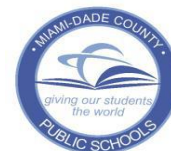


Department of Bilingual Education and World Languages



TO: Elementary Administrators and ESOL Compliance Liaisons (ECLs)

SUBJECT: 2018- 2019 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:

- Review parent responses on the Home Language Survey (HLS).
- 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 starting May 1, 2019 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 (HLS):

- On the HLS, the student’s language refers to “the student’s **first** language”. It is the first language spoken at home with the student and by the student.
- Review the HLS responses **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 is the date a:
 - student ENTERED a United States School for the very **first** time, **NOT** the date entered the U.S., **NOT** the student’s date of birth;
 - 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 1-5, it is the first day the student attended school anywhere in the continental U.S. for the first time. This applies regardless if the school was a private, charter, or public school.
- Schools that find incorrect student DEUSS dates will need to submit a HEAT ticket to the data specialist at the Federal & State Compliance Office, formerly known as Attendance Services, requesting the change.

ESOL INITIAL IDENTIFICATION, ASSESSMENT AND PLACEMENT:

New students with a “Y” (Yes) response on the Home Language Survey and former Pre-K students, **who were not assessed at the end of the 2017-2018 school year (May-June), must be tested as soon as possible, but not later than 20 school days after student’s enrollment.** Information **MUST BE** entered on “J” screen in DSIS immediately after assessment is completed.

It is highly recommended that through the Ellevation platform ECLs generate a list of ELLs by ESOL status (LP = pending initial assessment and LN = ELL with no ESOL course assigned) to assist you in identifying any ELL student at your school who may need initial entry assessment or who may need to have an ESOL course assigned.

This should be done prior to September 14th, the Budget Office's date certain for ESOL student count. Also, run reports prior to October and February FTE, and throughout the school year, to avoid audit exceptions for not administering initial assessments timely or not scheduling ELLs to ESOL courses.

Note: The only exception for a student to have an LN status is if an ELL Committee was convened, at the request of a parent, who wanted their child opt-out of receiving ESOL Title III services. Parent may opt-out of services, **but may not** change the ELL classification. Student will remain ELL and reported as LY until ELP assessment indicates the student has met exit criteria.

NEW Kindergarten Students

- Administer the OLPS-R when they start school for the 2018-2019 school year and enter information on "J" screen in DSIS. Not applicable to rising Pre-K who were already tested at the end of the school year.
- OLPS-R tests may be requested using the order form available on the Department of Bilingual website: http://mdcpsbilingual.net/pdf/compliance/Material_Requisition.pdf

Grades 1 through 5

- Administer the CELLA Online. Test modalities reflect the following order:
 - Listening/Speaking, Reading and 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, provides a current Spring 2018 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 2018 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 CELLA Online "My Class" roster AFTER the student is registered at your school **and** is 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 assigned a test and/or administered 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.awschoolltest.com/>).**

- A "How to Use CELLA Online" webinar is available on the Bilingual Department website: <http://mdcpsbilingual.net/compliance/webinars/>
- CELLA Online Administrators Users Guide may be accessed through the following link: <http://www.awschoolltest.com/photos/MiamiDaderevADMINUserGuide.v14.pdf>
There are also various training video clips to assist in logging and administering the tests: http://www.awschoolltest.com/news.php?viewStory=133#Teacher_Login
- CELLA Online 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.
- To access all students' test records, the ESOL Compliance Liaisons (ECL) should request administrative access to CELLA Online from their Principal.
 - **Note:** New Principals or Principals transferred to a new school location need to contact the Bilingual District Supervisor assigned to their Region to request new School Location access.
- Refer all questions regarding access to CELLA Online to the assigned Bilingual District Supervisor.

INITIAL ENTRY (Refer to following chart and Weekly Briefing# 23166):

- 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	OLPS-R 1 st Semester – Yellow 2 nd Semester – Pink	Enter: <ul style="list-style-type: none"> • Assessment date • Score / LEP (Y/N) / ESOL Level <ul style="list-style-type: none"> ○ 0004 - LEP (Y/N): Y - ESOL Level 1 ○ 0008 - LEP (Y/N): Y - ESOL Level 2 ○ 0012 - LEP (Y/N): Y - ESOL Level 3 ○ 0016 - LEP (Y/N): Y - ESOL Level 4 ○ 0020 - LEP (Y/N): N - NO ESOL Level • Entry Date (if ESOL 1-4) and Basis of Entry A
1-2	A-Aural/Oral (Listening/Speaking Only)	CELLA Online	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) • LEP (Y/N)/ESOL Level • Entry Date and Basis of Entry A
3-5	A-Aural/Oral (If not proficient on the Listening/Speaking)	CELLA Online	Enter: <ul style="list-style-type: none"> • Assessment date • Score (four-digit score) • LEP (Y/N)/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 CELLA Online)	CELLA Online	Enter: <ul style="list-style-type: none"> • Assessment date • Score (four-digit score) • LEP (Y/N)/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 CELLA Online 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://pdfs.dadeschools.net/tlc/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 2018 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 2017-2018 school year **and** did not participate in the Spring 2018 ACCESS for ELLs 2.0 testing, **must be tested with the CELLA Online** for ESOL level update. The ESOL level results must be entered on the J screen, even if it is the same level. You must then enter the ESOL level on the J screen to reflect the updated ESOL level date. Finally, go to the ELP Testing tab on ELLevation to enter the test information for these students. These actions must be done before printing the ELL plan in order to have accurate information on the printed ELL Plan.

All ELL Plans must be printed and filed in the ESOL Program folder PRIOR to October FTE and as needed for programmatic changes throughout the year.

No testing is required for students who were tested and placed in the ESOL program at the end of the 2017-2018 school year. The CELLA Online initial assessment is valid for one academic school year.

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

- For students with inconsistent test data, who did not meet automatic exit criteria, ELL Committee Meetings must be convened at the beginning of the 2018-2019 school year to review Spring 2018 ACCESS for ELLs 2.0 and FSA ELA results. Take appropriate action using all available data for the following cases:
 - ELLs that scored proficient on the Spring 2018 ACCESS for ELLs 2.0, but did not pass FSA ELA or,
 - ELLs that passed FSA ELA, but **did not pass the Spring 2018 ACCESS for ELLs 2.0**, **must be administered the CELLA Online** for the ELL Committee to determine if exiting the student is the most appropriate action.
- The appropriate instructional setting may be determined by the ELL Committee upon review of all available assessment 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 may update ESOL levels or exit students **regardless** of years in the 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 Attendance 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.
- Yearly, ELL plans must be updated, printed, and kept in the folder. **Do not discard** previous years ELL plans.
- Notification of English Language Program Placement, Continuation or Exit (Parent Letters) to parents/guardians of English Language Learners must be generated through the ELLevation platform **and** a copy kept in the ESOL Program Records folder.
- All parent notification letters must be sent no later than (30) calendar days at 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 (refer to State Board Rule (SBR) 6A-6.0902 <https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0902>).
- Notification of English Language Program Placement is sent after initial registration after assessment determines eligibility.
- Notification of English Language Program Continuation is sent annually **and** whenever there is a programmatic change.
- Notification of English Language Program Exit letter is sent when a student exits the ESOL program.
- In ELLevation, Notification of English Language Program Placement, Continuation or Exit (Parent Letters) will be generated in the home language. If home language translation is not available, generate the notification in English.

IMPORTANT: You **MUST** select the “**Mailing Date**” to ensure generated letters are **dated**.

- All Notification of English Language Program Placement, Continuation or Exit (Parent Letters), including from previous years, must be kept in the ESOL Program Records folder.
- CELLA report(s), including OLPS-R (Kindergarten) for long-term ELLs, 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. This was approved by FLDOE SALA Bureau Chief.
- ELL Committee Meeting documentation must be kept in the ESOL Program Records folder:
 - Copy of “**school-generated**” Notification of ELL Committee Meeting (this is the parent invitation letter) must be dated and sent within a reasonable time prior to the meeting date. Note: The ELL Committee Meeting Parent Invitation Letter is **not** generated in ELLevation. It is a school generated letter, dated, providing meeting logistics for parents to attend.

- Student Meeting Report with original participant signature (if parent attends). Parents are invited to attend, but not required. The meeting may be held if parent does not attend.
- Copy of Language Proficiency Dominance Screening (LPDS) report (Form FM-6279E), if applicable, must be filed. Request for LPDS (also known as the bilingual assessment) first requires an ELL Committee meeting recommendation to begin RTI. If questions about LPDS procedures, contact Ms. Yvonne Leon, Instructional Supervisor, Bilingual/ESE, yvonneleon@dadeschools.net.

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

ELLEVIATION:

- In order to access the ELLEVATION compliance platform, Principals must give the ESOL Compliance Liaison access to “**WLEP-ELL SCHOOL MANAGER**” through **Quad A** (refer to **Weekly Briefing #23161**) and allow for overnight rollover before access if available.
- Access should be given **only** to the ESOL Compliance Liaison responsible for the ESOL compliance paper work.
 - If the selected ECL currently has WLEP access, no further action is needed.
- All current information on the “J” screen has been uploaded to ELLevation.
 - Note: Students who were not administered the Spring 2018 ACCESS for ELLs 2.0 assessment must be tested with the CELLA Online to have an updated ESOL level.
 - ELP test update must be completed for these students;
 - And 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 needs to be updated prior to the October FTE **and before printing the ELL Plan** to reflect most current information.
- REMINDER: Completed/updated ELL Plans must be printed, signed, dated, and filed for all students by October FTE, including for those who are due for 3+ Extension of Services ELL Committee meeting.
- 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. Write name and employee number
 3. Sign and Date
- **EXITED STUDENTS 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 2017-2018 school year.
 - A Notification of English Language Program Exit (Parent Letter) must be completed in ELLevation, printed, and sent home in the preferred home language. If the Home Language translation is not available, generate letter in English. 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 and any time there is a programmatic update.

ELL COMMITTEE MEETING:

- If an ELL Committee Meeting is required:
 - Send a dated “school-generated” Notification of ELL Committee Meeting (Invitation Letter) inviting parents to attend the ELL Committee Meeting. A copy of the invitation must be kept in the 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/>
 - **REQUIRED:** You MUST complete the section “Meeting Minutes.”
 - 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.

EXTENSION OF SERVICES IN ESOL PROGRAM - THREE YEARS OR MORE ANNIVERSARY DATE: Per 6A-6.09022 Extension of Services in English for Speakers of Other Languages (ESOL) Program:

- Extension of Services in ESOL Program – 3+ years meetings **MUST BE** scheduled on ELLEVATION through the

“MEETING CENTER” using the appropriate year tab (3, 4, 5 years, etc).

- **DO NOT** schedule 3+ years meetings through the Student Profile as the purpose of the meeting “Extension of Services” will not be documented if you use the Other Meeting tab on the student profile.
 - This will be an audit exception. Auditors will look for the Purpose of Meeting to indicate that it is being conducted for Extension of Services.
- Three (3) years after the date of an English Language Learner’s (ELL’s) initial enrollment in a school in the United States, an ELL Committee MUST be convened annually to re-evaluate the student’s progress towards English language proficiency.
- **The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student’s initial enrollment date in a school in the United States, and no later than the anniversary date, unless the student’s anniversary date falls within the first two (2) weeks of any school year. Then, the ELL Committee may convene no later than October 1. This process shall be completed annually thereafter.**
- It is the responsibility of the school to verify that the DEUSS date is correct.
- Extension of Services Meetings are time sensitive and MUST BE HELD TIMELY.
- Status of the ELL Committee Meetings are available in the “Meeting Center” in ELlevation for timely action.
- Committee recommendations must include clearly noted with two rationales. **One** of those may be:
 - To request “extension of services” if student does not meet exit criteria and will remain in the ESOL program **or**,
 - To “exit the ESOL program” based on review of all available data.
 - If the ELL Committee recommends exiting the student at this time, this must be done **prior** to October FTE.

ACCESS for ELLs 2.0:

Students’ Spring 2018 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 #T05304701 “ESOL Level Update Based on Spring 2018 ACCESS/Alternate ACCESS for ELLs 2.0 and FSA Scores” via Intranet Web Application.

RETENTION:

Retention of ELLs requires the review and recommendations of the ELL Committee. This must be documented in the ELL Plan. Refer to Student Progression Plan, section H Promotion/Retention Policies for specific information.

POST EXIT MONITORING:

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

- The student’s Language Arts teacher provides the recommendation for the Post Exit Monitoring section to be completed in ELlevation.
- The Language Arts teacher should indicate progress. Printing of the Student Meeting Report is not required. The attendee’s name and employee number (Language Arts teacher) will serve as a digital signature.
- Convene an ELL Committee Meeting 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, Year at a Glance and other instructional resources for ELLs is available on the Curriculum Resources tab located in the teacher portal. The ELL Links and Resources are embedded in the ELA Pacing Guides as well as within the ESOL folder in grades K-5.

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 EFL and BISO programs 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 language must be provided. Word-to-Word dictionaries must be made available to students in ESOL, content classes during the year, and for all District and State assessments. These must be age and grade appropriate; therefore, consider the number of words that it contains when purchasing them.

Schools are responsible for purchasing the appropriate heritage language/English Word-to-Word dictionary for all assessments. As some languages may be difficult to find, we recommend schools inventory the different student languages of their students and take action as soon as possible.

GRADING GUIDELINES:

Refer to the current online Student Progression Plan (SPP) under the Office of Academics and Transformation at <http://ehandbooks.dadeschools.net/policies/93.pdf>.

SPP Grading Chart may also be located on the Department of Bilingual Education and World Languages under elementary at <http://mdcpsbilingual.net/esol/elementary/>.

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, Refer to the current online Student Progression Plan (SPP) under the Office of Academics and Transformation at <http://ehandbooks.dadeschools.net/policies/93.pdf>
- Newcomers ESOL Level 1 students receive Reading/Language Arts grades within the ESOL grades.
http://mdcpsbilingual.net/pdf/ESOL/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 55-56), 150 minutes weekly of Home Language Arts (HLA) for all ELLs (**Required**).
- ELLs (levels 1-4) regardless of 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).
 - Important: The Native Proficiency Inventory for Basic Subject Areas in a Language other than English (FM 5005) must be used by school site administrators to ensure language proficiency of teacher when assigning classroom teachers to teach 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.

HOME LANGUAGE ARTS – HAITIAN CREOLE - (HLA):

- Haitian Creole speaking ELLs should be scheduled for HLA following the recommended District guidelines:
 - 60 minutes two (2) times a week, with an additional thirty (30) minutes a third day, for a total of 150 minutes weekly; or
 - 50 minutes three (3) 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 HLA 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 course coding; therefore, Elementary School Academic Program (ESAP) must reflect participation in Spanish. ESAP codes can be found at: <http://pdfs.dadeschools.net/tlc/ELLESA.pdf>
- World Language Spanish programs should be scheduled following the recommended District guidelines:
 - 60 minutes two (2) times a week, with an additional thirty (30) minutes a third day, for a total of 150 minutes weekly; or
 - 50 minutes three (3) 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 55, for alternative strategies if a student is not making appropriate progress.

DUAL LANGUAGE AND ESTABLISHED EXTENDED FOREIGN LANGUAGE PROGRAMS (SPP pages 56-57):

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.

FOR ESE TEACHERS OF ELL STUDENTS WITH DISABILITIES

Opening of Schools Procedures will be provided by the Department of Exceptional Student Education through a separate weekly briefing. Should you have questions about ESE ESOL students, you may contact Ms. Yvonne Leon, Instructional Supervisor, Bilingual/ESE, yvonneleon@dadeschools.net.