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Briefing ID #: 4121

ALL PRINCIPALS/APs: Elementary Haitian-Creole for Haitian-Creole Speakers (Haitian-Creole-S)

Category: For Your Information


Audience: Principals/APs (Elementary)

Post Date: May 08, 2008

Due Date: n/a

Meeting Date: n/a

Master Calendar: n/a

Attachment(s):  [SAMPLE LETTER OF PERMISSION for HC \(3\).doc](#)
 [ELEM_HC_guidelines.pdf](#)

To inform school site administrators of the new policy for program participation in the Haitian-Creole language arts program.

- In order to provide students of Haitian heritage the opportunity to become functionally literate in Haitian-Creole, all elementary schools are now required to provide for Haitian-Creole speaking students who exit the English for Speakers of Other Language (ESOL) program the opportunity to continue to participate in the Haitian-Creole for Haitian-Creole Speakers program.
 - Parents of Haitian-Creole speaking students who exit from the ESOL program are to be given a choice of Haitian-Creole for Haitian-Creole Speakers or any other world language program offered at the school.
 - Haitian-Creole speaking students who exit from the ESOL program are to be automatically placed in the Haitian-Creole for Haitian-Creole Speakers program if the parent(s) do not submit in writing the participation in any other world language program.
 - Haitian-Creole for Haitian-Creole Speakers is required for English language learners (ELL), but it is a voluntary program for non-ELLs, and parent(s) or guardian (s) of students may withdraw their children from the program.
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Contact: Deland Innocent (305-995-2977)

Department: Division of Bilingual Education and World Languages

SAMPLE LETTER OF PERMISSION

Dear Parent(s) or Guardian:

Your child had been classified as English Language Learner and had been receiving instruction in English for Speakers of Other Languages (ESOL) and Haitian-Creole language arts. Your child, who is currently in grade_____, is now classified as proficient in English and will now be enrolled in the regular English language arts class. Your child may continue to receive instruction in Haitian Creole language arts or may receive instruction in Spanish (French) language arts, which is the other language offered at this school.

Your child will automatically be placed in the Haitian-Creole language arts class unless the school receives the form below indicating the contrary. If you do not wish for your child to continue to participate in the Haitian-Creole language arts program, please complete the form below, sign it and return it to school. The new class schedule will begin on _____.

Should you have any questions, do not hesitate to contact us.

Sincerely,

_____, Principal

=====

Classroom Teacher's Name _____ Grade _____

I have been informed about the elementary Haitian-Creole Language Arts class. I understand that my child will be placed in it automatically, unless I otherwise disagree.

_____ I do not authorize my child's participation in the Haitian-Creole Language Arts class.

I wish _____ to participate in _____ language arts program.

Parent Name: _____

Signature: _____

Date: _____

YON EKZANP LÈT PÈMISYON

Chè Paran ousnon Responsab:

Yo te klase pitit ou kòm yon elèv k ap aprann pale Angle e li t ap resevwa enstriksyon an Angle nan pwogram Pou Moun K ap Aprann Pale Angle (Abreje ESOL an Angle) ak nan klas lang Kreyòl. Pitit ou a ki kounye a nan klas _____, yo klase li kòm yon elèv ki konn pale Angle byen. Kounye a li pral resevwa enstriksyon nan klas Angle regilye. Pitit ou a kapab kontinye resevwa enstriksyon nan klas lang Kreyòl ousnon li ka resevwa enstriksyon nan klas lang Panyòl (Fransè), ki se lòt lang yo ofri nan lekòl sa a.

Yo pral mete pitit ou otomatikman nan klas lang Kreyòl la amwenske lekòl la resevwa fòm anba a ki di nou lekòtrè. Si w pa vle pitit ou kontinye patisipe lan klas lang kreyòl, tanpri ranpli fòm ki anba a, siyen li e retounen li lekòl la. Klas la pral kòmanse _____.

Pa ezite pou kontakte nou si w gen nenpòt kesyon.

Sensèman,

_____, Direktè

=====

Non Pwofesè Klas la _____ Klas _____

Yo mete m okouran konsènan klas Lang Kreyòl nan lekòl primè. Mwen konnen yo pral mete pitit mwen nan klas sa a otomatikman, amwenske mwen fè konnen mwen pa dakò.

_____ Mwen pa dakò pou pitit mwen patisipe lan klas Lang Kreyòl.

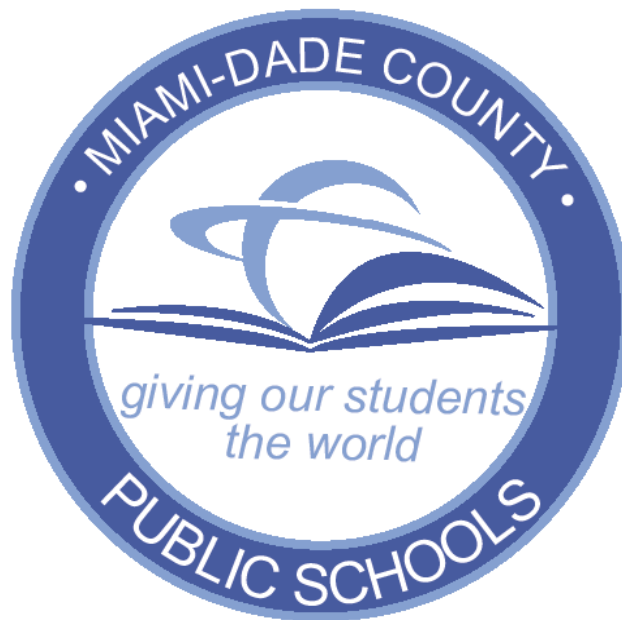
Mwen vle pou _____ patisipe lan pwogram Lang _____

Non Paran: _____

Siyati: _____

Dat: _____

**Guidelines For Elementary
Haitian-Creole
For
Haitian-Creole Speakers
(HAITIAN-CREOLE S)**



**Division of Bilingual Education and
World Languages**

Program Definition

Haitian-Creole for Haitian-Creole Speakers (Haitian-Creole S) is a full language arts program, which enables students of Haitian-Creole language origin to become functionally literate in Haitian-Creole by reinforcing and acquiring skills in listening, speaking, viewing, reading, comprehension, and writing. The program stresses critical and creative thinking and is designed to be relevant to all students. It provides for the needs of students with a wide range of abilities and interests. It is comprehensive, sequential, and spiral, designed to develop functional proficiencies in all language skills.

The program is planned to be relevant to all students and to reflect present day Haitian-Creole societies and cultural values. The goals and objectives of elementary Haitian-Creole S are the same as those of Home Language Arts for Haitian-Creole language origin students, described in the Home Language Arts portion of Basic Skills in the Home Language for English Language Learners guidelines. Although the development of literacy skills forms a major portion of the program, significant attention is also devoted to growth in the language, in order to extend the language of the home and neighborhood to a level of maximum usefulness in the world of work.

Program Participation

Participation in the Haitian-Creole S program is required for English Language Learners (ELLs). Once the student exits the English for Speakers of Other Languages (ESOL) program, Haitian-Creole S becomes voluntary at all grade levels. All elementary schools are required to provide the opportunity for students to continue participation in the program and parents are to be notified of this choice. Former Haitian-ELL students are automatically placed in the classes unless parents request in writing an alternate program.

School administrators have the responsibility for ensuring that instruction is provided in a manner consistent with district guidelines and supportive of goals established by School Board rule. The responsibility for ensuring internal planning (i.e., scheduling, housing, monitoring) and proper support for program delivery rests with the school's administration.

Program Goal and Objectives

The goal of elementary Haitian-Creole S is to enable participants to become functionally literate in Haitian-Creole, to facilitate the participant's acquisition and reinforcement of skills, abilities, and concepts that are part of the English Language Arts curriculum, and to aid the participants in developing an awareness of and an appreciation for Haitian-Creole cultures.

The Haitian-Creole S Competency-Based Curriculum provides the types of objectives and competencies consistent with a first language approach to instruction and supports

the basic principles of the Language Arts/Reading Program. All the components of the curriculum are linked. Listening, speaking, viewing, reading, comprehension, and writing are viewed as interrelated processes. The premises that support the Haitian-Creole S Curriculum are as follows:

- Students are actively involved in the learning process and progress is based on demonstrated achievement. Students learn by doing and by talking rather than through passive listening.
- Cultural diversity, self-pride, better mutual understanding, and mutual respect enhance literacy development and students' interest for graduation.
- A whole language approach enables students to learn to read and write by engaging in experiences with authentic literature and real writing.
- Oral language development plays a crucial role in the Haitian-Creole S curriculum. A variety of activities, such as informal class discussions, brainstorming sessions, poetry readings, formal speeches, and debates are provided to improve oral communication and comprehension.
- Reading is an interactive process that involves structured and unstructured experiences for developing decoding skills, skills of comprehension, and interpretation.
- Literature enriches the curriculum and adds a touch of multicultural understanding in the classroom atmosphere. It encourages the development of habits for life-long reading. The Haitian-Creole S curriculum provides rich experiences with authentic literature: folkloric, traditional, classic, and modern selections.
- Writing is a forceful persuader for developing higher thinking skills. The writing process enables students to create their own topics, learn from their mistakes, correct themselves, and ultimately improve their communication with others.
- Flexible grouping and cooperative learning strategies play an important role in developing problem solving and communication skills as well as self and peer assessment techniques.
- Assessment and instruction are consistently intertwined. Evaluation stimulates students' progress and assists teachers in making instructional decisions. Assessment involves a variety of techniques such as, teacher observation, self and peer evaluation, alternate means of assessment, as well as competency-based evaluation.
- Bilingual, biliterate, and bicultural students are better prepared to function in today's competitive job market.

These principles have been integrated into a K-12 grade Haitian-Creole S Competency-Based Curriculum that is relevant and effective in meeting the multicultural needs of the participating students.

Time for Instruction

The schedule provides a minimum of 150 minutes weekly of instruction for elementary Haitian-Creole S. In situations where Haitian-Creole S is provided through a pull-out model, it is necessary to ensure that passing time of students be provided in addition to the actual time for instruction in the students' regular classroom, it is necessary to plan

the teacher's schedule so as include time for the teacher to move from one classroom to another.

The delivery of the elementary Haitian-Creole S program is based on a sound and effective program delivery design. By having longer periods, more time is devoted to teaching and less to passing and organizational activities. It is strongly recommended that schools block schedule the delivery of Haitian-Creole programs using one of the following models:

- ✓ fifty (50) minutes, three times a week;
- ✓ sixty (60) minutes, two times a week, with an additional thirty (30) minutes a third day;
- ✓ sixty (60) minutes, two times a week and sixty (60) minutes three times the following week.

These models also assist in reducing the fragmentation of the school day.

Organization

To the extent feasible within the constraints imposed by scheduling and availability of personnel, students participating in elementary Haitian-Creole S should be grouped according to their achievement of grade level competencies.

Entry/Exit Procedures

Initial placement within the elementary Haitian-Creole S program happens automatically, but is voluntary for non-ELL students. Parent(s)/guardian(s) are given a choice of program participation. Enrollment is automatic if parent(s)/guardian(s) do not select a program, but they may withdraw their children from the program if they choose to do so.

Entry Grade/Re-entry Grade*

All Schools

Regardless of the age of the learners or their grade level, placement within the program of elementary Haitian-Creole S is based on achievement with respect to program expectancies. Scores from recommended placement tests or previous teacher recommendations are used for initial placement pending re-evaluation.

As in English Language Arts, a range of achievement levels is expected in Haitian-Creole S. The student must demonstrate satisfactory mastery of the competencies for his/her grade or level each year in order to continue participation in the program of Haitian-Creole S. Students independent in English who do not meet these competencies will be dropped from the program or, if scheduling and resources within a given school permit, such students may repeat participation with an earlier grade/level. A student

who is dropped from the program may, on parental request, re-enter the program at the next entry level. Placement of students new to Miami-Dade County Public Schools will be automatic, but their program achievement level will be determined on an individual basis.

As ELL students of Haitian-Creole language origin gain independence in English, they may continue to participate in Haitian-Creole S on the same basis as other Haitian-Creole language origin students. Students of other language origins whose control of Haitian-Creole is sufficient to profit from the program may also participate.

Grading and Promotion

Guidelines for grading and student progress reports in Haitian-Creole S are primarily the responsibility of the individual school's professional staff, with final decision being the responsibility of the principal in accordance with the general promotion and placement guidelines set forth in the Student Progression Plan.

ELL students in grades 1-5 who are functioning below grade level in Home Language Arts, i.e., Haitian-Creole S or Haitian-Creole Language Arts, will receive the appropriate letter grade(s). For such students, the teacher must bubble #1 in the column marked LEVEL, which result in the notation: *A Below Grade Level appearing directly beneath the academic grade on the student report card.*

Students who are independent in English must meet minimum achievement competencies in order to continue in the program. The program of elementary Haitian-Creole S has the provision for repeating, as well as two other provisions: students enter the program when they enter Miami-Dade County Public Schools, or student may re-enter the program if they have discontinued the study of Haitian-Creole at an earlier grade level.

Kindergarten

A grade of E, G, S, M, or U is to be given which reflects the student's progress in oral communication, pre-reading, reading, and writing skills developed in the home language.

Grades 1-5

Letter grades A-F are to be given which reflect the student's progress in oral communication, reading, and writing skills developed in the home language.

Articulation

The curriculum of the elementary Haitian-Creole S program will provide a literacy base for the secondary Haitian-Creole S program. Students who have successfully completed the elementary program may continue their studies without interruption in the secondary program. Elementary schools housing 6th grade students of Haitian-Creole S

should consult the suggested course sequence for middle schools, in order to determine student placement.

It is the responsibility of each Regional Center administration to ensure that articulation procedures are established and maintained within each feeder pattern so that relevant information on projected enrollments and student achievement is transmitted to the receiving school(s).

Staffing

Program Delivery Responsibility:

Delivery of elementary Haitian-Creole S is primarily the responsibility of certified teachers allocated under Program 6610. However, because of extensive cross-programming of special bilingual personnel in the Haitian-Creole programs, elementary Haitian-Creole S may become the responsibility of other specially allocated, qualified, certified personnel.

The allocation formula for generating teachers under Program 6610 may be found in the current School Allocation Plan, Financial Affairs.

Use of Paraprofessionals:

It is intended that the program of elementary Haitian-Creole S be provided by certified teachers only. The use of paraprofessionals in this program is not authorized.

Qualification of Personnel:

Personnel assigned to elementary Haitian-Creole S must be State-certified in Elementary Education, with proficiency in Haitian-Creole, and must meet all training requirements.