



Division of Bilingual Education and World Languages

TO: Elementary ESOL Teachers

SUBJECT: 2012-2013 OPENING OF SCHOOL GUIDELINES AND PROCEDURES

Welcome to a new and exciting year!

PRE-KINDERGARTEN

- Administer the Home Language Survey
- Any Pre-K student who has an affirmative response to **any** of the three Home Language Survey questions, should be coded “LY” and be provided linguistically and culturally appropriate services within the Pre-K program. Pre-K students are **not to be tested for English language proficiency at this time**.
- Students with three “no” responses (N, N, N) to the Home Language Survey questions should be coded “LN”. They do not meet the definition of ELL.

ESOL IDENTIFICATION AND PLACEMENT

- **Kindergarten Students:** New students with Y (Yes) response in the Home Language Survey and former Pre-K students who were not tested at the end of last school year will need to take the M-DCOLPS-R (Form FM 5924 is available online in form management <http://forms.dadeschools.net/webpdf/5924.pdf>)
- **Grades 1 through 5/6:** CELLA Online test modalities reflect the following order: **Listening, Speaking, Reading & Writing**. Administer the CELLA Online Test to all new incoming students in Grades 1-5/6, whose Home Language Survey reflects “Y” (Yes) to one or more of the questions.
 - Grade 1, teacher administers the Listening/Speaking Sections ONLY!
 - Grades 2-5/6, teacher administers the four modalities: Listening/Speaking, Reading, and Writing
 - **Please be aware that you should only list a student on the CELLA Online “My Class” roster, once the student is physically sitting in the testing room and is registered in your school. The Division of Bilingual Education and World Languages will be charged per student listed on your “my class” roster whether or not you assign a test and/or administer the test.**
- **CELLA Online Administrators Users Guide** may be accessed through the following link: <http://www.awschooltest.com/photos/MiamiDaderevADMINUserGuide.v14.pdf>
There are also various training video clips to assist you in logging and administering the tests: http://www.awschooltest.com/news.php?viewStory=133#Teacher_Login
- **CELLA Online technical assistance must only be requested through your assigned region supervisor.**

LETTER OF PARTICIPATION: Notice to Parents/Guardians of English Language Learners (ELLs)

- Use the Letter of Participation dated (8-11). The letter must be dated and signed by the principal. The original is distributed to parents and a copy kept in the ESOL Program Records folder. Keep all letters from previous years. The Letter of Participation is posted at http://bilingual.dadeschools.net/BEWL/compliance_docs.asp under Compliance Documents.
- Students’ CELLA results are available on Control-D Web Report Viewer #T0509470 via Intranet Web Application; and on the WLEP for individual student’s result under the Assessment Data tab on the top right hand side.
- **NEW-**Students’ CELLA Subscores Report is found under File Download Manager under the CELLA tab. Once the excel report is opened, the school can manipulate the data for further analysis.

ISIS INITIAL ENTRY:

- Kindergarten and first grade students who meet criteria for placement will be entered with code **“A”** (Listening/Speaking).
- Second through sixth grade students who meet criteria for placement will enter with:
 - **“A”** (Listening/Speaking) if they either do not pass all sections or they do not pass the listening and speaking sections.
 - **“R”** (Reading/Writing) if they pass the Listening/Speaking sections and they **do not** pass either the Reading or Writing section.

Grade	Entry Code	Instrument	ISIS – Enter:
K-1	A-Aural/Oral	K -M-DCOLPS-R; 1 ST -CELLA Online	Assessment date, score, level, entry date, basis of entry A
2-5/6	A-Aural/Oral R-Reading/Writing	CELLA Online	Assessment date, score, level, entry date, basis of entry A or R

Note:

ISIS will accept a four digit score for the CELLA Online Test.

- For second through twelfth grade students the score is a four digit number. You enter the total score found on the “Individual Student Test Report”.
- **For kindergarten, two or three zeros (0) must be placed at the beginning of the M-DCOLPS-R scores.**
- For first grade, a zero (0) must be placed at the beginning of the three digit total score found on the “Individual Student Test Report”.

RE-ENTRY OF ELL STUDENTS

- Students who re-enter M-DCPS from another district in Florida should bring appropriate ESOL documentation to determine their ESOL status.
 - Students with documentation indicating that they have exited the ESOL program are to **exit** via an ELL committee meeting. A copy of the ELL committee meeting section along with supporting documentation needs to be submitted to your District Bilingual Supervisor. You will need to send a J-Screen Correction form found on the Division of Bilingual Education and World Languages Website. The form must accompany the documentation that supports this request (e.g. copy of current test, etc).
 - Students with no documentation will need to be assessed with the CELLA Online Tests.
 - Students who have not exited the ESOL program and have the CELLA State Assessment results will be placed accordingly.
- The Division of Bilingual Education will update ESOL levels for students with less than three years.
- Schools can update ESOL levels for students with three years or more (six semesters or more)

WLEP

- In order to access WLEP, teachers need to be given access to **Quad A-WLEP/WSPI**.
- All current information on the J screen has been automatically uploaded to the WLEP. Students who were not administered the 2012 CELLA test will need to be tested with the CELLA online in order to have an updated ESOL level.
 - The J screen will need to be updated in order to reflect a current ESOL level, even if the student remains at the same ESOL level.
- The Program Participation section needs to be completed at this time.
- Once all this information has been updated and verified, **print, sign** and **date** the bottom of the front page of the WLEP. A completed LEP Plan (signed and dated with employee number) must be available for all at the school by October FTE.
- A completed LEP Plan (signed and dated with employee number) must be printed for all students who exited the ESOL program at the end of the school 2011-2012 school year.
- File current LEP plan in the student ESOL folder.

ELL COMMITTEE

- Functions of the ELL committee:
 - Possible retention
 - Three years or more (six semesters or more) anniversary date
 - Not making adequate progress
 - Post Program Review-a 1.0 grade point average drop
 - Other concerns
- Identify the members of the ELL Committee.
- Send a letter inviting parents to attend the ELL Committee meeting.
- Record recommendations in the WLEP.
- Print the completed section of the WLEP ELL Committee under the “Meetings” tab, and have the members sign once the meeting has concluded. File printed copy with all the signatures in the ESOL Program Records Folder.
- All schools must maintain a log documenting ELL Committee meetings.

NEW: THREE YEARS OR MORE (SIX SEMESTERS OR MORE) ANNIVERSARY DATE

- Florida Department of Education & M-DCPS Bilingual Department have established the following new procedures:
 - Schools will receive a monthly report with the names of the “three years or more anniversary date” students.
 - The schools will then follow the procedures delineated on the banner of the report.

POST PROGRAM REVIEWS

- The student’s Language Arts teacher completes the Post Program Review section on the WLEP per guidelines. The Language Arts teacher indicates progress, enters their employee number, and clicks on save.
- Convene an ELL Committee for 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.

PACING GUIDES

Pacing guides for ESOL, Spanish and Haitian Creole are found in the Learning Village at: village.dadeschools.net. All teachers are encouraged to follow the pacing guides in order to meet the required standards in each subject area.

THE TUTORING ACADEMY for ELL:

- A briefing with information on the 2012-2013 Title III Supplementary Instructional Support/Tutoring Academy for ELL students will be available in October 2012.

RECOMMENDED INSTRUCTIONAL RESOURCES

- Information for all elementary school instructional materials is available online at: http://bilingual.dadeschools.net/BEWL/pdfs/EL_Materials_List_10-11.pdf

DICTIONARIES (word-to-word)

- Instruction in the use of word-to-word dictionaries in the students’ heritage language/English must be provided to students when it is age and grade appropriate. Dictionaries must be made available to ELLs in Language Arts/Reading/ESOL and content classes during the year, as well as, for all assessments as appropriate.

GRADING GUIDELINES

- ESOL/Language Arts/Reading grades for ELL students in grades 1-5 must be awarded as follows:
 - Reading – is to reflect English language development infused with phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
 - Language Arts – is to reflect English language development infused with skills in grammar, spelling, and effective writing.
 - ESOL – is to reflect the student’s progress in Oral English language development, as it pertains to Reading and Language Arts.
- If an ELL student is not meeting grade-level expectations in reading, please refer to the current online Student Progression Plan (SPP) under “e-Handbooks” <http://ehandbooks.dadeschools.net/policies/93/index.asp>
- Level 1 ELLs are **not** to receive Reading/Language Arts grades. ELLs who received Reading/Language Arts grades during the 2011-2012 and dropped an ESOL Level due to the Spring CELLA administration, should continue to receive grades in Language Arts and Reading.

SPED/ELL

- Questions and concerns about SPED/ELL should be addressed through Dr. Rosalia Gallo, District Supervisor for Special Education of ELL students. She may be reached at 305-274-8889 or e-mail her at rgallo@dadeschools.net

SPANISH FOR SPANISH SPEAKERS AND WORLD LANGUAGES - SPANISH

- **NEW: Grades K-1**
 - Spanish World Language will **only** be offered through an Extended Foreign Language Model (EFL). This Program should be scheduled following the District guidelines below:
 - Sixty (60) minutes daily of Spanish Language Arts, for a total of 300 minutes weekly.
 - **Students need to be coded properly reflecting EFL** (ESAP programs number 50 or 51). Elementary School Academic Programs (ESAP) numbers can be found at <http://tlc.dadeschools.net/scheduling/pdfs/esap.pdf>
 - Students participating in an Extended Foreign Language Program must have a form of participation signed and dated by the parent/guardian in the cumulative folder (required at time of initial entry).
 - ELLs in K-1 may participate in the EFL program. This will constitute their Spanish Home Language Arts requirement.
 - ELLs in K-1 not participating in the EFL program will need to be assigned to Spanish S.

- **Grades 2nd through 5/6**
 - Allocations for Spanish-S and World Languages are based on student enrollment; therefore, **Elementary School Academic Program (ESAP) must reflect participation in Spanish.** ESAP codes can be found at <http://tlc.dadeschools.net/scheduling/pdfs/esap.pdf>
 - Spanish for Spanish Speakers (Spanish-S) Home Language Arts (Spanish-S) and World Languages Spanish programs should be scheduled following the recommended District guidelines:
 - Sixty (60) minutes two times a week, with an additional thirty (30) minutes a third day for a total of 150 minutes weekly; or
 - Fifty (50) minutes three times-a-week.
 - Spanish-S and World Language teachers should use District recommended materials:
 - Spanish-S – “Lectura” from Scott Foresman
 - World Languages – Spanish “Muy Bien!” from ABC Books
 - World Languages students must have a letter of participation signed and dated by the parent/guardian in the cumulative folder (required at the time of initial entry).

SIX GRADE COURSE CODES:

Briefing ID# 12023 contains a Technical Assistance paper for Scheduling of ELL Students in Grades 6-12 in Language Arts/English through ESOL and Developmental Language Arts through ESOL.

<http://bilingual.dadeschools.net/BEWL/pdfs12/briefings.pdf>

Elementary Schools with 6th Grade – Grade Level Course Codes

- 1002000EM M/J Language Arts 1 Through ESOL (6th grade ELLs)

Elementary Schools with 6th Grade – ESOL Language Level Course Codes

- 1002181E1 M/J Developmental Language Arts Through ESOL (MC) Level 1 Reading
- 1002181E2 M/J Developmental Language Arts Through ESOL (MC) Level 2 Reading
- 1002181E3 M/J Developmental Language Arts Through ESOL (MC) Level 3 Reading
- 1002181E4 M/J Developmental Language Arts Through ESOL (MC) Level 4 Reading

INTERVENTIONS FOR ELLs:

- ELL students must receive a minimum of 150 minutes of Home Language Arts-Spanish/Haitian Creole weekly.
- All ELL students who are having significant academic difficulties are included in the RtI process.
 - Students with less than two years in the ESOL program who are enrolled in HLA/CCHL will be monitored and assessed in their home language in order to determine whether these difficulties are due to the process of second language acquisition. For more information, please refer to the Student Progression Plan.
 - For ELL students with two years or more in the ESOL program, time requirements for intervention for RtI may be modified in art, music, and social science. For more information, please refer to the Student Progression Plan.

DUAL LANGUAGE AND ESTABLISHED EXTENDED FOREIGN LANGUAGE PROGRAMS

- Dual language and Extended Foreign Language programs must be scheduled following district guidelines.
 - **EFL-Model A** - 300 minutes weekly of instruction of Language Arts/Reading/Writing in the target world language. This may be accomplished by delivering a portion of the required English Language Arts/reading or Writing instructional block in the target world language. Art and Music may be infused in the content areas curriculum in grades K and 1 only.
 - **EFL-Model B** - 300 minutes weekly of instruction of language arts/reading/writing and an **additional** instruction of a **core subject** area in the target World Language.
 - **BISO, IS and EFL-Model C** - 300 minutes weekly of instruction of Language Arts/Reading/Writing and an **additional** instruction of **two core subject** areas in the target World Language (BISO/IS).
- Elementary School Academic Program (ESAP) must reflect participation in a dual language program that offers 300 minutes of Spanish Language Arts (ESAP programs number 50 or 51). ESAP codes can be found at <http://tlc.dadeschools.net/scheduling/pdfs/esap.pdf> under Master Schedule.
- Spanish Language Arts teachers in a Dual Language or Extended Foreign Language Program should use the Pacing Guides for Spanish Language Arts instruction village.dadeschools.net.
- Students participating in a dual language or Extended Foreign Language Program must have a letter of participation signed and dated by the parent/guardian in the cumulative folder (required at the time of initial entry).

HAITIAN CREOLE LANGUAGE ARTS-(HCLA)

- Haitian Creole students should be scheduled for HCLA following the recommended District guidelines:

- Sixty (60) minutes two times a week, with an additional thirty (30) minutes a third day for a total of 150 minutes weekly; or
- Fifty (50) minutes three times-a-week. Exception to the above schedule is to be made when schools have less than 15 students.
- HCLA, ESAP program code 45 (Standard subjects w/ESOL and Haitian Creole). **Code 15 is no longer used.**
- ESAP program code 53 (Standard subjects w/ESOL, CCHL, and Haitian Creole).

CONTACTS

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IMPORTANT:

In order to accurately report ESOL and ESOL related class assignments of ELL students and students taking World Language courses, students must be reported under the appropriate Elementary School Academic Program, ESAP. This count is used in the calculation of the bilingual allocations generated for each school. Failure to accurately assign these academic programs may result in loss of bilingual allocations. For a list of academic programs, please go to Dade Schools Portal School Master Scheduling link, and then click on Resources, ELL ESAP Program Guide, http://tlc.dadeschools.net/scheduling/pdfs/ESAP_list.pdf

For questions, please call the Division of Bilingual Education and World Languages at **305-995-2428**.