



Department of Bilingual Education and World Languages

TO: K-8 Center, Middle and Senior High School 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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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.

Administer the Online CELLA Test to all incoming new students whose Home Language Survey reflects "yes," to one or more of the questions.

NOTE:

Please be aware that you should only list a student on the Online CELLA "My Class" roster once the student is registered in your school and physically sitting in the testing room. 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' User 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 CELLA 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.

FOREIGN STUDENT RECORDS

The Federal & State Compliance Office, formerly known as Student Services, provides the most current information on international education systems and their equivalences (school report cards) to facilitate transition to Miami-Dade County Public Schools. Please contact the office at 305-883-5323.

PROGRAMMATIC ASSESSMENT

- Programmatic Assessment of new secondary ELL students is initiated at the school site upon initial registration in M-DCPS (school created basic mathematics test).
- In addition to using the programmatic assessment to evaluate appropriate content course placement and advanced courses, school personnel should use school records, transcripts and other evidence of educational experiences to determine appropriate course selection.

INITIAL ENTRY:

- Students in grades 6-12 who meet criteria for placement in the ESOL program 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
6 -12	A-Listening/Speaking R-Reading/Writing	Online CELLA	Enter: <ul style="list-style-type: none"> • Assessment date; • Score; • Level; • Entry date; • Basis of entry A or R

NOTE:

- The score for students in grades 6-12 is a four digit number.
- Enter the total score found on the “Individual Student Test Report”.

SCHEDULING

- The Developmental Language Arts through ESOL course *may be waived* for ELL students in grades 10-12 who met FCAT Reading graduation requirements and did not score proficient on the 2015 Spring CELLA.
- All programmatic changes require the action of an ELL Committee.

- **K-8 and MIDDLE SCHOOL-GRADE LEVEL COURSE CODES**
 - 100200002 M/J Language Arts 1 Through ESOL (6th grade ELLs)
 - 100201002 M/J Language Arts 2 Through ESOL (7th grade ELLs)
 - 100202002 M/J Language Arts 3 Through ESOL (8th grade ELLs)
- **K-8 and MIDDLE SCHOOL-ESOL LANGUAGE LEVEL COURSE CODES**
 - 1002181L1 M/J Developmental Language Arts Through ESOL (MC) Level 1 Reading
 - 1002181L2 M/J Developmental Language Arts Through ESOL (MC) Level 2 Reading
 - 1002181L3 M/J Developmental Language Arts Through ESOL (MC) Level 3 Reading
 - 1002181L4 M/J Developmental Language Arts Through ESOL (MC) Level 4 Reading
- **SENIOR HIGH SCHOOLS-GRADE LEVEL COURSE CODES**
 - 100230002 English 1 Through ESOL (9th grade ELLs)
 - 100231002 English 2 Through ESOL (10th grade ELLs)
 - 100232002 English 3 Through ESOL (11th grade ELLs)
 - 100252002 English 4 Through ESOL (12th grade ELLs)
- **SENIOR HIGH SCHOOLS-ESOL LANGUAGE LEVEL COURSE CODES**
 - 1002381L1 Developmental Language Arts Through ESOL (MC) Level 1 Reading
 - 1002381L2 Developmental Language Arts Through ESOL (MC) Level 2 Reading
 - 1002381L3 Developmental Language Arts Through ESOL (MC) Level 3 Reading
 - 1002381L4 Developmental Language Arts Through ESOL (MC) Level 4 Reading

Refer to Weekly Briefing # 15602 posted on April 25, 2014, regarding requirements for multi-grade scheduling of English Language Learners (ELL).

SPED/ELL

- ELL SWD students must be scheduled into the appropriate ESOL courses if they are fully included in general education and are on a standard curriculum.
- ELL SWD students who are to be provided with reading and language arts (English) in an exceptional student education classroom by an ESE teacher, need to have the language arts class double-coded with Developmental Language Arts through ESOL.
- ELL SWD students who are on a modified curriculum and ACCESS Points, must be scheduled into the appropriate ACCESS Language Arts Course for ELL.
- Questions and concerns about SPED/ELL should be addressed through Dr. Rosalia Gallo, District Supervisor, Special Education of ELL students. She may be reached at 305-274-8889 or e-mail her at rgallo@dadeschools.net.

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 Weekly 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 need to be submitted to your District Bilingual Supervisor 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.
- Notice to Parents/Guardians of English Language Learners (ELLs) must be:
 1. Sent annually prior to the 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
- A copy of the student's schedule must be printed prior to the October FTE and kept in the ESOL Program Records Folder.
- New schedules must be printed after changes in ESOL levels and ESOL courses. Keep all schedules from previous year(s).
- 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 information that 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)
- Programmatic Assessment (mathematics)

MATERIALS

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

WLEP

- In order to access WLEP, principals need 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 ELL students 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 (initial placement 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.pdf
- 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. Please verify that the 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 ESOL 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. Reprt Card Grades)
3. Language Proficiency Dominance Assessment by staff of the Division from Bilingual/ESOL/ESE, when necessary.

NOTE:

Request for LPDA requires ELL/LEP Committee meeting and with 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, your principal will need to grant you access to file download manager. The following are the steps to access the CELLA Item Analysis Report:
 - Go to Employee Portal and click on Apps to access File Download Manager.
 - Click on CELLA sub-scores to download CELLA data. Name the file (your school name) and save it.
 - Go to <http://osi.dadeschools.net/Excel/>. Click on CELLA Template to download a new template and save (desktop, USB, etc.).
 - 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.
 - You will see the CELLA data being downloaded (blinking may take a few minutes).
 - 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:

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 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 shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified. (Control-D Web Report Viewer Product # T0511P66-01).

PACING GUIDES/YEAR AT A GLANCE FOR ALL COURSES

- Available in Learning Village.

DICTIONARIES

- 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 classes during the year, as well as for all district and state assessments as appropriate.

GRADING GUIDELINES

- Refer to the 2015-2016 Student Progression Plan (SPP) pages 55-58 and Appendix E, page 156 for procedures for grading in Language Arts Through ESOL, English through ESOL, Developmental Language Arts through ESOL and other courses such as mathematics, science and social sciences.

Grading Procedures chart for grades 6-12:

http://bilingual.dadeschools.net/BEWL/INSIDE-EDGE/ELL_grading_guide_sec.pdf

HOME LANGUAGE ASSISTANCE PROGRAM (HLAP) PROCEDURES

- Allocation of personnel is based on 15 or more ELLs of a given language background (i.e. Spanish).
- Schools may be entitled to an additional para for 15 or more ELLs of another language (i.e. Haitian-Creole, Russian, French).
- All schools meeting criteria requirements **must** offer the program.
- Paraprofessionals assigned to this program are expected to assist ELLs using their home language in the core subject areas of mathematics, science, social sciences and computer literacy.
- HLAP is available to ESOL levels I-IV students.
- **Tutoring logs** indicating services provided are to be kept in a secure place at the school by the administrator in charge of supervising the program for five years in case of an audit. The logs must be available for auditors to review if the school is selected for an

ESOL audit. The HLAP paraprofessionals must be utilized to provide tutoring services exclusively to ELLs. HLAP personnel **may not** be used as substitutes or for any alternative instructional assignment.

- HLAP services **may not** be provided to students during ESOL classes.

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 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.

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 Department of Bilingual Education and World Languages at **305-995-2428**.