



From the desk of . . . District Supervisors,
Division of Bilingual Education and World Languages

TO: Secondary ESOL Teachers
SUBJECT: 2009-2010 OPENING SCHOOL YEAR INFORMATION AND REMINDERS

Welcome to a new year! The guidelines below have been developed to assist you.

ESOL PROGRAM GUIDELINES AND PROCEDURES

- Administer the M-DCOLPS-R to all incoming new students in grades 6-12, who answer “yes,” to one or more of the questions on the Home Language Survey.
 - **Please be aware that the WLEP information downloaded from ISIS may not be correct. The Division of Bilingual Education and World Languages is working with ITS to correct several issues. DO NOT UPDATE OR PRINT THE WLEP UNTIL FURTHER NOTICE.**
 - **NEW** - Letter of Participation - **Copy of Letter of Participation in the ESOL program** must be dated and signed by the principal, and the original distributed to parents of all current ELL students (*this action will provide updated information regarding program delivery*). **Do not** discard letters from previous years. Please keep these copies in the ESOL Program Records folder. (Form # FM 6577- <http://forms.dadeschools.net/webpdf/6577.pdf>)
 - **NEW** - Accessibility of Students’ CELLA Results via SPI and Delivery of the 2009 Student and School Score Reports – Briefing ID # 6333
 - **NEW - Iowa Tests** for ESOL Program Placement of ELLs. Reading (parts 1-2) and language subtests are administered to all new students entering M-DCPS at grades 6-12, who score a Level V on the M-DCOLPS-R, to confirm their ELL status and program placement.
 - Briefing ID# 6423 and ID# 6461
 - Guidelines for Iowa Tests are available at <http://oada.dadeschools.net/TestChairInfo/ForTestChair.asp> .
 - Screencast for training in the administration of this assessment may be accessed at <http://oada.dadeschools.net/Screencasts/2009IowasTestScreencast/2009IowasTestScreencast.html>
 - For testing instructions and materials, contact the Division of Student Assessment and Educational Testing at 305-995-7520.
 - MAT-7 will no longer be used for placing ELLs into the ESOL program.
- Note:** Written records and online data must reflect the same information.

CONTENTS OF ESOL PROGRAM RECORDS FOLDER

- Home Language Survey completed, signed and dated by parent/guardian. (Form # FM5196- <http://forms.dadeschools.net/webpdf/5196.pdf>)
- WLEP(s)
- Letter(s) of participation FM#6577 <http://forms.dadeschools.net/webpdf/6577/pdf>
- M-DCOLPS-R
- Programmatic Assessment to determine appropriate placement in content classes
- A copy of student’s current schedule. Do not discard previous and/or updated ones. All schedules must be kept in the ESOL Program Records Folder.
- Florida Comprehensive English Language Assessment (CELLA) Student Report
- MAT-7 (if applicable)
- Iowa Tests (if applicable)
- Notification to parents of ELL Committee meeting(s) (if applicable)

RE-ENTRY OF ELL STUDENTS

- ELL students who have been inactive for 30 or more consecutive school days must be re-assessed to determine English language proficiency level.
- Students who have been inactive more than 30 school days, but less than four months, must be assessed using the Idea Proficiency Test (IPT II), which may be purchased from Ballard and Tighe. Contact Ms. Quinn Fonda at 1-866-563-9595 for questions about ordering or administering the IPT II.
- The ESOL level must be updated and the system will replace the original ELL entry date with the new date.
- The comment “student has had interruption in ESOL instructional services” will appear on the “J” screen. Re-entry codes are: **E02** from another state or **E09** from another country.
- The new ELL entry date will be used to determine the length of time in the ESOL program.

ELL COMMITTEE

- Identify the members of the ELL Committee as prescribed in the Procedures Manual, formerly known as Bulletin 1-C. It is important for this step to take place at this time.
http://bilingual.dadeschools.net/BEWL/pdf/Bulletin_pt1.pdf (pages 22-23)
- Convene all ELL Committee meetings in a timely manner, and record recommendations in the WLEP.
- Print the completed section of the WLEP ELL Committee under the “Meetings” tab, and have the members sign before filing it in the ESOL Program Records Folder.
- Send a letter inviting parents to attend the ELL Committee meeting.
- All schools must maintain a log documenting ELL Committee meetings (sample log attached).

SIX SEMESTERS OR MORE

- Students who did not take the CELLA test at the end of the school year will be assessed with the District-approved assessment before the October FTE.
- Students who took the CELLA test will be tested with the District-approved assessment in January, prior to the February FTE.
- Convene an ELL Committee for students who do not score ESOL Level V on the M-DCOLPS-R/Iowa Tests.
- Refer student to SST if he/she has not exited ESOL, and is failing any of the core subject areas.

POST PROGRAM REVIEWS

- The student’s language arts teacher completes and signs the review.
- The information is recorded in the WLEP.
- Convene an ELL Committee for ESOL Level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

NEW - PACING GUIDES FOR ELL STUDENTS

- Grades 6-8:
 - **M/J Developmental Language Arts Through ESOL course** – for schools using Hampton Brown “Inside,” the Pacing Guides are available online at:
http://curriculum_materials.dadeschools.net/pacing_guides/Q1/SDeveESOLQ1Grade6-8.html
 - **M/J Language Arts Through ESOL course** – for schools using Hampton Brown “High Point,” the Pacing Guides are available online at:
http://curriculum_materials.dadeschools.net/pacing_guides/Q1/SDeveESOLQ1MJ.html
 - If using McDougal Littell, Prentice Hall, Glencoe, or Holt Rinehart, follow the regular Language Arts Pacing Guides, where you will find the link to the ESOL Strategies Matrix.
- Grades 9-12:
 - **Developmental Language Arts Through ESOL course** – for schools using Hampton Brown “Edge,” the Pacing Guides are available online at:
http://curriculum_materials.dadeschools.net/pacing_guides/Q1/SDeveESOLQ1Grade9-12.html
 - **English Through ESOL course** – the regular secondary Language Arts/Writing Pacing Guides may be used and are available online at: http://curriculum_materials.dadeschools.net/pacing_guides/

- ESOL strategies may be found under each week for the Secondary Language Arts/Writing Pacing Guides at: http://curriculum_materials.dadeschools.net/pacing_guides/Q1/LA_WritingQ1/Secondary/ELL/G6-10_Q1_W1-9_LA_ESOL_Strategies.pdf

RECOMMENDED INSTRUCTIONAL MATERIALS

- Schools will receive new instructional materials for the Developmental Language Arts course.
 - Grades 6-8 will receive Hampton Brown – Inside
 - Grades 9-12 will receive Hampton Brown – Edge
 - Training for these materials began in August and will be ongoing throughout the year.
- A list of secondary instructional resources is available online at: <http://bilingual.dadeschools.net/BEWL/resources.htm>
- All teachers with ELL students in their classes should:
 - Use the appropriate **Pacing Guide** to plan lessons
 - Reflect **ESOL strategies** being used in lesson plans
- **Dictionaries (word-to-word)**
 - Instruction in the use of word-to-word dictionaries in the students' heritage language/English language must be provided to students when it is age and grade appropriate. Dictionaries must be made available to students in ESOL and content class during the year, as well as for all district and state assessments.

MIDDLE SCHOOL COURSES

- M/J Language Arts 1-3 Through ESOL - Language Arts content courses scheduled by grade level, course codes:
 - Grade 6 100200002
 - Grade 7 100201002
 - Grade 8 100202002
- M/J Developmental Language Arts Through ESOL - language proficiency courses scheduled by ESOL level, course codes:
 - ESOL I 1002180L1
 - ESOL II 1002180L2
 - ESOL III 1002180L3
 - ESOL IV 1002180L4

SENIOR HIGH SCHOOL COURSES

- English 1-4 Through ESOL - Language Arts content courses scheduled by grade level, course codes:
 - Grade 9 100230002
 - Grade 10 100231002
 - Grade 11 100232002
 - Grade 12 100252002
- Developmental Language Arts Through ESOL - language proficiency courses scheduled by ESOL level, course codes:
 - ESOL I 1002380L1
 - ESOL II 1002380L2
 - ESOL III 1002380L3
 - ESOL IV 1002380L4

NEW:

- The criteria for exit from the ESOL program:
 - Proficient in CELLA Listening/Speaking and CELLA Writing
 - Level 3 or above in FCAT Reading for grade 6-9
 - Passing score (for graduation purposes) in FCAT Reading for grades 10-12.
- ELL students who score achievement level 3 or higher in the 2009 FCAT Reading but did not score proficient in CELLA may be exempt from participation in the Developmental Language Arts Through ESOL course. This also applies to ELL students in grades 10-12 who achieve a passing score on the FCAT Reading. Please note these students are still classified as ELL and must be taught by an ESOL certified/endorsed language arts teacher. They are also entitled to all available assessment accommodations.

- ELL students who scored proficient in CELLA but did not score achievement level 3 or higher in the 2009 FCAT reading, will continue to be classified as ELL and must take the Developmental Language Arts Through ESOL course.

NEW BEGINNINGS PROGRAM (NBP) GUIDELINES AND PROCEDURES

- This program is designed for newly arrived secondary students entering M-DCPS who are ELL students and have limited or no prior school experience.
- In order to identify potential students for the New Beginnings Program at initial entry, all secondary ELL students who score ESOL level I in the M-DCOLPS-R should be administered a writing prompt in the students' native language. Refer to http://bilingual.dadeschools.net/BEWL/New_Beginnings/NBP_registration.pdf
- School and parents should complete the NBP screening survey for students who score less than three (3) in the writing rubric. For a copy of the NBP writing prompt and screening survey, please visit the division's website at www.bilingual.dadeschools.net Documents – New Beginnings Program.
- Teachers may also recommend student(s) after classes begin if the student's initial classroom performance is deemed extremely inadequate for the grade level placement.
- If results from the above procedures indicate that the student may benefit from participation in the New Beginnings Program, schools must send the writing sample and screening survey to: **Mr. Deland Innocent**, Work Location # 7301, Edison Sr. High, Room C149.
- Staff from the Division of Bilingual Education and World Languages will review these documents, recommend the administration of additional assessments in the native language of the students, and notify school administration of final recommendations.
- If a student is recommended for NBP, school-site administration **must conduct an ELL Committee (parent participation required) before placement into the program can take place.**

HOME LANGUAGE ASSISTANCE PROGRAM (HLAP) PROCEDURES

- Allocation of personnel is based on 15 or more ELL students speaking the same home language.
- All schools meeting criteria requirements must offer the program.
- Teachers and paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences.
- Available to ELL students in ESOL levels I-IV.
- **Tutoring logs** indicating services provided are to be kept at the school by the administrator in charge of supervising the program.
- **HLAP teachers and paraprofessionals may not** be used as substitutes or for any alternative instructional assignment.
- **HLAP services should not be provided to students during ESOL or BCC classes.**

Please contact your District Supervisor for additional information and support:

District	Beatriz Pereira	305-756-2904
Region 1	Olga C. Carballo	305-795-1030
Region 2	Deland Innocent	305-795-1032
Region 3	Cary M. Perez	305-795-1031
Region 4	Lourdes M. Menendez	305-795-1033
Region 5	Yvonne Lim-Petersen	305-795-1035
Specialized Programs		
BISO/IS Schools	Toni Miranda	305-756-2906
ESOL/SPED	Rosalia Gallo	305-274-8889