

Department of Bilingual Education and World Languages



TO: Elementary and K-8 Center Administrators and ESOL Teachers

SUBJECT: 2015- 2016 OPENING OF SCHOOL GUIDELINES AND PROCEDURES

Welcome as we embark on a new school year! Following are guidelines and procedures that have been developed to ensure the success of the ESOL program implementation and compliance. Contact information for assistance with questions and/or concerns appears below:

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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*. Testing will take place in May before entering Kindergarten.
- 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

HOME LANGUAGE SURVEY

- **REMINDER** - DEUSS Briefing # 15131
- Student language refers to student’s first language; language spoken at home with student and by student.
- Pay close attention to “YNN” responses on the survey. Student cannot be placed in the ESOL program if the language of the student is English.
- It is of utmost importance that schools are aware that the DEUSS date is the date that a student ENTERED a United States school NOT the United States.
- Schools that have incorrect student DEUSS dates will need to submit a HEAT ticket to their data specialist at the Federal & State Compliance Office requesting the change.

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 Records and Forms Management. <http://forms.dadeschools.net/webpdf/5924.pdf>

Grades 1 through 5

- Online CELLA test modalities reflect the following order:
 - Listening, Speaking, Reading & Writing.
 - Administer the Online CELLA Test to all new incoming students in Grades1-5 whose Home Language Survey reflects “Y” (Yes)to one or more of the questions.
- Grade 1teacher administers the Listening/Speaking Sections ONLY!
- Grades 2-5teacher administers the four modalities; Listening/Speaking, Reading, and Writing.

NOTE:

Please be aware that you should only list a student on the Online CELLA “My Class” roster once the student is physically sitting in the testing room and is registered in your school. Each student username occupies a license for the academic school year. The Department of Bilingual Education and World Languages will be charged per username/student listed on your “My Class” roster whether or not you assign a test and/or administer the test.

- Online CELLA 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
- Online CELLA technical assistance must only be requested through your assigned region supervisor.
- Designated ESOL staff responsible for testing/ESOL compliance should request administrative access to Online CELLA in order to access all students’ test records at their location. All school administrators have access and can grant access to staff in order to test students.

INITIAL ENTRY

- Kindergarten and first grade(K-1) students who meet criteria for placement will be entered with code “A” (Listening/Speaking).
- Second through fifth grade(2-5) students who meet criteria for placement will enter with:
 - “A” (Listening/Speaking) if they **do not** pass the Listening/Speaking sections.
 - “R” (Reading/Writing) if they **pass** the Listening/Speaking sections.

Grade	Entry Code	Instrument	ISIS
K-1	A-Aural/Oral	K -M-DCOLPS-R; 1 ST - Online CELLA	Enter: <ul style="list-style-type: none"> • Assessment date; • Score; • Level; • Entry date; and, • Basis of entry A

Grade	Entry Code	Instrument	ISIS
2-5	A-Aural/Oral R-Reading/Writing	CELLA Online	Enter: <ul style="list-style-type: none"> • Assessment date • Score • Level • Entry date • Basis of entry A or R

NOTE

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

- 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”.
- 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”.

Kindergarten through Grade 5

- Assign appropriate Elementary School Academic Program (ESAP) code with ESOL http://tlc.dadeschools.net/scheduling/pdfs/esap_expanded.pdf

SPED/ELL

- The appropriate Elementary School Academic Program (ESAP) code must be used for all ELL SWD who are in a resource room or separate class setting.
- For ELL SWD who are in general education or fully included, the ESAP code used for general education students without disabilities needs to be used.

RE-ENTRY

- 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.
 - Schools can update ESOL levels or exit students with three or more years in ESOL with the appropriate level of access as per Briefing # 17627.
 - Schools will need to submit a J-Screen Correction form found on the Department of Bilingual Education and World Languages website to update ISIS for students with less than three years in the ESOL program.
 - A copy of the ELL Committee meeting section along with supporting documentation needs to be submitted to your District Bilingual Supervisor in order to update ISIS.
 - 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 Online CELLA Test.
 - Students who have not exited the ESOL program and have the Spring CELLA Assessment results will be placed accordingly.
- The Department of Bilingual Education will update ESOL levels for students with less than three years.

ESOL PROGRAM RECORDS

- Home Language Survey must be completed and kept in the ESOL Program Records Folder.
- Notice to Parents/Guardians of English Language Learners (ELL) must be:
 1. Sent annually prior to October FTE and whenever:
 - a) There is a programmatic change; or,
 - b) A student exits the ESOL program.
 2. Letters must be in the parent language, if available and:
 - a) Appropriately completed;
 - b) Dated; and,
 - c) Signed by the principal.
- All letters from previous years must be kept in the ESOL Program Records Folder.
- The Letter of Participation is posted under Compliance Documents at:
http://bilingual.dadeschools.net/BEWL/compliance_docs.asp
- CELLA report(s), M-DCOLPS-R must be kept in the ESOL Program Records Folder.
- AMAO Letters must be kept in the ESOL Program Records Folder/
- ELL Committee meeting must be kept in the ESOL Program Records Folder:
 1. copy of Parent Notification
 2. printed section of ELL Committee meeting with:
 - a) original signatures; and,
 - b) recorded minutes of meeting.
- Copies of all completed ELL Student Plans (WLEP)

MATERIALS

ESOL Program Record Folders may be requested by downloading request forms on Bilingual website: http://bilingualdadeschools.net/BEWL/pdfs13/materials_req-EL.pdf

WLEP

- In order to access WLEP, principal needs to give teacher's access to **Quad A-WLEP/WSPI**.
- All current information on the "J" screen has been uploaded to the WLEP.
 - Students who were not administered the 2015 Spring CELLA test will need to be tested with the Online CELLA in order to have an updated ESOL level.
 - Program Update in WLEP must be completed for these students.
 - 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 prior to the October FTE.
- All active ELLs must have a current ELL Plan in the ESOL Program Records Folder.
 - Information needs to be updated and verified.
 1. Print ELL plan;
 2. Sign;
 3. Enter employee number; and,
 4. Date the bottom of the front page of the plan.
- A completed ELL Plan - *signed and dated with employee number* - must be printed for all students who exited the ESOL program at the end of the 2014-2015 school year; e.g., June, 4, 2015.
- File current ELL Plan in the student ESOL Program Records Folder.

NOTE:

All ELL/LEP Plans must be updated prior to the October FTE for all students in attendance.

ELL COMMITTEE

- Functions of an ELL committee:
 - Three year or more (six semesters or more) anniversary date.
 - The meeting must be conducted **within** thirty (30) **school days** of the anniversary date (DEUSS date) and **no later than** the anniversary date.
 - Not making adequate progress. Must be documented on the ELL Plan whenever necessary at the end of each grading period.
 - Post Program Review. A 1.0 grade point average drop
 - Retention of ELL
 - 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, based on all available data.
 - At least **two rationales** for the recommendations must be listed.
http://bilingual.dadeschools.net/BEWL/pdfs15/sample_recommend-ELLS.pdfs
- Print the completed section of the WLEP ELL Committee, under the “Meetings” tab, and have the members sign. File in the ESOL Program Records Folder.
- Maintain a log documenting ELL Committee meetings.
http://bilingual.dadeschools.net/BEWL/pdfs/ELL_Committee_Log.pdf
- Minutes of meetings must be attached to the meeting section of the ELL Plan.

UPDATE: EXTENSION OF SERVICES IN ESOL PROGRAM - THREE YEARS OR MORE ANNIVERSARY DATE

- Florida Department of Education & M-DCPS Bilingual Department have established the following procedures:
 - Schools will receive a monthly report (Product # T0511P09-01) with the names of the “three years or more anniversary date” students (verify that DEUSS date is correct).
 - The schools will then follow the procedures delineated on the banner of the report.
 - Students who meet criteria to exit the ESOL program during FTE week will be exited prior to October/February FTE.
 - For students who meet criteria to exit at any other time during the year, an ELL Committee meeting will be conducted *within* thirty (30) school days of the anniversary date. However, the Committee will document on the ELL Plan that the exit will take place at the *end* of the grading period.

NOTE:

Students with ten or more semesters (5 years) in the ESOL program should be closely monitored to ensure the best possible instructional setting. This should include;

1. the review of all available assessment data (SAT, FSA, FCAT, CELLA, IA);
2. report card grades; and, a
3. Language Proficiency Dominance Assessment (LPDA) by staff from the Division of Bilingual/ESOL/ESE, as necessary

NOTE:

Requests for LPDA require ELL/LEP Committee meeting and a signed consent for evaluation. Form FM-6279E.

CELLA

- Students' CELLA results are available on Control-D Web Report Viewer #T0509470 via Intranet Web Application, and on the WLEP for individual student's results under the Assessment Data tab on the top right hand side.
- **CELLA ITEM ANALYSIS REPORT-** In order for an ESOL teacher to access the report, the principal will need to grant access to file download manager. The following are the steps to access the CELLA Item Analysis Report:
 1. Go to Employee Portal and click on Apps to access File Download Manager.
 2. Click on CELLA sub-scores to download CELLA data. Name the file (your school name) and save it.
 3. Go to <http://osi.dadeschools.net/Excel/> Click on CELLA Template to download a **new** template and save (desktop, USB, etc.).
 4. Open CELLA Template and select 2014-2015 year. Then, click on "Import Data". If "Security Warning" appears, click on "Enable Content". Instead of "Security Warning", an icon may appear. Be careful not to close that window. Select your CELLA file from where you saved it.
 5. You will see the CELLA data being downloaded; blinking may take a few minutes.
 6. Click on the tested grade either on the Content Page or the tabs at the bottom of the Excel page to access the data.

NOTE:

NEW - The State of Florida is a member of the World-class International Design Assessment (WIDA) consortium of states. WIDA provides English Language Proficiency Can- Do-Descriptors that are aligned to common core standards. English Language Learners (ELL) will be tested with Access Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELL) in the Spring of 2016. Information on WIDA is available on the Division of Bilingual website at: <http://bilingual.dadeschools.net/BEWL/wida.asp>

POST PROGRAM REVIEWS

- The student's language arts classroom teacher completes the Post Program Review section on the WLEP per guidelines.
- The language arts teacher indicates progress, inputs his/her employee number and clicks save.
- Print section each time it is completed.
- Convene an ELL Committee for students within the two-year monitoring period who have:
 1. Shown a decline of 1.0 point in the overall grade point average or
 2. Academic concerns are identified.
 3. Control-D Web Report Viewer Product # T0511P66-01.

PACING GUIDES/YEAR AT A GLANCE (YAG)

- Pacing guides and Year at a Glance for ESOL, EFL, Spanish and Haitian Creole students are found in the Learning Village.
- All teachers are encouraged to follow the Pacing Guides in order to meet the required standards in each subject area.

GUIDELINES FOR IMPLEMENTATION OF READING/LANGUAGE ARTS

The suggested Guidelines for Implementation of Reading/Language Arts (*Wonders*) for ELL students in Kindergarten and grades 1, 2 and 3 through 5 are posted on the Department of Bilingual website at:

- Kindergarten: http://bilingual.dadeschools.net/BEWL/pdfs15/R-LA_Kg.pdf
- Grade 1: http://bilingual.dadeschools.net/BEWL/pdfs15/R-LA_gr1.pdf
- Grade 2: http://bilingual.dadeschools.net/BEWL/pdfs15/R-LA_gr2.pdf
- Grades 3 through 5: http://bilingual.dadeschools.net/BEWL/pdfs15/R-LA_gr3-5.pdf

GRADING GUIDELINES

- ESOL/Language Arts/Reading grades for ELL students in grades K-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”.
- ESOL Level 1 ELL students are **not** to receive Reading/Language Arts grades during the *first year of ESOL instruction*. However, grades in Language Arts and Reading should be assigned beyond the first year of ESOL classification/services.
- ELL students who received Reading/Language Arts grades during the 2014-2015 and dropped an ESOL Level due to the Spring CELLA administration should continue to receive grades in Language Arts and Reading.
http://bilingual.dadeschools.net/BEWL/pdfs/ELL_grading_guide_el.pdf

K- 5 INTERVENTIONS FOR ELL STUDENTS

- As per current Student Progression Plan (SPP) pages 73-74, K-5 ELL students must receive a **minimum** of 150 minutes of Home Language Arts-Spanish/Haitian Creole weekly. Home Language Arts constitutes an alternative language arts program for ELLs, and as such may represent the comparable time required for intervention. Recommendations regarding the most appropriate intervention for ELLs are to be made through the action of the ELL Committee.
- ELL students regardless of ESOL and grade level must be enrolled in HLA Spanish-S or Haitian-Creole Language Arts. Levels 1 and 2 must be enrolled in CCHL. Refer to Framework for Intervention for ELLs for appropriate intervention.
- Please refer to **Briefing ID# 17704** for Framework for Intervention for ELLs.
- Use appropriate ESAP Code # 29 with ESOL courses to avoid FTE errors. No ESAP code with ESOL is available for placement of ELL in an IA course. Schools will have to use an ESAP code with ESOL courses and manually enter the IA course.
http://bilingual.dadeschools.net/BEWL/pdfs15/Framework_ELLS.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 ELL students in Language Arts/Reading/ESOL and content classes during the year, as well as, for all assessments as appropriate.

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).
- ESAP program code 53 (Standard subjects w/ESOL, CCHL, and Haitian Creole).

SPANISH FOR SPANISH SPEAKERS AND WORLD LANGUAGES - SPANISH

- **Grades K-2**
 - 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 #s 50 or 51). Elementary School Academic Programs (ESAP) numbers can be found at: http://tlc.dadeschools.net/scheduling/pdfs/esap_expanded.pdf
 - Students participating in an Extended Foreign Language Program must have a letter of participation signed and dated by the parent/guardian in the cumulative folder (required at time of initial entry).
 - ELL students who are enrolled in the EFL program meet their Spanish Home Language Arts requirement through the EFL program.
 - Participating schools will be receiving the new series "Maravillas" for Kindergarten through fourth grades.
- **Grades 3 through 5**
 - 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_expanded.pdf
 - Spanish for Spanish Speakers (Spanish-S), Home Language Arts (Spanish-S for ELLs), 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).

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 Arts 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. The teacher responsible for teaching the core subject area regardless of the target language is responsible for the grade.
 - **BISO, IS** - 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 program #s 50 or 51. ESAP codes can be found under Master Schedule at: <http://tlc.dadeschools.net/scheduling/pdfs/esap-expanded.pdf>
- Pacing Guides for Spanish Language Arts instruction are available Learning Village.

SPED/ELL

- Students with disabilities (SWD) who are also ELL and on a standard curriculum must follow the same ESOL entry, exit and annual assessment procedures as ELLs without a disability. The **Programs for ELL Section of the Individual Educational Plan (IEP)** must be updated annually for ESOL Levels 1-4 students. For ELL SWD who obtain an ESOL Level 5 an IEP meeting must always be convened to exit the student from the ESOL Program. The exit of the student is a change of placement.
- At 8 semesters, ELL SWD who obtain Proficiency on Listening/Speaking and High Intermediate Reading and Writing of the Spring CELLA can be considered to be exited from the ESOL Program by the IEP Team. If the IEP team decides to exit the student; the Programs for ELL Section of the IEP must be documented.
- For Kindergarten - Twelfth Grade ELL SWD on a modified curriculum and take the Florida Alternate Assessment (FAA), a test from the Continuum of ESOL Placement Tests for Exceptional Students is selected for purposes of annual ESOL Level assessment as well as exiting the ELL SWD from the ESOL Program.
- The Programs for ELL Section of the IEP for ELL SWD on a modified curriculum must be updated on annual basis.
- 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

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.*
- *ELL students enrolled in intervention must be assigned to the intervention course code and cannot be assigned ESAP code for Spanish or Haitian-Creole.*
- *Schools that choose to provide reading intervention and Spanish to ELL students must enter the Spanish or intervention course manually.*
- *Budget office will capture student enrollment in programs by **Friday September 18, 2015**. 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 the 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*

TITLE III

Title III funds will be available for schools with eligible ESOL students to implement the 2015 2016 Supplemental Tutoring Academy. A weekly briefing providing specific funding availability and technical assistance on implementation of services will be posted after grant is approved and funds released by the Florida Department of Education (FLDOE), tentatively in September 2015.

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