# Department of Bilingual Education and World Languages

**TO:**  Elementary Administrators and ESOL Compliance Liaisons (ECLs)

**SUBJECT:**  2021-2022 ELEMENTARY OPENING OF SCHOOL ESOL GUIDELINES AND PROCEDURES

The following guidelines and procedures have been developed to support school administrators and ESOL Compliance Liaisons (ECLs) with implementation and compliance with the ESOL program requirements. Contact information for assistance with questions and/or concerns appears below:

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*Reminder*: ELL Plans <u>DO NOT</u> need to be signed. **THEY MUST BE GENERATED, SAVED, <u>AND</u> PRINTED.** We have been advised by FLDOE that since ELL Plans are date/time stamped by the Ellevation program when they are generated and printed, they do not need to be signed.  **DO NOT discard any previous year's ELL Plans.**

## WEEKLY BRIEFINGS THAT MUST BE REVIEWED AT THIS TIME:

1. Quad A Access (Ellevation) – NEW ECLs WB# 30932
2. Quad A Access (Imagine Learning) – WB# 30930
3. Quad A Access (Achieve3000 K-8 Schools) – WB# 30931
4. ESOL Compliance Liaison (ECL) Contact Information for New ECL – WB# 30727
5. Initial Registration & Assessments WB# 30983
6. Mandatory ESOL Program Compliance/Ellevation Review Meeting for ESOL Compliance Liaison (ECL) and One School Administrator – WB# 31013
7. Home Language Assistance Program (HLAP) – WB# 30926
8. ESOL Screening ESSER Substitute Funds Available for District K-12 Schools – WB# 31076

For scheduling purposes only, schools should review the Control-D Web Viewer Report titled "*ELL UPD FROM ACCESS",* Product Number T05304701, which will be available starting Thursday, August 19, 2021.  This report provides the ELL student's updated ESOL level, as well as, identifying ELLs who met the exit criteria based on ACCESS for ELLs and FSA ELA results.  Schools should review this Control-D report to ensure ELLs are accurately scheduled into their ESOL courses.

Additionally, please refer to Weekly Briefing #31032 regarding procedures and guidelines for reviewing, assigning ESOL levels, and exiting ESOL students from the ESOL program.

***ESOL INITIAL IDENTIFICATION, ASSESSMENT AND PLACEMENT (Refer to WB# 30983):***
Initial Registration Procedures

***It is at the discretion of the Principal*** to decide if initial and/or other English Language Proficiency (ELP) assessments will be administered at the school, by appointment in a face to face model using all recommended safety protocols, or if the

*assessment will be administered in a virtual environment using Zoom.*

### IT IS IMPERATIVE THAT:
- **all** students who currently have an "LP" status on Ellevation must be tested when the school year begins starting August 23rd and appropriate action be taken with regards to their ESOL classification and schedule.
- **all** newly registered students (K-12) whose parent/guardian responded with at least one "Y" on the HLS must be tested timely and appropriate initial assessment procedures be followed.
- Initial Registration Procedures **WB# 30983** must be reviewed now to ensure compliance when registering all new potential ELL students and DSIS information is updated.

### 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**.
- 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:
  o 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;
  o student 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 anywherein 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 an ISM ticket to the data specialist at the Federal & State Compliance Office, formerly known as Attendance Services, requesting the change.

### HOW TO GENERATE LIST OF LP/LN STUDENTS:
School Administrators and ESOL Compliance Liaisons (ECLs) must use the M-DCPS ESOL dashboard within Ellevation to generate a list of ELLs by ESOL status (LP = pending initial assessment and LN = ELL with no ESOL course assigned). This will assist schools in identifying ELL students who may need initial entry assessment and/or who may need to have an ESOL course assigned. This action must be done at this time and weekly throughout the school year to ensure compliance with initial assessment and scheduling of potential ELLs.

**IMPORTANT: This information must be entered by September 10, 2021 in order to meet the Budget Office's "Date Certain" (September 17, 2021) for student data to ensure proper rollover, including ESOL and World Languages' student counts.**
**Please be reminded to continue to run reports prior to October and February FTE, and throughout the school year, to avoid audit exceptions for not administering initial assessments timely, not completing Extension of Services Committee Meetings timely, or not scheduling ELLs into ESOL courses.**

**NEW and Returning Potential ELL Initial Registration Procedures based on HLS Responses Refer to Initial Registration Procedures Document and Flowcharts.**
      Initial Registration Procedures
      ESOL Program Registration Procedures Flowcharts

**IMPORTANT FOR CELLA ONLINE:**
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/virtually 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.
- For additional resources on how to use CELLA Online visit **http://www.awschooltest.com/.**
- CELLA Online technical assistance **must only** be requested through the Bilingual Department District Supervisor assigned to your Region. Please **DO NOT** call or email AWSchoolTest for technical support.
- To access all students' test records, ECLs 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 Department District Supervisor assigned to their Region to request new school location access.
- Refer all questions regarding access to CELLA Online to the assigned Bilingual Department District Supervisor.

### *LN STATUS*
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 classified as ELL and reported as LY until ELP assessment indicates the student has met exit criteria.

### *ESAP CODES:*
**Kindergarten through Grade 5**
Assign appropriate Elementary School Academic Program (ESAP) code with ***ESOL*** Bilingual and World Languages ESAP Codes

### *ESOL LEVEL UPDATE: BEFORE saving and printing the ELL Plan, the following actions must be taken to ensure accurate information is displayed on the printed ELL Plan.*

**All active ELLs** must have a current, **SAVED**, ELL Plan in the Documents tab, in the Student Profile, in Ellevation **PRIOR** to October FTE. Information needs to be updated and verified.
- Completed/updated ELL Plans **MUST BE GENERATED AND SAVED** at this time and **PRIOR** to October FTE, including for those who are due for 3+ years Extension of Services ELL Committee Meeting.
- **IF SAVED BUT NOT PRINTED BY OCTOBER FTE, DO NOT** REGENERATE THE ELL PLAN AS IT WOULD CHANGE THE ORIGINAL GENERATED DATE/TIMESTAMP. Just print the originally saved ELL Plan from the Documents tab on the Student Profile in Ellevation.

### *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. Schools 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, saved, 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 SBR 6A-6.0902). Parent notification must be sent home by mail, with the student, or emailed to the parent.
- **Regardless of method selected for parent notification, a copy of the parent notification letter must be kept in the ESOL Program Records folder**.
- 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**: The Ellevation system will not allow you to generate and print letters if you don't "select" a mailing date.

- 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 Online report(s), as well as OLPS-R (Kindergarten) for long-term ELLs, must be kept in the ESOL Program Records Folder.
- Access for ELLs 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, including parent invitation letter, which must be dated and sent home (may be emailed) within at least 8 days prior to the meeting date.
  - ELL Committee Meeting Parent Invitation Letter must now be generated and **SAVED** in Ellevation, and a copy kept in the ESOL Program Records folder.
  - Student Meeting Report with participants' E-Signature. Refer to webinar [ESOL Program Compliance Technical Assistance Documents](#). Parents are invited to attend, but not required. The meeting may be held if parent does not attend.
- Copy of the 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. Alina M. Rodriguez, Instructional Supervisor ESOL/ESE, [rodriguez003@dadeschools.net.](mailto:rodriguez003@dadeschools.net)

**ESOL Program Records folders**:
ESOL Program Records folder may be requested by downloading request forms on theBilingual website.

*ELLEVATION:*
- In order to access the ELLEVATION compliance platform, Principals must give the ECL access to "**WLEP-ELL SCHOOL MANAGER"** through **Quad A** and underline for overnight crossover before access is available.
- Access should be given **only** to the ECL responsible for the ESOL compliance paperwork.
  - 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 2021 ACCESS for ELLs assessment must be tested with CELLA Online to have an updated ESOL level**.**
  - ELP test update must be completed for these students.
  - **IMPORTANT:** "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 generating, saving, and printing the ELL Plan** to reflect most current information.

- **EXITED STUDENTS Reminder**:
  - A completed ELL Plan - must be generated, saved, and printed for all students who exited the ESOL program at the end of the 2020-2021 school year.
  - A Notification of English Language Program Exit (Parent Letter) must be generated and saved in Ellevation, printed, and sent home (may be emailed) in the preferred home language. If the Home Language translation is not available, generate letter in English.
- **IMPORTANT**: A printed copy of Notification of English Language Program Exit (Parent Letter) 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:***
***E-Signatures are required for all ELL Committee Meetings. See link to webinaron how to E-Sign here:*** [ELL Committee Meeting - E-Sign Process](#)

- If an ELL Committee Meeting is required:
  o Send a dated Notification of ELL Committee Meeting (Invitation Letter) inviting parents to attend the ELL Committee Meeting. **Important**: letters must be sent home at least 8 days prior to meeting. A copy of the invitation must be kept in the ESOL Program Records Folder.
  o Record recommendations in Ellevation, based on all available data.
    ▪ At least **two rationales and data** for the recommendations must be listed.
      [Sample Recommendations/Rationales For ELL Committee Meetings](#)
    ▪ **REQUIRED**: The "Meeting Minutes" section MUST be completed.
      ➢ **If the meeting was held virtually,** add a note in the Meeting Minutes stating it was a virtual meeting. If parent/legal guardian participates in the virtual meeting, add a note confirming the administrator has verified parent/legal guardian's identity.
  o Generate the Student Meeting Report timely.
  o File the Student Meeting Report in the ESOL Program Records Folder.

***VIRTUAL ELL COMMITTEE MEETINGS: For FAQs about how to conduct ELL Committees virtually, click on this*** [link.](#)

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

- It is the responsibility of the school administrator to verify that the parent participating in the meeting is the legal guardian authorized to participate and electronically sign participating in the meeting.
- 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 EOS 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.
  o 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 Meeting 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 TO AVOID AUDIT EXCEPTION.
- 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:
  o 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 a student during the FTE windows, this must be done **prior** to October FTE or February FTE.

***POST EXIT MONITORING:***
***E-Signatures will now be required for Post Exit Monitoring. See link to webinar on howto E-Sign here:*** [Post-Exit Monitoring - E-Sign Process](#)

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.
- 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.

*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 appropriate action as soon as possible.

*GRADING GUIDELINES:*
Refer to the current online Student Progression Plan (SPP) under the Office of Academics and Transformation.

SPP Grading Chart may also be located on the Department of Bilingual Education and World Languages under 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 English language development, i.e. vocabulary, listening, and speaking.
- 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
- Newcomers ESOL Level 1 students receive Reading/Language Arts grades within the ESOL grades.
  Please refer to the Grading Chart located in the Student Progression Plan (SPP)
- Students who are ESOL Level 1 with less than two years in the ESOL program MUST receive grades in Reading, Language Arts, and ESOL. In addition to classroom instruction, assignments and assessments must also be scaffolded for these "Newcomers" using ESOL Strategies & WIDA CAN DO Descriptors.
- In the grade book, students receive grades in each of the follow tabs:
  o Reading: phonics, phonological awareness, vocabulary, fluency, and reading comprehension
  o Language Arts: spelling, grammar, and writing
  o ESOL: oral language (listening and speaking), vocabulary
- In addition, students will receive reading and language arts grades in the ESOL tab. This will allow for the ESOL grade to be a combination of listening, speaking, reading, and language arts. Teachers must input the SAME assignments that are given for Reading and Language Arts in the ESOL tab of the grade book. At the end of the nine weeks, teachers will override the reading and language arts grade to NG and provide comment #02 for ESOL Level 1 students ONLY.
- Comment #02 states that Language Arts/Reading grade received within the ESOL grade (ESOL Level 1 only)

*Kindergarten - Grade 5 INTERVENTIONS FOR ELL STUDENTS:*
Home Language Arts (Spanish or Haitian Creole) is the intervention for ELLs levels 1 and 2 **of two years or less.**
An ELL Committee Meeting must be convened for ELLs who are not making progress in HLA to determine alternative strategies. Please refer to the Intervention Placement Chart for English Learners (ELs)in Grades K-5.
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.

### *HOME LANGUAGE ARTS(HLA) – Spanish/Haitian Creole:*
- Home Language Arts is required in grades K-5 for 150 minutes weekly for all ELLs.
- Students need to be coded properly reflecting HLA ESAP code 03 (HLA-Spanish) or 45 (HLA Haitian Creole).


### *WORLD LANGUAGE SPANISH (WL):*
- **Grades 2 through 5 (*Required)*
  - Allocations for World Language Spanish are based on student course coding.
  - Students need to be coded properly reflecting WL ESAP codes 02,03, 40 or 41.

- **World Language Spanish** programs should be scheduled following the recommended Student Progression Plan guidelines:
  - 60 minutes two (2) times a week, with an additional thirty (30) minutes a third day or
  - 50 minutes three (3) times a week.


### Extended Foreign Language (EFL):
- 300 minutes weekly of instruction of Language Arts/Reading/Writing in the targeted world language.
- Students need to be coded properly reflecting EFL ESAP codes 7, 39, 55 or 62.
- ELLs who are enrolled in the EFL program meet their Home Language Arts requirement through the EFL program using ESAP code 39 or 62 for Gifted ESOL.


### Bilingual School Organization (BISO)
- 300 minutes weekly of instruction of Language Arts/Reading/Writing and additional instruction of **two core subject** areas in the targeted World Language.
- Students need to be coded properly reflecting BISO ESAP codes 50, 51, 56 or 57.


### *FOR ESE TEACHERS OF ELL STUDENTS WITH DISABILITIES*

*English Language Learner Students with Disabilities Procedural Guidelines with Opening/Closing of Schools Procedures can be found under forms on the Exceptional Student Education website at:*

*http://esolese.dadeschools.net/*

*Should you have questions ELL/ESE students, you may contact Ms. Alina Rodriguez, Instructional Supervisor, Bilingual/ESE, rodriguez003@dadeschools.net.*