



Department of Bilingual Education and World Languages

TO: Secondary School 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:

Department of Bilingual Education and World Languages (305) 995-2428		
STAFF		E-MAIL
Melba Brito, Administrative Director		mbrito@dadeschools.net
Ana Gutierrez, Administrative Director		amgutierrez@dadeschools.net
Rosy Ugalde, Executive Director		rugalde@dadeschools.net
Deland Innocent, District Supervisor	North	dinnocent@dadeschools.net
Alina Plasencia, District Supervisor	Central	aplasencia@dadeschools.net
Mercy Abadie Lux, District Supervisor	South	mabadie@dadeschools.net
Yvonne Leon, Instructional Supervisor, SPED	ESOL/SPED	yvonneleon@dadeschools.net
Georgina Koch, District Supervisor	Charter Schools	ginakoch@dadeschools.net
Mariana Bofill, Curriculum Support Specialist		bofillm@dadeschools.net

HOME LANGUAGE SURVEY:

- On the Home Language Survey (HLS), student language refers to “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 be 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. The DEUSS date for grades 6-12 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 must 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 **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 exception 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.

Grades 6 through 12

- Administer the CELLA Online. Test modalities reflect the following order:
 - 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.awschooltest.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.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
- 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.
- All questions regarding access to CELLA Online should be referred to the assigned Bilingual District Supervisor.

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

- Students in grades 6-12 who meet criteria for placement in the ESOL program will enter with the following BASIS OF ENTRY:
 - “**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
6-12	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*”.

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 ESOL level on the J screen to reflect updated ESOL level date. Finally, go to the ELP Testing tab on ELlevation to enter the test information for these students. This action 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 6-12 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, FSA ELA results or alternate graduation requirements (grades 10-12) and 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 did not meet alternate graduation requirements;
 - ELLs that passed FSA ELA or met alternate graduation requirements, **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 THE “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.

PROGRAMMATIC ASSESSMENT:

- Programmatic Assessment of newly classified secondary ELLs is initiated at the school site upon initial registration in M-DCPS. This is a school-created basic mathematics test in the student’s home language if feasible (Spanish and Haitian Creole). Otherwise, assessment is done in English with use of translating dictionary for assistance.
- 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.

SCHEDULING:

- **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 the current online Student Progression Plan (SPP):

The Office of Academics and Transformation or e-Handbooks pages 45-50 at <http://ehandbooks.dadeschools.net/policies/93.pdf> regarding requirements for English Language Learners (ELLs).

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, once 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.
- Student schedules **do not** need to be printed as the ELLevation ELL Plan has the student schedule. However, previous years’ schedules must be kept in the 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 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.
- Programmatic Assessment is kept in ESOL Program Folder (refer to previous section on Programmatic Assessment).
- 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>

ELLEVATION:

- 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 the 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.
- 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 Reminders:

- 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 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.

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 ESOL COURSES:

Pacing Guides and Year At A Glance are available in the Curriculum Resource tab in the teacher portal. New pacing guides have been developed for the Developmental Language Arts through ESOL courses to align with the newly adopted National Geographic/Cengage textbooks.

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 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>.

Grading Procedures chart for grades 6-12 is available at: http://bilingual.dadeschools.net/BEWL/INSIDE-EDGE/ELL_grading_guide_sec.pdf

HOME LANGUAGE ASSISTANCE PROGRAM (HLAP) PROCEDURES (Refer to WB #23164)

- Allocation of personnel is based on 15 or more ELLs of a given language background (i.e. Spanish, Haitian-Creole, Portuguese, Russian).
- Schools may be entitled to an additional paraprofessional if there are 15 or more ELLs of an additional language (i.e. Haitian-Creole, Russian, French) at the school.
- 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.
- **For audit purposes, tutoring logs** indicating services provided must be kept in a secure place at the school by the administrator in charge of supervising the program for five years. The logs must be available for auditors to review if the school is selected for an ESOL audit.
- HLAP paraprofessionals must provide services **exclusively** to ELLs.
- HLAP paraprofessionals **may not** be used as substitutes or for any alternative instructional and non-instructional assignment.
- HLAP services **may not** be provided to students during ESOL classes.
- Administrators should refer to Weekly Briefing on HLAP for additional information.

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.