



Bilingual ESOL Department

Touch-Base Tuesday

Tuesday, September 5, 2017

Agenda

- Rule Changes
 - Exiting Students- Exit Center
 - Glossaries
 - Parent Notification
- Tier Report
- ELlevation Update
- Immigrant Report
- Reminders



ELLs(LY)

32,458

11% total
population



Monitored(LF)

9,437

3.4% total
population



Total (LY&LF)

41,895

15% total
population



**Recent
Immigrants**

17,563

6.4% total
population

Countries

204



Languages

188



August 2017



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



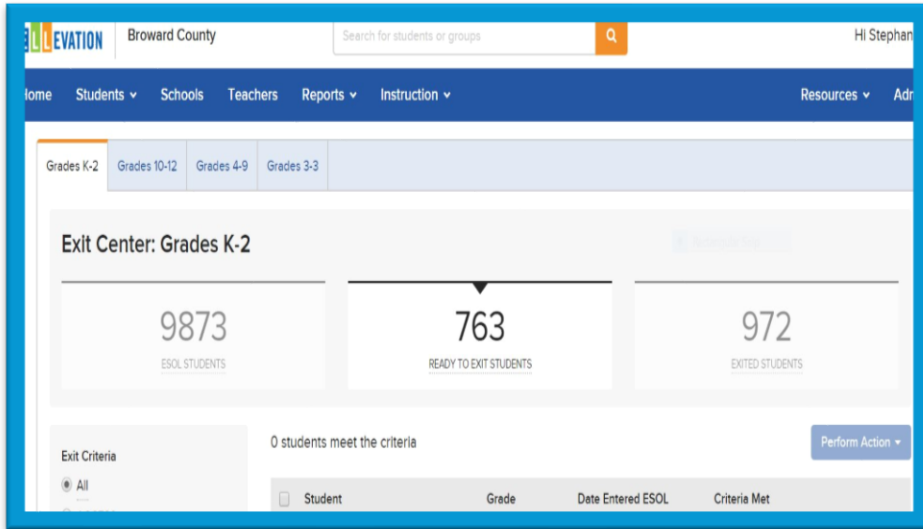
Parent Notification

- 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



Exiting the ESOL Program



**Deadline for using
ACCESS for ELLs and
FSA data
OCTOBER 1, 2017**

TERMS:

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

ELlevation

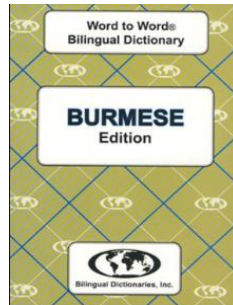
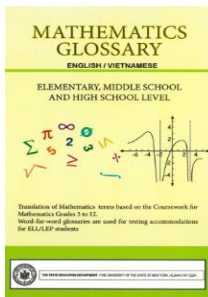
- Generate ELL Plan once ELlevation is up to date
- Generate Parent Letter – *Notification of Program Exit*
- Print the ELL Plan and file in the ELL folder



Accommodations and Instructional Practices for English Language Learners (ELLs) for Classroom Observation

Use of a **bilingual glossary** in addition to a **bilingual dictionary**.

An **approved glossary** is defined as **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



Considerations for Promotion/Retention of English Language Learners in Grade 3

As defined in Section [1008.25\(6\), F.S.](#), the good cause exemption for third-grade English Language Learners (ELLs) is:

Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

School and district administrators may consider if the good cause exemption is also appropriate for ELLs traveling in and out of the country, who have not had two years of instruction in an English for Speakers of Other Languages program. To make a good cause decision, an ELL committee should be convened where documentation on the student's English language progress is evaluated. Considerations may include:

- Length of time the student has been in each country
- Student level of English language proficiency
- Academic experience in both English and the heritage language
- Transcripts from schools outside the United States

Applicable withdrawal and reentry codes in [Appendix A: Attendance Recordkeeping Required Codes for Grade PK-12 Students](#)




Where do I find parent letters?


ELlevation




- Notification of English Language Program **Placement** or **Continuation** Letter
- Notification of English Language Program **Exit**





Step 3: Parent Letter Options

Letter Version  Initial


Number of ELP tests:  Most Recent


Testing Period From  08/19/2013  to 02/28/2018 


Letter Mailing Date: 08/07/2017 


Language  All translations Include English version

Test Types: All ELP Tests


ESOL Services Offered Page:  Show


ESOL Services Year/Semester  Most Recent

Return Letter To 

Contact Name 

Contact Phone:

Display Size  Reduced

Double-sided Printing  Yes



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)

Active ELL Students (LY) in Grades 01-12.

Tier Placement (TERMS A23 Panel)	2016-17 ACCESS for ELLs 2.0 Overall Proficiency Scores	Date Entering U.S School *
A	1.0-2.0	07/01/2017 or after
B	2.1-3.0	Between 07/01/2015 and 06/30/17
C	3.1-6.0	Before 07/01/2015

* 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 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 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.**

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS
AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS
Year: 2017-18

Data Element Number: 197279

Data Element Name: English Language Learner

A code to indicate the tier placement for a student receiving services for ELL students (LY) for proficiency assessment.

Code Definition/Example

A Tier A – placement based on proficiency assessment.
• Placement determined from ACCESS for ELLs 2.0
• Student arrived in the U.S. for instruction in English.
• Student currently receives services for ELL students (LY) for proficiency assessment.

B Tier B – placement based on proficiency assessment.
• Placement determined from ACCESS for ELLs 2.0
• Student has social language skills in English.
• Student has acquired some English skills.
• Student recently achieved a proficiency assessment.

C Tier C – placement based on proficiency assessment.
• Placement determined from ACCESS for ELLs 2.0
• Student is approaching grade level.
• Student will likely meet the criteria for exiting ELL services.
• Student recently achieved a proficiency assessment.

D Alternate Tier – placement based on IEP.
• Student has a significant cognitive disability.
• Student requires extensive supports and services.
• Student is enrolled in grade level.

Z Not Applicable - Use for all Language Learners, PK-12

Notes: This code should be reported for all ELL students only. All others should be reported as "Z".

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.

use DEUSS date if the student did not take ACCESS for ELLs 2.0 or missed any subtests in the previous school year.

Date Entering U.S School *

07/01/2017 or after
Between 07/01/2015 and 06/30/17
Before 07/01/2015

consider when assigning Tier Placement based on the DEUSS date.

Severe Cognitive Disability.

active ELLs (LY) is enrolled in grades 01-12 and has significant cognitive disabilities.

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 schools or the student's teacher to confirm the placement

valid TIER placement code 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 took access for ELLs last year in 2016 – 2017. She currently has a “Z” tier in TERMS.



What are the Next Steps for your IMT to correct Janet’s error in TERM?

A - Update the Tier to B

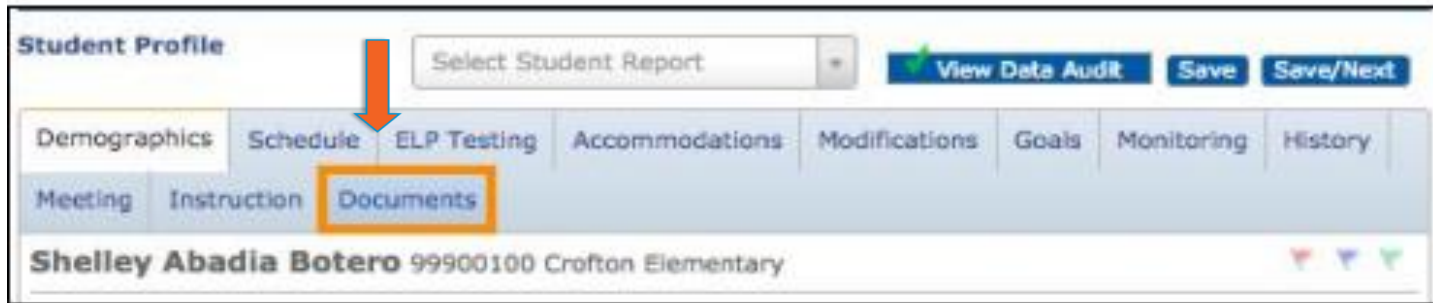
B - Use Tier Placement guide to update the student’s tier appropriately





Document Storage

- Choose the student for whom you want to add documents. You can click on the student's name from the Student List or Search.
- In the Student Profile, select the **“Document”** tab



Docs to Upload

- Home Language Survey (Registration)
- Initial Classification Form
- ELL Committee Invitation Letter
- ELL Committee Meeting Report (with signatures)
- Flexible Setting Letter
- Student work samples
- Report Cards
- PMPs



**PALHANO MARIA AZUL**

Test ID #GA

Select Student Report

Data Audit

School: DeLillo Academy
Grade: 2
Language: Spanish
LEP Status: ELL
Entered LEP:

Composite: 4.1 - Expanding
Listening: 5.9 - Bridging
Speaking: 5.9 - Bridging
Reading: 4 - Expanding
Writing: 3.8 - Developing
Literacy: 3.8 - Developing
[View Test Results](#)

Demographics Schedule ELP Testing Accommodations Modifications Goals Monitoring History Meetings Instruction Documents



There are no documents for this student yet.
Be the first to upload a document



Upload

Upload Document

Choose File Botero Writ...ample 1.jpg

Maximum file size is 1MB

Supported Files: pdf, doc, docx, xlsx, csv, or image (png, jpg, gif)

Document Type: Writing Samples

Document Name: Shelby Botero Writing Sample

Description: This is Shelley's writing sample documented in February 2007.

Please Note: This document will be visible to Elevation users with access to this student's record in Elevation. Please follow your District and State's guidance as to which documents should be added to student records.

Cancel Upload

Required

Required



Microsoft Office Home | Mail - celina.chavez@brc | 02_FL-BCPS Ellevation Re | Ellevation - Student Instr | new - Google Search

Secure | https://esreps.ellevationeducation.com/StudentProfile/Documents/View/180

ELLEVATION | Demo Database for Trainers | Search for students or groups | Hi Matthew

Home | Students | Schools | Teachers | Reports | Instruction | Resources

HOME > STUDENTS > PALHANO MARIA AZUL

Filter: None

Select Student Report | Data Audit

PALHANO MARIA AZUL
Test ID #GA

School: DeLillo Academy
Grade: 2
Language: Spanish
LEP Status: ELL
Entered LEP:

Composite: 4.1 - Expanding
Listening: 5.9 - Bridging
Speaking: 5.9 - Bridging
Reading: 4 - Expanding
Writing: 3.8 - Developing
Literacy: 3.8 - Developing
[View Test Results](#)

Demographics | Schedule | ELP Testing | Accommodations | Modifications | Goals | Monitoring | History | Meetings | Instruction | Documents

4 Documents [Upload](#) All Document Types

Document Name	Document Type	Uploaded	Uploaded By	
ELL Committee	ELL Committee Meeting Summary Report (With signatures)	a few seconds ago	Matthew Phillips	
Parent Invitation	ELL Committee Invitation Letter	a minute ago	Matthew Phillips	
Initial CLASS	Initial Oral Language Classification form	a minute ago	Matthew Phillips	
HLS_SY1718	Home Language Survey (Registration Form)	11 minutes ago	Matthew Phillips	

[Help](#)

You can now download, edit, or view the documents from this page.



Where to begin?

- ✓ **Generate Active ELLs student report (export wizard)**
- ✓ **Review data for students eligible for exit**
- ✓ **Check your data for accuracy**
- ✓ **Make sure you have an ELL folder for LY & LF students on your roster**
- ✓ **Assign accommodations for LY students**
- ✓ **Verify that program 130 is assigned to all LY students**
- ✓ **Generate and file the ELL Plan with updated: PLAN DATE to the first day of school.**
- ✓ **Create a new check list on ELL folder with current school year information for LY students.**
- ✓ **Provide teachers with resources:**
 - Language Classification of students
 - ESOL Instructional Strategies Matrix/Addendum
 - CAN DO Descriptors
 - Heritage Language Dictionary/Glossary



Active ELL Report

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Last Name	Middle Name	First Name	School Name	School LEA	Student #	Birthdate	Grade	Native Language	Basis of Entry	Language Class	Yrs in US School	Date Entered	ESOL Program	ELL Plan Date	Re-Eval Date
2							9/22/2004	7	Haitian-Creole	A-Aural/O	3	>6	8/23/2010	9/1/2010	9/21/2016	9/21/2016
3							5/16/2005	7	Haitian-Creole	A-Aural/O	3	>6	8/23/2010	9/8/2010	9/22/2016	9/22/2016
4							1/5/2006	6	Haitian-Creole	A-Aural/O	4	6	8/22/2011	8/26/2011	9/21/2016	9/21/2016
5							5/21/2006	6	Spanish	A-Aural/O	4	6	8/22/2011	8/22/2011	9/22/2016	9/22/2016
6							1/21/2006	6	Haitian-Creole	A-Aural/O	3	6	8/22/2011	8/1/2011	9/22/2016	9/22/2016
7							3/1/2006	6	Spanish	A-Aural/O	4	6	8/22/2011	8/24/2011	9/21/2016	9/21/2016
8							9/9/2005	6	Spanish	A-Aural/O	4	4	8/19/2013	8/28/2013	9/12/2016	9/12/2016
9							1/3/2006	7	Spanish	A-Aural/O	3	4	5/1/2014	5/1/2014	4/18/2017	4/18/2017
10							1/28/2004	8	Spanish	A-Aural/O	2	1	8/22/2016	8/30/2016	8/30/2016	
11							7/21/2005	7	Haitian-Creole	A-Aural/O	2	1	8/22/2016	8/31/2016	8/31/2016	
12							7/3/2005	7	Haitian-Creole	A-Aural/O	2	1	8/22/2016	8/31/2016	8/31/2016	
13							7/5/2004	6	Haitian-Creole	A-Aural/O	3	1	8/22/2016	8/22/2016	8/22/2016	
14							10/18/2006	6	Spanish	A-Aural/O	1	1	10/24/2016	10/31/2016	10/31/2016	

- Run **Active ELL Report** from Export Wizard
- Download file in Excel
- **Sort** by DEUSS date (Oldest to Newest)
- Analyze data for students needing **REEVALs, Annual Reviews, updating PLAN dates**, etc.
- Check for possible **errors** (Language CLASS, Basis of Entry, DEUSS Date)





	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Last Name	Middle Name	First Name	School Name	School LEA	Test ID #	Birthday	Immigrant	Grade Level	Birth Country	Lang. Class	Date Entered US Schools	
2	HERNANDEZ		ELIZABETH	W. J. B...	3074	615004774	5/10/2002	Yes	10	Cuba		4	8/18/2014
3	Are ages 3-21												
4	Were not born in any State or U.S. territory or possession (PR)												
5	Have not been attending one or more schools in any one or more States for more than 3 full academic years.												
6							8/24/2001	Yes	11	Venezuela	B2		8/24/2015
7							9/30/2000	Yes	12	Guyana			1/5/2015
8							12/28/1999	Yes	12	Colombia	A1		8/22/2016
9							7/27/2002	No	10	Pakistan	A1		3/6/2017
10							8/27/2001	Yes	10	Argentina		5	8/24/2015
11							8/30/2002	Yes	10	Turkey		4	9/16/2015
12							6/27/2002	Yes	9	Peru		2	2/1/2017
13							3/7/2003	Yes	9	Ecuador		3	8/22/2016
14							1/25/2000	Yes	12	Jamaica			8/22/2016
15							1/27/2003	Yes	9	Venezuela		2	8/22/2016
16							6/11/2002	Yes	9	Korea, Rep		3	1/20/2015
17							11/26/1999	Yes	12	Korea, Rep		3	1/20/2015
18							9/8/2001	Yes	10	Argentina	A1		4/7/2017
							8/31/2002	Yes	10	Venezuela	A1		1/31/2017
							9/14/1999	Yes	12	Cuba	A1		1/17/2017
							1/2/2001	Yes	11	Cuba		3	8/18/2014



Immigrant Identification/Report

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 ELlevation 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.



Reports from ELlevation

Recent File Exports

Exports

Snapshots

Filter by template

Select...

You can retrieve
the the reports
below

Export files will be available for 30 days, and will be deleted afterwards. Please save exports to your computer if desired.

	TITLE	MB	TEMPLATE	DATE	PROGRESS	
<input type="checkbox"/>	EllevationExport_Active ELLs (Broward Schools)- 20160922_0853.csv	0.1	Active ELLs (Broward Schools) (SHARED)	09/22/2016 8:53 AM	Complete	⚙️ ▼
<input type="checkbox"/>	EllevationExport_Active ELLs (Broward Schools)- 20160922_0213.csv	4.26	Active ELLs (Broward Schools) (SHARED)	09/22/2016 2:00 AM	Complete	⚙️ ▼
<input type="checkbox"/>	EllevationExport_Annual and REEVAL Meetings (End of Month) (Broward Schools)- 20160922_0213.csv	6.75	Annual and REEVAL Meetings (End of Month) (Broward Schools) (SHARED)	09/22/2016 2:00 AM	Complete	⚙️ ▼
<input type="checkbox"/>	EllevationExport_Annual and REEVAL Meetings (End of Month) (Broward Charters)- 20160922_0213.csv	6.75	Annual and REEVAL Meetings (End of Month) (Broward Charters) (SHARED)	09/22/2016 2:00 AM	Complete	⚙️ ▼



Meetings and Decisions

The screenshot displays the Elevation software interface. At the top, there are navigation tabs for various meeting types: 2nd Year Annual Evaluation, 3rd Year Annual Evaluation, 4th Year Reevaluation, 5th Year Reevaluation, 6th Year Reevaluation, Additional Reevaluation Meeting, Initial Placement Meeting, Post-Exit Monitoring Meeting, Additional Meeting, Retention Meeting, and Exiting Meeting. The '2nd Year Annual Evaluation' tab is selected, showing four summary cards: 2180 UNSCHEDULED, 204 SCHEDULED, 548 OPEN, and 10375 FINALIZED. Below these cards, there are filter options for Student Name, Schools, Grades, Teacher, Meeting Attendees, Groups, and Status. A table lists 3 students meeting the search criteria:

<input checked="" type="checkbox"/>	STUDENT	GRADE	MEETING DATE	FINALIZE DATE	Perform Action
<input checked="" type="checkbox"/>	JIANG, LISA #0615042019	2	9/18/2015	6/15/2016	Student Meeting Report Meeting Minutes View Meeting Delete Meeting(s)
<input checked="" type="checkbox"/>	JIANG, KEVIN #0616049289	1	9/23/2016	9/8/2016	
<input checked="" type="checkbox"/>	LAURENT, GERMINA #0616077259	1	9/23/2016	9/8/2016	

Showing 1 to 3 of 3

Remember to generate **Student Meeting Report** at the conclusion of ANY meeting.





Registration Form



BROWARD
County Public Schools

Student Registration Form

Only the parent/guardian (F.S. §1000.21(5)) who registers the student may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information you provide on this form will be kept confidential and only used and discussed by school and District staff on a need-to-know basis.

Date Entered on A03

Student's Last Name (Legal)		First Name (Legal)	Middle Name	Affirmed Name	
Student's Primary Home Address		Apt #	City	State	Zip Code
Home Phone #		Student's Cell Phone #		Student's E-mail Address	
SSN <small>*Not required for enrollment or graduation. F.S. §1000.3106 requires SBBC to request the SSN for its information management system.</small>		Date Student First Entered School in USA	Date of Birth	Birthplace (City/State/Country)	
Student Lives With		Ethnicity		Race (Check all that apply)	
<input type="checkbox"/> One Parent <input type="checkbox"/> Both Parents (same address) <input type="checkbox"/> Both Parents (different address)		<input type="checkbox"/> Non-Hispanic or Non-Latino <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Other: _____		<input type="checkbox"/> White <input type="checkbox"/> Black/African-American <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Native Alaskan <input type="checkbox"/> Native Hawaiian/Pacific Islander	
Registering Parent's Last Name (Legal)		Suffix	First Name (Legal)	Driver License #	Relationship to Student
Registering Parent's Work Phone #		Registering Parent's Cell Phone #		Registering Parent's E-mail Address	
Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)					
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is a language other than English used in the home?			If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student have a first language other than English?			If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student most frequently speak a language other than English?			If "yes", which language? _____	

DEUSS is used for:
 State Accountability
 Extension of Services
 (REEVALS)
 Good Cause Promotion
 Immigrant Funding

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.



SIGN UP FOR
PROFESSIONAL
DEVELOPMENT



New ESOL Contact PD 4:00 PM -7:00 PM

- Bilingual ESOL Department Pines Office – 4 DAYS
- September 5th & 6th
- September 12th & 13th

IPT 8:00 – 11:00 AM OR 12:00 - 3:00 PM

- September 6th



Register on My Learning Plan

SIGN UP FOR
PROFESSIONAL
DEVELOPMENT



WIDA One Day Overview

- Walter C. Young – September 13, 2017
- Rock Island Professional Development Center -October 20, 2017

ELlevation InClass

- TBD



Register on *My Learning Plan*



ESOL

- [ESOL Program Information](#)
- [ACCESS for ELLs 2.0](#)
- [District ELL Plan](#)
- [End of Year Updates 2016-17](#)
- [ESOL Contact Meetings](#)
- [ESOL Contact Meetings - Archived](#)
- [ESOL Program Handbook](#)
- [K-12 ESOL Plan](#)
- [State Database Guidelines for ELLs Handbook](#)
- [Title III Database](#)
- [WIDA](#)

ESOL Program Information

Leadership Team

Victoria B. Saldala, Director
Leyda Sotolongo, Curriculum Supervisor
Melinda Mayers, Educational Specialist
Stephanie Bustillo, Educational Specialist
Celina 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.



[District Website](#)

[Choose Your School](#) ↓

CONTACT US



[Procedures for Requesting an Oral Interpreter pdf](#)

[Request for Oral Interpreter Fillable Form](#)

[Request for Written Translation Fillable Form](#)

To request ELL Folders, please e-mail your request to: esolrequests@browardschools.com

IPT Forms

[2017-2018 IPT Price List](#)

[2017-2018 Order Form](#)

Events

Vision
Support our culturally diverse population to compete in a global workforce.

Mission
The Bilingual/ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices.

[Quick Links](#)

Student Registration Form

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

Parent Notification of a 20-day Oral Language Assessment Expiration

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

ELL Committee Meeting Invitation Letter

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

Flexible Setting Accommodation Letter

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

Classification Update/Exit Form

[Grades K-2 Exit Form](#)

[Grades 3-12 Exit Form](#)

ELL Elevation Access Form [Fillable Form](#)

Request for Assessment [Fillable Form](#)

Correlations of IDEA Oral Language Proficiency Test Score Levels with Broward County Language Classifications [pdf](#)

Language Level Classifications [pdf](#)

Initial Language Classification Assessment [pdf](#)



ESOL Parent Leadership Council Meeting



ESOL Parent Leadership Council Meeting

Reunión de Consejo de Padres ESOL
Reynyon Konsèy Egzekitif ESOL
Reunião de Conselho de Liderança do ESOL

"EVERYTHING YOU NEED TO KNOW ABOUT THE ESOL PROGRAM"

Todo lo que usted debe saber sobre el programa ESOL
Tout bagay ke ou bezwen konnen de pwogram ESOL
Tudo que você precisa saber sobre o programa ESOL

Two different locations – You ONLY need to attend One!

Wednesday, September 13, 2017

Miércoles, 13 de septiembre de 2017
Mèkredi, 13 septanm 2017
Quarta-feira, 13 de setembro de 2017



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

OR

Thursday, September 14, 2017

Jueves, 14 de septiembre de 2017
Jedi, 14 septanm 2017
Quinta-feira, 14 de setembro de 2017



Coral Springs High School
7201 W Sample Road
Coral Springs, FL 33065
6:30pm – 8:30pm / Large Cafeteria



Instructional Facilitator Support

Cadre	Cadre Director	ESOL Instructional Facilitator	Dual Language Instructional Facilitator
ES 1	S. Hollingsworth	Adalyn Pena 	Sonia P. Rodriguez 
ES 2	E. Eckhart	Deborah Benitez-Rosa 	Gloria Rodriguez 
ES 3	M. Narkier	Miriam Acevedo 	Sonia P. Rodriguez
ES 4	L. Pazos	Miriam Acevedo 	Sonia P. Rodriguez
ES 5	M. Strauss	Jennifer Desmidt 	Gloria Rodriguez
ES 6	I. Cejka	Jennifer Desmidt 	Gloria Rodriguez
ES 7	A. Fulton	Armelle Johnson 	Sonia P. Rodriguez
ES 8	J. Haywood	Cristal Concepcion 	Sonia P. Rodriguez
ES 9	S. Shipman	Adalyn Pena 	Gloria Rodriguez
ES 10	D. Hall	Cristal Concepcion 	Sonia P. Rodriguez

MS 1	C. Semisch	Deborah Benitez-Rosa 	N/A
MS 2	J. Fleming	Annette Ramos 	N/A
HS 1	M. Ramirez	Rosemarie Richard 	N/A
HS 2	A. Strauss	Eric Rosenauer 	N/A
CS 1	C. Shaw	Annette Ramos 	N/A
All Schools		Lisa Bruns Digital Support 	



Upcoming Meetings

Quarterly ESOL Contact Meetings Face-to-Face or Adobe Connect

<p><u>Face-to-Face</u> Young at Art Museum & Broward County Library 751 SW 121st Avenue Davie, FL 33325</p> <p>ELEMENTARY, MIDDLE & HIGH 3:30 p.m. – 4:30 p.m.</p>	<p><u>Adobe Connect</u> (Adobe Connect links will be provided)</p> <p>Attend only <u>one</u> of the two sessions 10:00 a.m. or 3:00 p.m.</p>
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
- Tuesday, December 5, 2017
- Tuesday, February 6, 2018
- Tuesday, March 6, 2018







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 Languages

Idalina Orta, Dual Language Specialist

Reina Murray, Bilingual Guidance Counselor

Celina Chavez, Educational Specialist, Charter School Support

754-321-2590 KCW

754-321-2951 Pembroke Pines

<http://bilingual-esol.browardschools.com>

