

Department of Bilingual Education and World Languages



TO: Elementary Administrators and ESOL Compliance Liaisons

SUBJECT: 2017- 2018 OPENING OF SCHOOL GUIDELINES AND PROCEDURES

Welcome as we embark on a new school year! The 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 2018 before entering Kindergarten.
- Students with three “**NO**” responses (N, N, N) on the Home Language Survey questions should be coded “LN”. They do not meet the definition of English Language Learners (ELL).

HOME LANGUAGE SURVEY:

- On the Home Language Survey, student language refers to “student’s **first** language”. It is the first language spoken at home with the student and by the student.
- Review closely responses on the HLS before the parent completes the registration process. 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:
 - A student ENTERED a United States School for the very first time, **NOT** the date entered the U.S. **nor** the student’s date of birth;
 - Pay close attention to ensure the DEUSS date on the HLS is the first day the student physically attended school for the first time, i.e. for KG students, the DEUSS must be the first day they entered Kindergarten and for grades 1-12, it is the first day the student attended school anywhere in the U.S. for the first time.
- Schools that have incorrect student DEUSS dates will need to submit a HEAT ticket to the data specialist at the Federal & State Compliance Office requesting the change.

ESOL IDENTIFICATION, ASSESSMENT AND PLACEMENT:

New students with a “Y” (Yes) response on the Home Language Survey, and former Pre-K students who were not tested at the end of the 2016-2017 school year, need to be tested.

New Kindergarten Students

- Administer the M-DCOLPS-R when they start school for the 2017-2018 school year.
- M-DCOLPS-R tests may be requested using the order form that is available on the Department of Bilingual website.
http://mdcpsbilingual.net/pdf/compliance/Material_Requisition.pdf

Grades 1 through 5

- Administer the Online CELLA. Test modalities reflect the following order:
 - Listening, Speaking, Reading & Writing.
- For grades 1-2, teacher administers the Listening/Speaking Sections ONLY.
- For grades 3-5, teacher administers the four modalities; Listening/Speaking, Reading, and Writing.
- New students coming from another school district in Florida do not have to be tested if they or the previous school provide a current Spring ACCESS for ELLs 2.0 report.
- A score of “0099” (scores from other school district) should be entered on the J-screen in DSIS under “Aural/Oral/CELLA.” A copy of the Spring ACCESS for ELLs 2.0 report must be submitted to the assigned District Supervisor to be uploaded to SPI for future reference.

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. **Follow the format “mds+student ID” as username and password when enrolling students for testing on AWSchoolTest site in order to easily locate students’ test records in AWSchoolTest database (<http://www.awschooltest.com/>).**

- 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 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 the Bilingual District Supervisor assigned to your Region. Please **DO NOT** call or email AWSchoolTest for technical support.
- In order to access all students’ test records, designated ESOL Compliance Liaisons should request administrative access to Online CELLA from their school site administrator.
- School site administrators have access and can grant access to staff in order to test students.
 - New administrators, and administrators new to a location, need to contact the Bilingual District Supervisor assigned to their Region to request new location access.
- All questions regarding access to Online CELLA should be referred to the assigned Bilingual District Supervisor.

INITIAL ENTRY:

- Kindergarten through second grade (KG - 2) students who meet criteria for placement will be entered with code “A” (Listening/Speaking).
- Third through fifth grade (3-5) students who meet criteria for placement will enter with:
 - “A” (Listening/Speaking) if they **did not** pass the Listening/Speaking sections.
 - “R” (Reading/Writing) if they **passed** the Listening/Speaking sections.

Grade	Entry Code	Instrument	DSIS
K	A-Aural/Oral	M-DCOLPS-R	Enter: <ul style="list-style-type: none"> • Assessment date; • Score and Level <ul style="list-style-type: none"> ○ 0004 - ESOL Level 1 ○ 0008 - ESOL Level 2 ○ 0012 - ESOL Level 3 ○ 0016 - ESOL Level 4 Entry Date and Basis of Entry A <ul style="list-style-type: none"> ○ 0020 - Proficient (LEP/N; No ESOL Level)
1-2	A-Aural/Oral (Listening/Speaking Only)	Online CELLA	Enter: <ul style="list-style-type: none"> • Assessment date; • Score (DSIS requires four-digit; add a zero at the beginning of the three-digit total score) • ESOL Level • Entry Date and Basis of Entry A
3-5	A-Aural/Oral (If not proficient on the Listening/Speaking)	Online CELLA	Enter: <ul style="list-style-type: none"> • Assessment date • Score (four-digit score) • ESOL Level • Entry Date and Basis of Entry A
	Or R-Reading/Writing (If the student is proficiency on the Listening/Speaking subtest of the Online CELLA)	Online CELLA	Enter: <ul style="list-style-type: none"> • Assessment date • Score (four-digit score) • ESOL Level • Entry Date and Basis of Entry R

New students who obtain an overall score of “**Proficient**” on the **Total Performance Category** of the Online CELLA are “**LEP/N**”.

The **Total Performance Category score** can be found on the “*Individual Student Test Report*”.

ESAP CODES:

Kindergarten through Grade 5

- Assign appropriate Elementary School Academic Program (ESAP) code with *ESOL* <http://tlc.dadeschools.net/pdfs17/ELLESA.pdf>

RE-ENTRY:

Students who re-enter M-DCPS from another school district in Florida should bring appropriate ESOL documentation to determine their ESOL status. A copy of the spring 2017 ACCESS for ELLs 2.0 report, if available, must be submitted to the assigned Bilingual District Supervisor to be uploaded to SPI for future reference.

ESOL LEVEL UPDATE:

ELLs who were in attendance during the 2016-2017 school year **and** did not participate in the spring 2017 ACCESS for ELLs 2.0 testing, must be tested with the Online CELLA for ESOL level update.

No testing is required for students who were tested and placed in the ESOL program at the end of the 2016-2017 school year. The Online CELLA results are valid for one academic school year.

REQUIRED ACTION ONLY FOR ELLs IN GRADES 3-5 WITH INCONSISTENT TEST DATA:

- ELL Committees must be convened at the beginning of the 2017-2018 school year to review spring 2017 ACCESS for ELLs 2.0 and FSA ELA results and take appropriate action using all available data for the following cases:
 - ELLs that scored proficient on the spring 2017 ACCESS for ELLs 2.0, but did not pass FSA ELA;
 - ELLs that passed FSA ELA, but did not pass the spring 2017 ACCESS for ELLs 2.0. For these students, the Online CELLA must be administered.
- The appropriate instructional setting may be determined by the ELL Committee upon review of all available assessments and instructional grades.
- The ELL Committee may consider the exit from the ESOL program if it finds that to be most appropriate instructional setting.

UPDATING “J” SCREEN:

Schools can update ESOL levels or exit students **regardless** of years in ESOL program with the appropriate access. Schools **no longer** need to submit requests for “J” Screen Corrections to the Department of Bilingual Education and World Languages.

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. School must contact the office at 305-883-5323.

ESOL PROGRAM RECORDS FOLDER REQUIRED DOCUMENTATION:

- Home Language Survey must be completed and kept in the ESOL Program Records folder.
- Notification Letters to Parents/Guardians of English Language Learners must be generated through the ELLEVATION platform.
- All letters must be sent no later than (30) days after the beginning of the school year or, for students who were not identified prior to the beginning of the school year, but are identified during the school year, within the first two (2) weeks of the student being placed in the ESOL program.
 - Initial letter is sent after initial registration, after assessment determines eligibility;
 - Continuation letter is sent annually and whenever there is a programmatic change;
 - Exit letter is sent when a student exits the ESOL program.
- In Ellevation, parent notification letters will be generated in the home language.

- You MUST select the “**Mailing Date**” to ensure generated letters are **dated**.
- All letters, including from previous years, must be kept in the ESOL Program Records folder.
- CELLA report(s), M-DCOLPS-R (Kindergarten), must be kept in the ESOL Program Records folder.
- ACCESS for ELLs 2.0 report(s) may be kept digitally and made available upon request.
- ELL Committee documentation must be kept in the ESOL Program Records Folder:
 - copy of Parent Notification (this letter is school site generated and must be dated and sent within a reasonable time prior to meeting date)
 - ELL Committee Meeting Report with original participants’ signatures
- Copies of all completed ELL Plans must be printed, signed, dated and filed by October FTE.
- Copy of Language Proficiency Dominance Assessment (LPDA) report if applicable

ESOL Program Records folders may be requested by downloading request forms on the Bilingual website: <http://bilingual.dadeschools.net/BEWL/forms.asp>

ELLELEVATION (NEW):

ELLELEVATION will replace WLEP starting August 2017. Schools will **no longer** have access to WLEP.

- In order to access the ELLEVATION compliance platform, principals need to give the ESOL Compliance Liaison access through **Quad A**. Access should be given only to the ESOL Compliance Liaison responsible for the ESOL compliance paper work.
 - If the selected personnel currently have WLEP access, no further action is needed.
 - If the selected personnel do not have access to WLEP, principal must give access to “**WLEP-ELL SCHOOL MANAGER**” and allow for overnight rollover.
- All current information on the “J” Screen has been uploaded to the ELLEVATION. Students who were not administered the spring 2017 ACCESS for ELLs 2.0 test must be tested with the Online CELLA in order to have an updated ESOL level.
 - ELP Test Update (formerly known as 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 “ESOL Services” section (formerly known as Program Participation) needs to be updated prior to the October FTE.
- All active ELLs must have a current ELL Plan in the ESOL Program Records folder prior to October FTE.
 - 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.
- Reminder: 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 2016-2017 school year. A Notification of English Language Proficiency Exit Letter must be completed in ELLEVATION, printed and sent home. A copy must be kept in the ESOL Program Records folder.
- There must be an ELL Plan for every year of attendance in the ESOL Program Records folder.

ELL COMMITTEE:

- If an ELL Committee meeting is required:
 - Send a letter inviting parents to attend the ELL Committee meeting. A copy of the invite must be kept in ESOL Program Records folder.
 - Record recommendations in ELLEVATION, based on all available data.
 - At least **two rationales** for the recommendations must be listed.
<http://mdcpsbilingual.net/compliance/ell-committee/>
 - Click on “Generate Report” to print the completed meeting report and have the attendees sign. File the meeting report in the ESOL Program Records folder.

NOTE: Request for Language Proficiency Dominance Assessment (LPDA) requires ELL Committee meeting and with a signed consent for evaluation (Form FM-6279E).

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

- It is the responsibility of the school to verify that DEUSS date is correct.
- Status of the ELL Committee meetings is available in the “Meeting Center” in ELLEVATION for timely action.
- Schools must follow procedures for extension of ESOL services.
 - Students who meet criteria to exit the ESOL program during FTE week will be exited prior to October/February FTE.
 - 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 student’s DEUSS anniversary date. However, the Committee will document on the ELL Plan that the exit will take place at the **end of the grading period**.

Meetings for Extension of ESOL services for three years or more "August through October 1, 2017" must be convened prior to October 1, 2017. If the student has spring 2017 ACCESS for ELLs 2.0 data, no additional testing is required. The student must be administered the Online CELLA if the student did not participate in the spring 2017 ACCESS for ELLs 2.0. FSA ELA results must be reviewed and considered.

ACCESS for ELLs 2.0:

Students’ spring 2017 ACCESS for ELLs 2.0 results are available in the “Student Profile” in ELLEVATION under the “ELP Testing” tab. The results are also available on Control-D Web Report Viewer #T0509470 “ESOL Level Update Based on spring 2017 ACCESS/Alternate ACCESS for ELLs 2.0 and FSA Scores” via Intranet Web Application.

RETENTION:

Retention of ELLs except for third grade requires the review and recommendations of the ELL Committee and must include documentation that indicates no academic progress in reading, writing and mathematics in English or the student’s home language as reflected by report card grades. Progress monitoring and intervention, as well as ELL Committee recommendations, must be documented in the meeting section of ELLEVATION. It should not be solely based on diagnostic assessments that require proficiency in English (2016- 2017 Student Progression Plan, page 18.)

POST EXIT MONITORING:

Post Exit Monitoring is under the “Meeting Center” in ELLEVATION.

- The student’s Language Arts classroom teacher provides the recommendation for the Post Exit Monitoring section to be completed in ELLEVATION as per guidelines. Control-D Web Report Viewer Product # T0511P66-01 provides a list of students in Post Exit Monitoring.

- The Language Arts teacher should indicate progress. The Post Exit Monitoring Meeting report for the student will be printed, signed, dated and placed in the student's ESOL Program Records folder.
- 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 demonstrated academic concerns.

PACING GUIDES/YEAR AT A GLANCE (YAG) FOR ALL BILINGUAL PROGRAMS:

Pacing Guides and Year at a Glance for:

- EFL, World Language Spanish and Haitian Creole Language Arts are available in the Learning Village.
- ELL Links and Resources are embedded in the ELA Pacing Guides.

All teachers are encouraged to follow the Pacing Guides in order to meet the required standards in each subject area.

MATERIALS:

- *Descubre el Español* from Santillana is the district recommended instructional material for World Language Spanish.
- *McGraw-Hill Maravillas* is the district recommended instructional material for the Spanish Extended Foreign Language Program (EFL) in grades K-5.
- *McGraw-Hill Leveled Readers* in Haitian-Creole is the district recommended instructional material for the Haitian-Creole Language Arts Program in grades K-5.

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 Reading Language Arts/ESOL and content classes during the year as well for all assessments as appropriate.

GUIDELINES FOR IMPLEMENTATION OF READING/LANGUAGE ARTS:

These guidelines can be located on the Department of Bilingual Education and World Languages under elementary at <http://mdcpsbilingual.net/esol/elementary/>

GRADING GUIDELINES (SPP pages 44-46):

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 *The Office of Academics and Transformation* at http://oat.dadeschools.net/docs/SPP_2016-2017.pdf
- Newcomers ESOL Level 1 students receive Reading/Language Arts grades within the ESOL grades.

http://mdcpsbilingual.net/pdf/elementary/APPENDIX_F-Grading_ELS-ES.pdf

Kindergarten - Grade 5 INTERVENTIONS FOR ELL STUDENTS:

Home Language Arts (Spanish or Haitian-Creole) is the intervention for ELLs Level 1 and 2 of **two years or less**. Interventions in the Home Language Arts (HLA) for ESOL 1 students more than two years in the ESOL program, may continue as needed. An ELL Committee meeting must be convened for ELLs who are not making progress in HLA to determine alternative strategies. Please refer to the Framework for Intervention for English Language Learners at:

http://bilingual.dadeschools.net/BEWL/pdfs15/Framework_ELLS.pdf

- As per current Student Progression Plan (pages 53-54), 150 minutes weekly of Home Language Arts (HLA) for all ELLs (**Required**). ELLs regardless of ESOL and grade level **must** be enrolled in World Language Spanish or Haitian-Creole Language Arts unless the ELL Committee recommends other appropriate intervention for the student. Levels 1 and 2 with less than two years in ESOL **must** be enrolled in Curriculum Content in the Home Language (CCHL).
- Use appropriate ESAP Code # 29 for Tier 2 Intervention and ESAP Code # 15 for Intensive Acceleration in grades 3 and 4 with ESOL courses to avoid FTE errors.

HAITIAN CREOLE LANGUAGE ARTS - (HCLA):

- Haitian Creole speaking ELLs 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.
- ESAP code # 45 (Standard subjects w/ESOL and Haitian Creole).
- ESAP code # 53 (Standard subjects w/ESOL, CCHL, and Haitian Creole).

WORLD LANGUAGE SPANISH:

- **Grades KG - 1**
 - Funding is not provided for World Language Spanish in grades KG and 1.
- **Grades 2 through 5 (Required)**
 - Allocations for World Language Spanish for non-ELLs 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/pdfs17/ELLESA.pdf>
- World Language 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.
- **Grades KG through 5 ELLs (Required)**
ELLs in grades KG - 5 receive their World Language Spanish through the 6630 Spanish teachers. Time requirement is the same as above. Please refer to SPP, page 53, for alternative strategies if a student is not making appropriate progress.

DUAL LANGUAGE AND ESTABLISHED EXTENDED FOREIGN LANGUAGE PROGRAMS

(SPP pages 54-55):

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 targeted world language. This may be accomplished by delivering a portion of the required English Language Arts/Reading or Writing instructional block in the targeted World

Language Arts and Music may be infused in the content areas curriculum in grades **KG and 1 only**.

- 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 the time of initial entry).
 - Students need to be coded properly reflecting EFL (ESAP # 7, 39, 55 or 62). Elementary School Academic Programs (ESAP) numbers can be found at: <http://tlc.dadeschools.net/pdfs17/ELLESA.pdf>
 - ELLs who are enrolled in the EFL program meet their World Language Spanish requirement through the EFL program using ESAP # 39 or 62 for Gifted ESOL.
- **EFL - Model B** - 300 minutes weekly of instruction in target Language and 150 minutes in content area in the target language. The teacher responsible for teaching the core subject area regardless of the targeted 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 targeted World Language (BISO/IS). ESAP codes # 50, 51, 56 or 57.
 - **CAMBRIDGE, IB** - 150 minutes weekly of instruction in the targeted World Language using ESAP Code # 24, 38.

SPED/ELL:

- The appropriate general education program code must be used for students with disabilities who are being provided instruction only in general education (full inclusion).
- For ELL SWD who receive special education pull out services for all or some of their classes, the appropriate ESAP code that most closely aligns with their services must be selected. If none of the ESAP codes match the student's schedule, and you need a variation of the above programs for a student, choose the program that is most similar to meeting the student's schedule and modify/change the course/sequence section
- 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 therefore a FAPE form must be completed.
- For Kindergarten - Twelfth Grade ELL SWD on the Access Points who take the Florida Standards Alternate Assessment (FSAA), the results of the Alternate ACCESS 2.0 will be used as the annual ESOL Level assessment as well as exiting the ELL SWD from the ESOL Program.
- Students with significant cognitive disabilities who participate in the Alternate ACCESS for ELLs 2.0 assessment may be considered by the IEP team for exit **once they have reached 3 years or more** and the performance on the state assessment and other data has been reviewed. The student's ESE teacher must administer a test from the *Continuum of ESOL Placement Tests for Exceptional Students*. If the student earns an ESOL Level 5 on the test from the Continuum, the IEP Team may proceed to exit the student from the ESOL Program.
- The English Language Learner (ELL) status of students with disabilities (SWD) is monitored by reviewing the number of continuous ESOL semesters in the ESOL Program

in addition to the performance on the state assessment and other data. For ELL SWD, **who are at 3 years or more**, the ACCESS for ELLs 2.0 composite scores and Reading proficiency levels should be reviewed. The following grade cluster composite score and Reading proficiency level shall be used as the criteria by the IEP Team to consider exiting the student from the ESOL Program.

Grade Clusters	Composite	Reading
K-2	4.0	4.0
3-5	4.0	4.0

- If the IEP Team decides to exit the student from the ESOL Program, an interim IEP must be held to exit the students from the ESOL Program. The *Programs for English Language Learners (ELLs) with Disabilities* section of the IEP must be updated with the new testing data and ESOL level information. The exit date for the student must match the IEP date. The J-screen must be updated with ESOL Exit information once the exit from the ESOL Program has been completed on the IEP.
- The Programs for ELL Section of the IEP for ELL SWD must be updated on annual basis. Questions and concerns about SPED/ELL should be addressed through Reagan L. Chalmers, Instructional Supervisor for Special Education of ELL students. She may be reached at 305-274-8889 or e-mail her at: reaganlyn@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 World Language Spanish or Haitian-Creole.*
- *Schools that choose to provide reading intervention and World Language Spanish to ELL students must enter the Spanish or intervention course manually.*
- *Budget office will capture student enrollment in programs by **Friday September 15, 2017**. 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/pdfs17/ELLESA.pdf>*