martha Villa-Rosa (754 321-2590) if you need further assistance.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
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<tbody>
<tr>
<td>Last Name</td>
<td>Middle Name</td>
<td>First Name</td>
<td>School Name</td>
<td>School LEA Test ID #</td>
<td>Birthday</td>
<td>Immigrant Grade Level</td>
<td>Birth Country</td>
<td>Language Code</td>
<td>Language Class</td>
<td>Date Entered US Schools</td>
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<td>9/8/2001</td>
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<td>Cuba</td>
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<td>1/2/2001</td>
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<td>Cuba</td>
<td></td>
<td>8/18/2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Are ages 3-21
- Were not born in any State or U.S. territory or possession (PR)
- Have not been attending one or more schools in any one or more States for more than 3 full academic years.
Exit Criteria
- ACCESS for ELLs 2.0
- 4.0 or above in Reading
- 4.0 or above in Overall

Accommodations
- Use of content glossaries
- Word to word content dictionary and
- Word to word dictionary

Parent Notification
- Notices shall include services provided
- No extension for 20-day assessment period
- Now 20-day assessment period

State Rule: 6A-6.09021; 6A-6.09091; 6A-6.0902
## ESOL Compliance for Administrators

### 2017-2018

<table>
<thead>
<tr>
<th>August/September</th>
<th>October</th>
<th>November/December</th>
<th>January</th>
</tr>
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<tbody>
<tr>
<td>- Exiting Procedures (ACCESS/FSA)</td>
<td>- Registration, Testing &amp; Placement Procedures new students (Update A03, A21, A23)</td>
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<td>- Update PLAN DATE on A23</td>
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<tr>
<td>- Re-Evaluations* (DEUSS Aug./Sept 2014 and before)</td>
<td>- Send notification of placement/continuation*</td>
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<td>- Update PLAN DATE on A23</td>
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<td>- Update ELL Folders and ELL Plans*</td>
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</tr>
<tr>
<td>- File ELL Plan/Parent Letter</td>
<td>- FTE Verification Survey 2 - Run ELLevation Reports* to verify Data Entry</td>
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</tr>
<tr>
<td>- Run ELLevation Reports* to verify Data Entry</td>
<td></td>
<td></td>
<td>- Begin planning for ACCESS admin/FSA</td>
</tr>
</tbody>
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### February
- Registration, Testing & Placement Procedures new students (Update A03, A21, A23)
- Annual Reviews* (DEUSS Feb. 2016 and 2017)
- Re-Evaluations* (DEUSS Feb. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment
- Send notification of placement/continuation*
- File ELL Plan/Parent Letter
- Update PLAN DATE on A23
- Update ELL Folders and ELL Plans*
- FTE Verification Survey 3 - Run ELLevation Reports* to verify Data Entry

### March/April
- Registration, Testing & Placement Procedures new students (Update A03, A21, A23)
- Annual Reviews* (DEUSS March/Apr. 2016 and 2017)
- Re-Evaluations* (DEUSS March/Apr. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment
- Send notification of placement/continuation*
- File ELL Plan/Parent Letter
- Update PLAN DATE on A23
- Update ELL Folders and ELL Plans*
- Run ELLevation Reports* to verify Data Entry

### May/June
- Registration, Testing & Placement Procedures new students (Update A03, A21, A23)
- Annual Reviews* (DEUSS May/June 2016 & 2017)
- Re-Evaluations* (DEUSS May/June 2015 and before) Requires ELL Committee Meeting* & L/S/R/W Assessment
- Send notification of placement/continuation*
- File ELL Plan/Parent Letter
- Update PLAN DATE on A23
- Update ELL Folders and ELL Plans*
- Run ELLevation Reports* to verify Data Entry
- retention Meetings*

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*To be completed on ELLevation

CC:6/13/17

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Please refer to the ESOL Website for detailed procedures located in the ESOL Program Handbook

For Support Contact Bilingual/ESOL Dept.
754-321-2590
Exiting ELLs
Requirements for EXITING English Language Learners from the ESOL Program
These options are valid until October 1, 2017

<table>
<thead>
<tr>
<th>Option I Grades K-2</th>
<th>Option I Grades 3-10</th>
<th>Option I Grades 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<td>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</td>
<td></td>
<td>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)</td>
</tr>
<tr>
<td>Basis of Exit: H is entered on the A23 panel on TERMS, Exit date is 6/8/17</td>
<td>Basis of Exit: I is entered on the A23 panel on TERMS, Exit date is 6/8/17</td>
<td>Basis of Exit: J is entered on the A23 panel on TERMS, Exit date is 6/8/17</td>
</tr>
<tr>
<td>PLAN Date is updated to match EXIT date</td>
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</tr>
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<tr>
<th>Option II Grades K-2</th>
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<th>Option II Grades 10-12</th>
</tr>
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<tbody>
<tr>
<td>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</td>
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<td>For ESE/ELLs the committee shall consider the disability and include the IEP Team. Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.</td>
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<td>PLAN Date is updated to match EXIT date</td>
</tr>
</tbody>
</table>

NOTE: EXIT Notification letter must be generated on ELLevation for all students exited from the ESOL program.
IDENTIFYING ELLS FOR EXIT

- Identify students in Exit Center
- Generate a list of students ready to exit
- Review student Data*

*Be mindful of retained 3rd grade ELLs. Review their data using 3rd grade criteria (ACCESS 2.0 for ELLs and level 3 on FSA).
Exiting the ESOL Program

TERMS:

- A23 Panel: IMT updates PLAN Date and EXIT Date 6/8/17 - last day of school
- Enter Basis of Exit (H, I, J)
- ELL Status changes automatically from LY to LF

**ELLevation**

- Generate ELL Plan once ELLevation is up to date
- Generate Parent Letter – Notification of Program Exit
- Print the ELL Plan and file in the ELL folder
- Monitor LF students for 2 years

Deadline for using ACCESS for ELLs and State Assessment data is: **OCTOBER 1, 2017**
Exit Center on ELLevation

**Step 1:** Identify ELLs in the Exit Center who met exit criteria.

**Step 2:** Generate and Export a list of ELLs eligible to exit.

**Step 3:** Provide list of ELLs who are exiting to IMT/IMS for processing in TERMS. Once the exit date is entered in the A23 panel, ELL will become LF in TERMS.

**Step 4:** Wait 48 hours for ELL status to update to ELLevation.

**Step 5:** Print 2 copies of Notification of English Program Exit Letter.

**Step 6:** Send home one copy of the Notification of English Program Exit Letter to parent, and file 2nd copy in the ELL Folder.
Exit Center on ELLevation

Generate Listing
Communication with IMT

Provide Information from Exit Center to IMT in order to capture in TERMS.
What needs to be done before October FTE?
## ESOL Compliance for Administrators

### 2017-2018

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<thead>
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<td>☐ File ELL Plan/Parent Letter</td>
<td>☐ Retention Meetings*</td>
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<table>
<thead>
<tr>
<th>February</th>
<th>March/April</th>
<th>May/June</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
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<td>☐ Send notification of placement/continuation*</td>
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<td>☐ Send notification of placement/continuation*</td>
<td>☐ File ELL Plan/Parent Letter</td>
</tr>
<tr>
<td>☐ File ELL Plan/Parent Letter</td>
<td>☐ Update PLAN DATE on A23</td>
<td>☐ File ELL Plan/Parent Letter</td>
<td>☐ Update PLAN DATE on A23</td>
</tr>
<tr>
<td>☐ Update PLAN DATE on A23</td>
<td>☐ Update ELL Folders and ELL Plans*</td>
<td>☐ Update PLAN DATE on A23</td>
<td>☐ Update ELL Folders and ELL Plans*</td>
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<tr>
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<td>☐ FTE Verification Survey 3 - Run ELL Evaluation Reports* to verify Data Entry</td>
<td>☐ Update PLAN DATE on A23</td>
<td>☐ Run ELL Evaluation Reports* to verify Data Entry</td>
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<tr>
<td>☐ Run ELL Evaluation Reports* to verify Data Entry</td>
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<td>☐ Run ELL Evaluation Reports* to verify Data Entry</td>
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<td>☐ Run ELL Evaluation Reports* to verify Data Entry</td>
<td>☐ File ELL Plan/Parent Letter</td>
<td>☐ Update ELL Folders and ELL Plans*</td>
<td>☐ Run Retention Meetings*</td>
</tr>
</tbody>
</table>

*To be completed on ELL Evaluation

CC/6/13/17

Please refer to the ESOL Website for detailed procedures located in the ESOL Program Handbook.

For Support Contact Bilingual/ESOL Dept.
754-321-2590
Use of a bilingual glossary in addition to a bilingual dictionary.

An approved glossary is defined as a word-to-word and may include content specific glossary.

Evidence of:
- Bilingual Dictionary
- Extended Time
- Flexible Setting
- Bilingual Support for Lowest-Level ELLs
- ELL Engagement in Lesson
- ELL Consideration in Lesson Plans
- English Language Development Standards in Lesson Plans
- Teacher Awareness of ELL Levels of Students

Flexible Setting requires Parent Notification.
Meetings and Decisions

Run an Active ELL Report and cross reference in the Meeting Center to identify the student’s eligible meeting.

Annual Review
For students entering a US school in 2015-2016 or 2016-2017
REEVALS
For students entering a US school in 2014-2015 or earlier
Meetings and Decisions

**Annual Review**
For students entering a US school in 2015-2016 or 2016-2017

**On ELLevation:**
- Complete Me, Myself & I Meeting
- Generate ELL Plan within the required 30 day timeline and file in ELL Folder
- Generate Parent Letter (Notification of Continuation)
- Generate Student Meeting Report at time of meeting

**On TERMS**
- Update ELL PLAN Date

**REEVALS**
For students entering a US school in 2014-2015 or earlier

**On ELLevation:**
- ELL Committee is required (Meeting Center)
- Review Current student data
- Generate ELL Plan within the required 30 day timeline and file in ELL Folder
- Generate Parent Letter (Notification of Continuation)
- Generate Student Meeting Report at time of Meeting (signature's required)

**On TERMS**
- Update ELL PLAN & REEVAL Date
Meetings and Decisions

Remember to generate Student Meeting Report at time of meeting.
Attached is the official letter from the FLDOE granting districts an extension for Extension of Services (REEVALs) meetings until October 13th.

This only applies to students with a DEUSS date on or before October 1st.

Please note:
• Exit students by October 1st
• Annual Reviews must still be finalized by October 1st
• Initial placement testing (IPT) must still be completed within 20 schools days from the point of registration.

This extension is only for REEVAL meetings.

According to the memorandum, you must print and include the attached State letter for those students for whom the extension is applicable.
ELL Committee

**Members (minimum of 4)**
- Administrator or designee
- ESOL teacher
- Home language teacher (if applicable)
- Classroom/subject area teacher(s)
- School counselors, school social workers, school psychologists, and other educators as appropriate

**Main Function**
Resolve any issues that affect instructional program of an ELL

**Parent/Guardian**
MUST be invited

**May make program placement recommendations**
Parent Notification Update

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.

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

<table>
<thead>
<tr>
<th></th>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
<th>Speaking</th>
<th>Literacy</th>
<th>Composite</th>
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<tr>
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<td>6</td>
<td>2.7</td>
<td>5.6</td>
<td>4.4</td>
<td>3.4</td>
<td>3.8</td>
</tr>
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</table>

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
Parent Acceptance Area

Yes, I approve of this placement for my child.

[Red X]

Please sign and date this letter below and return to the school.

Parent/Guardian Signature: __________________________ Date: __________________________

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.
### Step 3: Parent Letter Options

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<th>Value</th>
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<td>Initial</td>
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<td>Number of ELP tests</td>
<td>Most Recent</td>
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<td>On</td>
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<td>All ELP Tests</td>
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<td>Show</td>
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<tr>
<td>ESOL Services Year/Semester</td>
<td>Most Recent</td>
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<td>Return Letter To</td>
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<td>Contact Name</td>
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<td>Contact Phone</td>
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<td>Reduced</td>
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<tr>
<td>Double-sided Printing</td>
<td>Yes</td>
</tr>
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</table>
Generating ELL Plans

Generate an ELL Plan

- At the beginning of the school year for all LY students
- Anytime there is an ELL Meeting
- Or any time there is a Change in Program Services

After students have met exit criteria and exited on TERMS.

*Please wait until all data is updated and accurate on TERMS before generating ELL Plans.*
ELL Plan

Program 130, accommodations, plan date and test scores should be updated before printing.
## ESOL at a Glance Detailed Requirements

### Identification/Placement
- Upon registration, parents complete the HLS. If Affirmative response to any of the 3 questions on the HLS assess students
- Administer the IPT L5
- Students that score LES or NES are placed in the ESOL Program
- Provide your IMT scores to be entered and open an A23 panel
- Update LC and DEUSS Date on A03 along with Language status and IM status
- After 48 hours, check status on ELLelevation
- Generate ELL Plan with date
- Print and file in ELL Folder
- Send notification of placement
  - A copy of the letter is filed in ELL Folder
- See section 1 & 2 of ESOL Handbook

### ELL Folders/ELL Plans
- Generate ELL Folders for all students who qualify for the program
- Complete bio information and one box per year indicating the required documentation is enclosed
- Generate ELL Plans to demonstrate current services
  - current schedule, accommodations, assessment scores, etc.
- Sign and date the ELL Folder every year
- Use checklist on ELL folder to ensure all required documents are filed
- To order folders email [esolrequests@browardschools.com](mailto:esolrequests@browardschools.com)
- See section 3 of ESOL Handbook

### Annual Reviews
- Based on student's DEUSS Dates (within 30 days - August 2016 and August 2015) for years 2 and 3
- Conduct "Me, Myself and I" meetings on ELLelevation
- Generate and print Student Meeting Report* and file in ELL Folder
- IMT is provided updated PLAN Date to enter on A23 PLAN Date is the day of the "meeting"
- After 48 hours, check that data is updated on ELLelevation
- Generate ELL Plan with date
- Print and file in ELL Folder
- Send notification of continuation of services* file a copy of the letter in the ELL Folder.
- See section 7 of ESOL Handbook

### REEVALS
- Based on student's DEUSS Dates (within 30 days - August 2014, 2013, 2012, etc...) for years 4 and beyond
- Schedule and invite parents to an ELL Committee meeting
- Conduct a meeting* on ELLelevation
- Use ACCESS and FSA scores to make determination of continued placement
- Generate, print Student Meeting Report*, all present sign and file in ELL Folder
- IMT updates the PLAN Date on A23 to the day of the meeting
- After 48 hours, check data on ELLelevation
- Generate ELL Plan in a timely manner
- Print and file in ELL Folder
- Send notification of continuation of services* file a copy in the ELL Folder.
- See section 7 of ESOL Handbook

### Accommodations:
- are provided to LYS on a regular basis
  - (for teacher created tests, chapter tests, as well as statewide assessments)
- are assigned on ELLelevation*
- are documented on teachers lesson plans
- State approved accommodations are:
  - Flexible Scheduling, Assistance in the heritage language, Approved Dictionary, Flexible Setting
- Flexible setting requires parent notification
- See section 5 of ESOL Handbook

### Exit
- K-2 (ACCESS level 4 on Rdg and Composite) 3-9 (ACCESS level 4 on Rdg and Composite + FSA level 3) 10-12
  - (ACCESS level 4 on Rdg and Composite + Graduation requirement)
- Provide IMT basis of exit and exit date
  - (6/6/17), Plan and exit date must match
- Generate Parent Notification of EXIT
- Once data is updated and on ELLelevation, print ELL Plan and file in ELL folder
- Students that have inconsistent may be exited via ELL Committee
- See section 6 of the ESOL Handbook

### Post Exit Monitoring
- Monitor LF students for 2 yrs
- Monitoring is completed at four specified times based on the exit date:
  - 1st report card, End of 1st semester, End of 1st year, and End of 2nd year
- Conduct a "Me, myself and I" meeting*
- Gather information from classroom teacher (grades, progress, etc.)
- File current report card along with a signed and dated Student Meeting Report

### ELLelevation
- Run Export Wizard reports to identify your ELLs on a monthly basis
- Export Wizard reports can be downloaded as an Excel to sort data
  - (Sort by DEUSS date to identify annual reviews and REEVALS)
- Use EXIT center to identify the students met criteria
- Use Data Dashboard to identify languages represented number of LYS and LFs.
- See section 12 of the ESOL Handbook

---

*To be completed on ELLelevation

CC 6/13/17
Essential Updates for FTE:

- Exit ELLs who have met the state criteria
- Update PLAN dates for active ELLs to their first day of school
- Conduct Annual Reviews: Make recommendations for ELLs entering years 2 and 3 (Continue or Exit?)
- Conduct ELL Committee Meetings for Extension of Services (REEVALs) for ELLs entering years 4, 5, 6, and beyond
2017-2018 ACCESS for ELLs 2.0


Login:
Florida
Password:
Sunshine

www.wida.us
WIDA Website www.wida.us

For more information on WIDA Assessments
Florida’s WIDA Webpage

Contact Information

<table>
<thead>
<tr>
<th>Organization</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>External Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Education Agency (Florida Dept of Ed)</td>
<td>Sabrina Read</td>
<td><a href="mailto:Sabrina.Read@fldoe.org">Sabrina.Read@fldoe.org</a></td>
<td>(850) 245-0643</td>
<td><a href="http://www.fldoe.org">www.fldoe.org</a></td>
</tr>
<tr>
<td>WIDA Consortium</td>
<td>WIDA Client Services Center</td>
<td></td>
<td>Toll Free: 1-866-276-7735</td>
<td><a href="http://www.wida.us">www.wida.us</a></td>
</tr>
</tbody>
</table>

Assessment Materials & Training

- Frequently Asked Questions
- Parent Information
- ACCESS for ELLs 2.0 2017-18 Dates
- State Specific Guidance for ACCESS for ELLs 2.0

YOUR SOURCE FOR FLORIDA-SPECIFIC INFORMATION ABOUT THE ACCESS FOR ELLS 2.0 SUITE OF ASSESSMENTS IS LOCATED ON FLORIDA’S WIDA WEBPAGE AT: HTTPS://WWW.WIDA.US/MEMBERSHIP/STATES/FLORIDA.ASPX
## English Language Learner

### English Language Proficiency Levels - Codes

**Language Classification is a Local Element. The Codes are as follows:**

<table>
<thead>
<tr>
<th>Language Classification Level based on IPT</th>
<th>Language Classification based on ACCESS for ELLS 2.0 Composite (Overall)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LC Code</strong></td>
<td><strong>LC Definition</strong></td>
</tr>
<tr>
<td>A1</td>
<td>NON-ENGLISH SPEAKER OR MINIMAL KNOWLEDGE OF ENGLISH</td>
</tr>
<tr>
<td>A2</td>
<td>LIMITED ENGLISH SPEAKERS; DEMONSTRATES LIMITED UNDERSTANDING</td>
</tr>
<tr>
<td>B1</td>
<td>INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES ORALLY IN ENGLISH, MOSTLY WITH SIMPLE PHRASES AND/OR SENTENCE RESPONSES</td>
</tr>
<tr>
<td>B2</td>
<td>INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES IN ENGLISH ABOUT EVERYDAY SITUATIONS WITH LITTLE DIFFICULTY</td>
</tr>
<tr>
<td>C1</td>
<td>ADVANCED ENGLISH SPEAKER, UNDERSTANDS AND SPEAKS ENGLISH FAIRLY WELL</td>
</tr>
<tr>
<td>C2</td>
<td>FULL ENGLISH SPEAKER; UNDERSTANDS AND SPEAKS ENGLISH WITH NEAR FLUENCY</td>
</tr>
<tr>
<td>D</td>
<td>FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY</td>
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<tr>
<td>E</td>
<td>MONOLINGUAL ENGLISH SPEAKER</td>
</tr>
<tr>
<td>U</td>
<td>UNABLE TO CLASSIFY</td>
</tr>
<tr>
<td>T</td>
<td>TEMPORARY</td>
</tr>
</tbody>
</table>
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**

- 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.

**Leadership Resources**

- 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.

**Instructional Resources**

- 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.

**Student Resources**

- 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.

**Community & Family Resources**

- 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.

**Student Support Resources**
Schools purchase using General Funds
- IPT Oral
- IPT Reading and Writing:
  - IPT 1 Grades 2-3
  - IPT 2 Grades 4-6
  - IPT 3 Grades 7-12
ESOL Program Information

Leadership Team

Victoria B. Saldala, Director
Leyda Sotolongo, Curriculum Supervisor
Melinda Mayers, Educational Specialist
Stephanie Bustillo, Educational Specialist
Cellina Chavez, Charter School Educational Specialist

Everything You Need to Know About the ESOL Program

The goal of the program is to ensure that all students, entering Broward County Public Schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

All schools with students classified as English Language Learners (ELL) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.
Free Online Resources

- Welcome
- Free Online Resources
- Free Online Resources in Spanish
- Free Online Resources in Haitian Creole
- Free Online Resources in Portuguese

- META
- 5.1 Enrollment & Withdrawal
- 6000.1 Student Progression Plan
- Click here for SBBC Policy Listings
- 17-18 IPT Price List
- 17-18 IPT Order Form
- Free Online Resources for ESOL Students/Teachers
- Suggested Bilingual Dictionaries

ACCESS for ELL Read CCSS! December 2013
Guidelines for ESE and ELLs

- Guidelines for ESE and ELLs
- Parent Information Form (English, Spanish, Haitian Creole, Portuguese)
- Special Populations School Form
- Procedures for Using the Special Populations Language Dominance Questionnaire
- Teacher Information Form
- Procedures for Requesting an Oral Interpreter
- Request for Oral Interpreter
# ESOL Instructional Strategies Matrix

**(How We Teach is as Important as What We Teach)**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
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<tbody>
<tr>
<td></td>
<td>Accommodations</td>
<td>Clear Communication</td>
<td>Assessments</td>
<td>Vocabulary</td>
<td>Collaboration &amp; Conversation</td>
<td>Metacognitive &amp; Metalinguistic</td>
<td>Context Embedded Supports &amp; Close Reading</td>
<td>Multimodal &amp; Multimedia</td>
<td>Advance Organizers</td>
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<tr>
<td>A1</td>
<td>Heritage Dictionary</td>
<td>B1 Concise Language</td>
<td>C1 Rubrics</td>
<td>D1 Etymology/Cognates</td>
<td>E1 Grouping Configurations</td>
<td>F1 L1 Transfer</td>
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<td>B2 Clear Directions</td>
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<td>E2 Heterogeneous Grouping</td>
<td>F2 Mnemonic Devices</td>
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<td>(L1)</td>
<td>Emunciation</td>
<td>B3 Emunciation</td>
<td>C3 Portfolio</td>
<td>D3 Analysis</td>
<td>E3 Homogeneous Grouping</td>
<td>F3 Dialogue Journals</td>
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<td>Flexible Scheduling</td>
<td>B4 Emunciation</td>
<td>C4 Checklist</td>
<td>D4 Context Clues</td>
<td>E4 Self-Correction</td>
<td>F4 Self-Evaluation</td>
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<td>Flexible Setting</td>
<td>B5 Emunciation</td>
<td>C5 Labeling</td>
<td>D5 Tier II/Tier III Analysis</td>
<td>E5 Self-Evaluation</td>
<td>F5 Self-Monitor</td>
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<td>A5</td>
<td>Flexible Timing</td>
<td>B6 Emunciation</td>
<td>C6 Interview</td>
<td>D6 Interactive Word Walls</td>
<td>E6 Reader’s Theater</td>
<td>F6 Self-Monitor</td>
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<td>B7 Emunciation</td>
<td>C7 Response Cards</td>
<td>D7 Vocabulary Games</td>
<td>E7 Think/Pair/Share</td>
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<td>D8 Multiple Meanings</td>
<td>E8 Group Presentations/Projects</td>
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<td>C9 Observation</td>
<td>D9 Phonology</td>
<td>E9 Socratic Seminar</td>
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<td>B10 Emunciation</td>
<td>C10 Context-Embedded Text</td>
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<td>E10 Panel Discussion</td>
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<td>G1</td>
<td>Activating and/or Building Prior Knowledge</td>
<td>G16 Note-Taking/Outline Notes</td>
<td>G17 Question-Answer-Relationship (QAR)</td>
<td>H1 Audio-Visual Applications</td>
<td>I1 Charts (Flowcharts, T-Charts, etc.)</td>
<td>J1 Art Integration</td>
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<td></td>
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<td>G2</td>
<td>Chunking Text</td>
<td>G18 Reading with Specific Purpose</td>
<td>G19 Reread Text</td>
<td>H2 Digital Books</td>
<td>I2 Anticipation Guide</td>
<td>J2 Community Resources</td>
<td></td>
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<tr>
<td>G3</td>
<td>Annotations &amp; Symbols</td>
<td>G20 Text Features &amp; Structural Analysis</td>
<td>G21 Survey, Question, Read, Recite, Review (SQ3R)</td>
<td>H3 Computer Software</td>
<td>I3 Cornell Notes</td>
<td>J3 Cultural Sharing</td>
<td></td>
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<tr>
<td>G5</td>
<td>Ask Clarifying Questions</td>
<td>G24 Vary Complexity of Assignment</td>
<td>G25 Realia/Manipulatives</td>
<td>H5 Interactive White Board</td>
<td>I5 Foldables</td>
<td>J5 Field Trips</td>
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<tr>
<td>G7</td>
<td>Read Aloud</td>
<td>G28 Content Analysis</td>
<td>G29 Identify Key Concepts</td>
<td>H7 Language Master</td>
<td>I7 K-W-L</td>
<td>J7 Holiday Programs</td>
<td></td>
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<tr>
<td>G8</td>
<td>Think Aloud</td>
<td>G30 Text Connections</td>
<td>G31 Summarizing</td>
<td>H8 Video/Film/CD/MP3</td>
<td>I8 Reading and Analyzing Non-Fiction (RAN)</td>
<td>J8 Multicultural Resources</td>
<td></td>
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<tr>
<td>G9</td>
<td>Multimodal Texts</td>
<td>G32 Total Physical Response (TPR)</td>
<td>G33 Vary Complexity of Assignment</td>
<td>H9 Digital Simulations</td>
<td>I9 Notes TM</td>
<td>J9 Music/Songs/Jazz Chants</td>
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<tr>
<td>G10</td>
<td>Visualization/Illustrations</td>
<td>G34 Vary Complexity of Assignment</td>
<td>G35 Realia/Manipulatives</td>
<td>H10 Translation Devices</td>
<td>I10 Webbing/Mapping</td>
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<tr>
<td>G11</td>
<td>Summarizing</td>
<td>G36 Captions</td>
<td>G37 Identify Key Concepts</td>
<td></td>
<td>I11 Story Maps</td>
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<tr>
<td>G12</td>
<td>Dramatic Enactments/Role Play</td>
<td>G38 Text Connections</td>
<td>G39 Summarizing</td>
<td></td>
<td>I12 Timelines</td>
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<td>G13</td>
<td>Identify Key Concepts</td>
<td>G40 Text Connections</td>
<td>G41 Summarizing</td>
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<td>I13 Venn Diagrams</td>
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<tr>
<td>G14</td>
<td>Similarities &amp; Differences</td>
<td>G42 Text Connections</td>
<td>G43 Summarizing</td>
<td></td>
<td>I14 Vocabulary Improvement Strategy (VIS)</td>
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<tr>
<td>G15</td>
<td>Language Experience Approach</td>
<td>G44 Text Connections</td>
<td>G45 Summarizing</td>
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</table>

Broward County Public Schools, Bilingual/ESOL Department
09/2014
## Reading Placement

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
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</thead>
<tbody>
<tr>
<td>For ELLs classified as A1, A2 and B1 (if necessary)</td>
<td>For ELLs classified as A1, A2 and B1 (if necessary)</td>
</tr>
</tbody>
</table>

Schools that have 18 or more K-3 or 22 or more 4th and 5th grade ELLs who meet the criteria of A1-A2 in the same grade must provide sheltered instruction using identified curriculum and materials.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FSA, or no FSA scores, must receive **Intensive Reading** through **Developmental Language Arts ESOL-Reading** using identified curriculum and materials.

Schools that have fewer than 18 or K-3 or fewer than 22 4th and 5th grade A1-A2, language classification, ACCESS 1 or 2 in the same grade, must receive basic mainstream instruction using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Schools that have fewer than 22 ELLs who meet the criteria of A1-A2, ACCESS 1 or 2 language classification and have level 1 or 2 on the FSA, or no FSA scores, must receive **Intensive Reading** through programs listed in the K-12 Comprehensive Reading Plan/Intensive Reading Placement Chart.

For ELLs classified as intermediate (Bs, Cs, 3-6) may receive basic mainstream instruction using differentiated instruction and identified curriculum.

Per META, schools with at least 15 students speaking the same language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction.
<table>
<thead>
<tr>
<th>Title</th>
<th>Audience</th>
<th>Location/Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL Developmental Language Arts 6-12</td>
<td>DLA Educators</td>
<td>Plantation MS, Room 507</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Days: October 4, 11 &amp; 25</td>
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<tr>
<td>Building Foundations for ELLs K-5</td>
<td>K-5 Educators</td>
<td>Village Elementary School Media Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Days: October 4, 11, &amp; 18</td>
</tr>
<tr>
<td>WIDA Framework for Elementary Educators K-5</td>
<td>K-5 Educators</td>
<td>Rock Island Professional Devt. Center</td>
</tr>
<tr>
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<td>October 20</td>
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<tr>
<td>WIDA Framework for Secondary Educators 6-12</td>
<td>6-12 Educators</td>
<td>Rock Island Professional Devt. Center</td>
</tr>
<tr>
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<td></td>
<td>October 20</td>
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<tr>
<td>ESOL Strategies for Paraprofessionals</td>
<td>Paraprofessionals</td>
<td>Rock Island Professional Devt. Center</td>
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<td>October 6</td>
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</tbody>
</table>
ESOL Parent Leadership Council Meeting

"EVERYTHING YOU NEED TO KNOW ABOUT THE ESOL PROGRAM"

Two different locations – You ONLY need to attend One!

Wednesday, October 4, 2017
Indian Ridge Middle School
1355 Nob Hill Road
Davie, FL 33324
6:30pm – 8:30pm / Large Cafeteria

OR

Thursday, October 5, 2017
Coral Springs High School
7901 W Sample Road
Coral Springs, FL 33065
6:30pm – 8:30pm / Large Cafeteria
## Upcoming ESOL Contact Meetings

<table>
<thead>
<tr>
<th>Face-to-Face</th>
<th>Adobe Connect</th>
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</table>
| **Young at Art Museum & Broward County Library**  
751 SW 121st Avenue  
Davie, FL 33325 | (Adobe Connect links will be sent via email) |
| **Elementary, Middle & High**  
3:30 p.m. – 4:30 p.m. | Attend only one of the two sessions  
10:00 a.m. or 3:00 p.m. |
| **Wednesday, September 27, 2017** | **Thursday, September 28, 2017** |
| **Wednesday, January 10, 2018** | **Thursday, January 11, 2018** |
| **Wednesday, April 18, 2018** | **Thursday, April 19, 2018** |

### Touch-Base Tuesdays
First Tuesday of each month  
via Adobe Connect  
10:00 a.m. or 3:00 p.m.

- **Tuesday, September 5, 2017**  
- **Tuesday, October 3, 2017**  
- **Tuesday, November 7, 2017**

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

754-321-2590 KCW
754-321-2950 Pembroke Pines
http://esol.browardschools.com