


MEMORANDUM

Aug 24, 2009
MT 023.09
MT.305 636-6147

TO: All Teachers and Center Directors
Educational Alternative Outreach Program

FROM: Miguel Torres, Principal 
Educational Alternative Outreach Program

SUBJECT: ESOL/SPECIAL EDUCATION REQUIREMENTS

In an effort to provide 2009-2010 information involving educational services documentation for ESOL only and ESOL/ESE students enrolled in the Educational Alternative Outreach Program, the following procedures and guidelines for ESOL **exiting** are required for ESOL/ESE compliance:

- If a student has been evaluated by the Educational Alternative Outreach Program staff using the Miami-Dade County Public Schools' OLPS-R and has scored 32%ile on the Metropolitan Achievement Test - (MAT), a LEP Committee is not necessary to exit the student.
- If a student has scored below the 32%ile on the MAT - 7 required for exiting, a LEP committee **must** be convened for student exit. Once a student has been determined eligible for ESOL exiting as indicated in ***M-DCPS District Plan For Limited English Proficient Students 2008-2009, Section 6***, pages 22 - 26 (Attached); a LEP committee must be convened. The LEP committee will be comprised of the following members: Parent or Guardian, Teacher(s), ESOL Department Chairperson, Counselor, ESOL teacher, Administrator or Designee and other staff deemed appropriate.
- The Educational Alternative Outreach Program support staff will facilitate designated Center Administrative staff members in notifying the parent(s)/guardians by specifying specific date(s) and time(s). Center administrative staff will be responsible for providing parents with the required written notification documentation of the LEP committee meeting. Copies will then be given to M-DCPS, ESOL support staff/ESOL teacher(s).

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However, if the student is a Special Education (SPED) student, an IEP team meeting must be held (even if the student has scored above the 32nd percentile on the MAT-7) if the student will exit ESOL.

- The Educational Alternative Outreach Program SPED support staff will provide formal written notification to parents and other staff members.
- The IEP team meeting will be comprised of the following members: Parent and/or Guardian, Teacher(s), Counselor, ESOL Teacher, SPED Program Specialist or designee, Administrator and or designee and any staff deemed appropriate.

If you should require additional information, please contact Ms. Marta Llopis, ESOL Chairperson at (305)636-6175. Your continued support regarding the implementation of all ESOL compliance is greatly appreciated.

MT/mg

Attachment

MIAMI-DADE COUNTY PUBLIC SCHOOLS

DISTRICT ELL PLAN



2008-2009



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Division of Bilingual Education and World Languages

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs.

Student Registration Procedures:

All students (ELLs and non-ELLs) are registered at each individual school site following the exact same procedures. Students entering the district register at the school on the basis of the actual residence of the parent or legal guardian.

For complete description of registration procedures please refer to the link below.

<http://ehandbooks.dadeschools.net/policies/44/attendance.htm>

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

Upon initial enrollment into a Miami-Dade County public school, each parent/guardian is surveyed at the time of registration by being asked to address the following questions in the Home Language Survey:

- a) Is a language other than English used in the home?
- b) Did the student have a first language other than English?
- c) Does the student most frequently speak a language other than English?

The Home Language Survey is a separate form, however, it is an integral part of all student registration procedures. Responses to these questions are recorded on the Home Language Survey Card, which is placed in the student cumulative folder. The Home Language Survey Card is provided to the schools in English, Spanish, and Haitian Creole. Translations of the three questions are also available in thirteen other languages (i.e., Arabic, Chinese, Farsi, French, German, Italian, Japanese, Korean, Portuguese, Russian, Tagalog, Urdu, and Vietnamese). Information on the Home Language Survey is recorded in the District's automated student database.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS.

School site registrar directs the Home Language Surveys with at least one affirmative response to the principal's designee (usually the ESOL teacher) for language assessment.

The principal's designee administers the Miami-Dade County Oral Proficiency Scale – Revised (MDC-OLPS-R). Registrars receive appropriate training to ensure accurate registration procedures, and school site registration of native and foreign-born students is monitored for accuracy.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English.

All registration forms are provided in English, Spanish, and Haitian-Creole. Registration package may be viewed at <http://ehandbooks.dadeschools.net/policies/75.pdf> . In addition, the district has created and provided to all school sites a video presentation in the three languages to explain the registration procedures to parents. Assistance to parents in other languages is available, upon request, from the Multilingual Team, Division of Bilingual Education and World Languages.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc.

Individual schools' staff follows district registration procedures and enters required demographic data into the Integrated Student Information System (ISIS), a mainframe application. Staff from Information Technology Services programmatically captures ISIS demographic data to produce reports at DOE survey dates and programmatically transmits information in DOE formats.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.

Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar ESOL Coordinator/Administrator Other (Specify) ESE Teacher

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	ESOL Level	National Percentile ⁽³⁾
Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)	Pre-K through Kindergarten first semester	04 08 12 16	I II III IV	Not applicable.
Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)	Kindergarten second semester through second grade	04 08 12 16	I II III IV	Not applicable
Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)	Third through fifth grade	04 08 12 16	I II III IV	Not applicable
Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)	Sixth through twelfth grade	04 08 12 16	I II III IV	Not applicable

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

The basic instrument for assessing English listening and speaking skills of students in grades K -12 is the Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R) Interview with Guidelines. A student with a score of 0 through 16 is considered NES or LES and is placed in the ESOL program. A student who scores 20 is determined to be FES

ESOL Level	Raw Score	Description
I	4	Novice..... (requires ESOL)
II	8	Low Intermediate..... (requires ESOL)
III	12	High Intermediate..... (requires ESOL)
IV	16	Advanced..... (requires ESOL)
V	20	Fluent.....(requires No ESOL)

Upon registration and completion of the Home Language Survey, registrar directs the Home Language Survey with at least one affirmative response to the principal's designee (usually

the ESOL teacher) for language assessment. The principal's designee administers the Miami-Dade County Oral Proficiency Scale-Revised (MDCOLPS-R). The ESOL Teacher is responsible for the administration and grading of the English language assessment of potential ELL students. The responsibility for recording the ELL data may be assigned to the following: ESOL teacher, registrar, or data entry clerk.

ELL students with disabilities (SWD) shall be assessed with one of the suggested instruments on the Continuum of ESOL Placement Tests for Exceptional Students to determine their ESOL Level. The suggested assessments include the use of the M-DCOLPS-R and the MAT- current, as appropriate.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses?

Schools are required to complete the assessment and placement process prior to finalizing the student's schedule. Assessment is usually completed the same day the student completes the registration.

In addition, supervisors from the Division of Bilingual Education and World Languages initiate random internal reviews to ensure that placement procedures are implemented according to guidelines.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

The "*LEP Error Report*" is produced at selected intervals or on demand to assist school site personnel in maintaining complete and accurate records for their ELL students. School principals are required to review the report and take appropriate action to correct errors. This report is run three times per year in September, January, and May, listing by school, students with a parent/guardian or native student language other than English who have no assessment information.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test.

The basic instrument for assessing English listening and speaking skills of students in grades K-2 is the Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R), Interview with Guidelines. A student who scores a 20 on the M-DCOLPS-R is considered to be FES and is placed with the standard curriculum students.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test.

The basic instrument for assessing English listening and speaking skills of students in grades 3-12 is the Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)

Interview with Guidelines. A student with a score of 0 through 16 is considered NES or LES and is placed in the ESOL program.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
Metropolitan Achievement Test (MAT) current edition - Reading Comprehension Subtest
Metropolitan Achievement Test (MAT) current edition - Writing Language Subtest

A student who is determined to be a Fluent English Speaker (FES) through aural/oral testing must be further assessed using the Metropolitan Achievement Test (MAT) current edition: Results from a standardized NRT test with reading and writing subtests may be used in lieu of the Metropolitan Achievement Tests.

A student who scores at or below the 32nd percentile in both reading and writing on the MAT is determined to be ELL and placed in the ESOL program. A student who scores at or below the 32nd percentile in either reading or writing on the MAT is referred to an ELL Committee to review inconsistent assessment data and to confirm his/her ELL status.

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test?

Schools are directed to complete all assessments before class schedules are finalized. Assessment is usually completed the same day the student completes the registration. The *Possible LEP Error Report* is produced at selected intervals or on demand to assist school site personnel in maintaining complete and accurate records for their ELL students.

In addition, the schools must follow the Comprehensive Research-Based Reading Plan's Assessment Calendar which provides for reading and writing assessments of all students throughout the school year and can be accessed at:

<http://languageartsreading.dadeschools.net/docs/crp.pdf>

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines.

School site administrators are ultimately responsible for making sure that the Reading and Writing tests are administered to students in a timely manner. Supervisors from the Division of Bilingual Education and World Languages initiate random internal reviews to ensure that all tests are administered according to guidelines. Findings from these internal reviews are shared with the school administration as well as the Regional Center Superintendents. When

the Reading/Writing assessment is not given within one year of the Listening and Speaking test, a letter in the heritage language if possible, is to be sent home to parents indicating the reasons for the delay.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan.

For students in grades 3-12 with inconsistent test data (e.g., Level V in the M-DCOLPS-R and at or below the 32nd percentile in Reading and/or Writing), an ELL Committee is convened for the purpose of analyzing all available academic information and determining the most appropriate educational placement. To this end, the ELL Committee may use any recommended assessment instrument or other academic information to ensure that the student is placed in the instructional program or combination of instructional programs that best meet his/her academic needs. The documentation of the assessment used and the justification for such action is maintained in the student's individual ELL plan. If the ELL Committee's decision is to place the student in the ESOL program, then the basis of Entry "L", is documented in the Individual Student Electronic ELL Plan, "W-LEP".

In Miami-Dade County Public Schools, records are maintained electronically using the "W-LEP". The following link provides procedures and technical assistance for the completion of the W-LEP: <http://bilingual.dadeschools.net/BEWL/pdf06/WLEP.pdf>

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes No

If yes, describe the procedures implemented and list the instrument(s) used.

In grades 3 - 12, all students who score ESOL Level I on the M-DCOLPS-R are administered a Writing Assessment in their native language (Spanish/Haitian Creole) to determine literacy level.

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

Programmatic assessment of out-of-state or out-of-country students takes place at the school, with staff seeking to document what prior school experiences each new student possesses, by using the student's school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Principals shall take appropriate steps, in cooperation with the faculty, to assess the student's level of

learning in the core content areas and recommend the most appropriate placement for the student. Principals will use testing, faculty interviews, and/or the advice given by the Foreign Records Department at Attendance Services to determine proper placement. Additional information may be found in the Student Progression Plan at: <http://ehandbooks.dadeschools.net/policies/93/index.asp>.

Students new to the district should be immediately assessed for reading and mathematics proficiency to determine if remediation is appropriate. Teacher-developed tests or the district's placement test for Algebra and Geometry in Spanish and Haitian-Creole may be used to determine the most appropriate placement for students at the secondary level. These instrument may be found at: <http://bilingual.dadeschools.net/BEWL/documents.asp>.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s).

1. After initial entry into school and ELP assessment, all scondary students who score ESOL Level I (beginner) in the MDCOLPS-R are required to provide a writing sample in their native language. The writing is scored using the district's New Beginning rubric.
2. If the score is lower than 3 , school staff interviews the parent/guardian and completes the New Beginning Screening Survey.
3. Students may be identified as potential candidates for the New Beginning program if:
 - a) Initial information received from parent/guardian indicates limited or interrupted schooling, or
 - b) Teacher recommends student(s) after initial classroom performance and deems it inadequate for grade level placement.
4. Teacher administers New Beginning Reading and Mathematics Placement Tests.
5. Referral is forwarded to the Division of Bilingual Education and World Languages to review and confirm elligibility for placement in the program.
6. If all data indicates need for placement in New Beginning Program, school personnel is notified to contact parent/guardian and convene an ELL Committee in order to review student(s) case(s) and make a final recommendation for program participation.
 - a) ELL Committee informs parent/guardian of the program goals and objectives and the reason(s) for placement in New Beginning Program.
 - b) Parent/guardian signs the New Beginning Program authorization form. Form is then routed to Regional Center and Division of Bilingual Education and World Languages for approval.
 - c) All documentation relating to student(s) participation in the New Beginning Program must be filed in the student's ESOL Program Records folder.

If transportation is needed for student(s) to attend New Beginning Program at a school other than the home school, arrangements will be made by the Division of Bilingual Education and World Languages.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records.

Students without educational records or incomplete records shall be placed according to the age of the student as of September 1st of the school year. Principals shall take appropriate steps, in cooperation with the faculty, to assess the students' level of learning in the core content areas and recommend the most appropriate placement for the student. Principals will use testing, faculty interviews, and/or the advice for proper placement given by the Foreign Records Department at Attendance Services. For additional information, refer to the document entitled, "*Placement of International Students and Student Visa Guidelines*", Foreign Records Department at <http://ehandbooks.dadeschools.net/policies/44/attendance.htm> .

STUDENT CHRONOLOGICAL AGE ASSIGNMENT

- The age of the student as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement.
- Students are to register at schools according to chronological age as follows:

AGE(S)	LEVEL ASSIGNED
5 - 10	Elementary school
11	Elementary school or middle school depending on grade configuration of the school
12 - 13	Middle school
14	Middle school or senior high school depending on grade configuration of the school
15 & older	Senior high school

A notarized statement indicating completion of a particular grade level from the student's parent, a school official from the student's native country, or from the student, if an adult, may be submitted to the principal of the receiving school. Upon receipt of the notarized statement, the principal of the school shall take appropriate steps, in cooperation with the faculty, to verify the student's level of learning in each of the courses identified on the statement.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

Programmatic placement of students takes place at the school, with school staff seeking to document what prior school experiences each new student possesses, using school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Students who have educational records from their home country

must be placed in grade level/courses based on these records. Any adjustment resulting in lowering grade level placement must be thoroughly documented with home language assessment data, e.g., tests, class work, and submitted for district review by the Associate Superintendent, Curriculum and Instruction or designee. Parent(s)/guardian(s) must be informed prior to the grade level adjustment.

In those instances where school site personnel are unable to interpret a transcript from a foreign country, the Foreign Records Department at Attendance Services provides a detailed interpretation, translation, and conversion of all coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed while the records are being evaluated by Attendance Services.

Out-of-country transfer students registering at the middle school level cannot be automatically placed in the lowest grade at that level. Special care should be exercised to ensure that a student's limitation in ability to communicate in English is not a factor to be considered in determining grade placement. Information considered when making placement decisions should include the following:

- Age Appropriate
- Documented Prior Educational Services (transcripts)
- Assessment - Diagnostic/placement test
- Parent/Guardian and Student Interview

Student services personnel follow the steps below to enter previous schooling information in the ISIS system.

- 1) Students transcripts are evaluated by counselor, registrar or the foreign records office.
- 2) Information is transferred onto a TRACE form (See Attachment A.)
- 3) Registrar enters the information from the TRACE form to the TRACE screen to award credit.
- 4) Credits are added to the student's official records.

Once the appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignments are to be waived. In such cases credit requirements shall not be retroactive. See Student Progression Plan:

<http://ehandbooks.dadeschools.net/policies/93/index.asp>

10d) Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

Programmatic placement of out-of country students takes place at the school, with school staff seeking to document what prior school experiences each new student possesses, using school records, transcripts, and other evidence of educational experiences to determine a

recommended grade level placement. Students who have educational records from their home country must be placed in grade level/courses based on these records. Any adjustment resulting in lowering grade level placement must be thoroughly documented with home language assessment data, e.g., tests, class work, and submitted for district review by the Associate Superintendent, Curriculum and Instruction or designee. Parent(s)/guardian(s) must be informed prior to the grade level adjustment.

In instances where school site personnel are unable to interpret a transcript from a foreign country, the Foreign Records Department at Attendance Services provides a detailed interpretation, translation, and conversion of all coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed while the records are being evaluated by Attendance Services.

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- Age Appropriate
- Documented Prior Educational Services (transcripts)
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Student services personnel follow the steps below to enter previous schooling information in the ISIS system.

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- 4) Credits are added to the student's official records.

Once the appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignments are to be waived. In such cases credit requirements shall not be retroactive. See Student Progression Plan:

<http://ehandbooks.dadeschools.net/policies/93/index.asp>

11) Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

If a student transfers from another district within the state of Florida and the records indicate ELL status, staff reviews the Individual Student ELL Plan and/or Cumulative Student folder, assigns the most appropriate ESOL level and places the student in the ESOL program. Every effort is made to contact the sending district, however in the event that no records are provided, the student is reassessed with the M-DCOLPS-R and standard placement procedures are followed.

If an ELL student re-enters the school district after leaving the state or the country for a period of thirty (30) or more consecutive calendar days, he/she is assessed to determine English language proficiency level. Re-entering students who have been inactive for less than 30 consecutive calendar days do not need to be reassessed. Students who have been inactive for thirty (30) or more consecutive calendar days but less than 4 months, are assessed using the Idea Proficiency Test (IPT). The M-DCOLPS-R is used for all students who have been inactive for more than 4 months. The LEP entry date is updated and this new entry date is used to determine the length of time in the ESOL program that reflects extended interruption of ESOL instructional services.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated.

The District has developed a web-based software application to maintain the **Individual Student ELL Plan** (WLEP). When the registration procedure is completed, the data entry clerk enters all demographic and assessment information into the district's Integrated Student Information System (ISIS), a mainframe application. Within 24 hours this information is transferred to the WLEP application, at which time the instructional model information is entered. Once completed or updated, the WLEP is printed and placed in the ESOL Program Records folder that is part of the permanent student cumulative record folder.

It is the principal's designee (usually the ESOL teacher) who is responsible for developing and updating all **Student ELL Plans** at the beginning/end of each school year and when other information needs to be updated.

The **Student ELL Plan** is incorporated in the Individual Educational Plan (IEP) of an ELL SWD. The IEP indicates all programs, services, and supports that are provided to an ELL SWD.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

It is mandatory for **Student ELL Plans** to be updated annually or when there is a change in ESOL level, instructional model and/or program participation. The principal's designee (usually the ESOL teacher) is responsible for updating the plans, with the principal as the ultimately responsible person. The ISIS system will automatically update demographic information and ESOL level on the WLEP application. The school site personnel updates the program delivery model and includes the current schedule and services for ELL students.

Forms may be accessed at:

Elementary - <http://forms.dadeschools.net/webpdf/4649.pdf>

Secondary - <http://forms.dadeschools.net/webpdf/4650.pdf>

In addition, supervisors from the Division of Bilingual Education and World Languages initiate random internal reviews to ensure that **Student ELL Plans** are updated according to guidelines.

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)
Standard letter used by all schools to meet NCLB Section 3302(a)(6):
Secondary: <http://forms.dadeschools.net/webpdf/6577.pdf>
Elementary: <http://forms.dadeschools.net/webpdf/6576.pdf>

Parents are notified of the placement of their child in the ESOL program via The Letter of Participation. The Parent Letter of Participation is dated to correspond with the entry date in the ESOL program. The Letter of Participation is sent home to the parents/guardian and a copy of the letter is kept in the student's ESOL Program Records folder.

As long as the student is eligible to receive ESOL services, a new Letter of Participation is completed at the beginning of each school year and whenever there is a programmatic change. The school keeps copies of each of the Letters of Participation that have been sent home during the time the student was receiving ESOL services.

13a) List the languages used in the Parent Notification Letters (check all that apply):

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fl DOE.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

Elementary Models

- Two Sheltered English Language Arts models are implemented:

Self-contained model - where only ELL students are grouped in one class and receive specialized English language instruction from the ESOL certified/endorsed homeroom teacher.

Pull-out model - where an ESOL resource teacher provides either 90 minutes of uninterrupted ESOL/Reading instruction or 120 minutes to included ESOL/Reading and Writing instruction at a location other than the ELL students' classroom. In both cases the ESOL resource teacher is responsible for providing grade level instruction and assigning grades for these subjects.

- Two Mainstream-Inclusion English Language Arts models are implemented:

Inclusion model - where ELL and non-ELL students are grouped in a classroom and the ESOL resource teacher comes into the classroom ("push-in") to provide them with specialized English language instruction.

Mainstream model - where the ELL and non-ELL students are group in a classroom and an ESOL certified/endorsed classroom teacher adapts instruction to address the language proficiency needs of ELL students.

- Three Core/Basic Subject Areas models are implemented:

Sheltered Core/Basic Subject Areas model - where only ELL students are grouped in one self-contained classroom class and receive core subject area instruction from the ESOL certified/endorsed homeroom teacher. Most of the teachers assigned to self-contained model are bilingual and provide home language support to the ELL students.

Mainstream-Inclusion Core/Basic Subject Areas model - where the ELL and non-ELL students are group in a classroom and the endorsed classroom teacher adapts instruction delivered in English to address the language proficiency needs of ELL students.

One-Way Developmental Bilingual Education – where ELL students, ESOL Levels I and II, receive a minimum of 45 minutes daily of core subject area instruction in their native language (Spanish or Haitian-Creole), delivered by specially allocated bilingual teachers. Instruction may be scheduled as pull-out or in-class models. All ELL students whose native language is Spanish or Haitian-Creole receive up to 150 minutes weekly of Home Language Arts instruction.

- Dual Language Programs (Two-Way Developmental Bilingual Education)

Dual Language Programs include both ELL and non-ELL students. Three models are implemented: Extended Foreign Language (EFL), Bilingual School Organization (BISO), and International Studies (IS). All schools implementing dual language programs must provide a minimum of 300 minutes of language arts/reading/writing instruction weekly in the target world language. This may be accomplished by delivering in the target world language a portion of the required language arts/reading or writing instructional block in combination with the world language instructional block. Schools implementing Models B or C have the flexibility of delivering *any* of the core subject areas in the target world language.

Model A - 300 minutes weekly of instruction of language arts/reading/writing in the target world language (EFL).

Model B - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of a core subject area in the target world language (EFL).

Model C - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language (BISO/IS).

Secondary Models

- Sheltered English Language Arts models

All ELL students at the secondary level are enrolled in two (2) ESOL courses: Language Arts/English Through ESOL and Developmental Language Arts Through ESOL.

All ELL students must be scheduled for one period of daily instruction in Language Arts/English Through ESOL which counts as an Language Arts/English credit as described in the FDOE Course Code Directory. These courses mirror the course descriptions for standard curriculum Language Arts/English courses and are taught using ESOL strategies. Students are grouped by grade level.

In addition, all ELL students are scheduled for one period of daily instruction in Developmental Language Arts Through ESOL, which counts as an elective credit as described in the FDOE Course Code Directory. This course is intended to address the linguistic needs of ELL students and, as such, students are grouped by language proficiency levels regardless of grade level.

- Mainstream-Inclusion English Language Arts model

In schools that do not have sufficient ELL students to form grade-level Language Arts/English Through ESOL classes, ELL students are scheduled with non-ELL students in the appropriate grade-level Language Arts/English classes. The teacher must be endorsed and employ ESOL strategies.

- Mainstream-Inclusion Core/Basic Subject Areas

In schools that do not have sufficient ELL students to group them in grade-level core subject area courses, ELL students are schedule with non-ELL students. Instruction is delivered through the use of second language strategies to ensure that instruction in the basic subject areas is understandable for ELL students. The primary goal in this approach is mastery of the skills and concepts inherent in each subject area. Teachers providing this instruction receive pertinent training. The basic materials for this instruction are adaptations of those materials regularly used with non-ELL students.

School site administrators are responsible for monitoring the utilization of second language strategies. Evidence is documented during classroom observations, through lesson plans, classroom settings, materials used, audio/visuals, and grade book notations.

- One-Way Developmental Bilingual Education

At the secondary level, Bilingual Curriculum Content (BCC) is delivered by teachers certified in their particular core subject area who have been determined to be proficient in the home language through administration of the Native Proficiency Inventory for Teachers. BCC teachers are generated under the basic FEFP program and supported in part by a special allocation from the Division of Bilingual Education and World Languages. The curriculum areas to be offered will depend on the number of ELL students enrolled in a particular grade level course.

- Dual Language Programs (Two-Way Developmental Bilingual Education)

The goal of the program is to produce students (ELL and non-ELL) who master both English and another language commensurate with their experiential and educational levels, ages, and interests. Students should be able to function easily when learning subject matter in either language and interact effectively with members of both cultures. All students participate in one period daily of foreign language instruction and one period daily of a core subject area course taught in the target language.

Regardless of the delivery model implemented, the instructional services delivered to ELL students are equal in scope, sequence, and quality to those provided to non-ELL students. The main responsibility of monitoring the fidelity of the implementation for each instructional model at each school falls on the school level administration. Regional Center administrators also monitor the during their regular school visits. In addition, District Supervisors from the

Division of Bilingual Education and World Languages initiate on-going reviews to ensure the delivery and fidelity of each instructional model.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

Please refer to the Attachment B indicating the Instructional Model codes for each school in the district.

MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS
FOR ENGLISH LANGUAGE LEARNERS (ELLs)

E → Sheltered – English
S → Sheltered – Core/Basic Subject Areas
I → Mainstream/Inclusion – English
C → Mainstream/Inclusion Core/Basic Subject Areas
O → One-Way Developmental Bilingual Education
T → Dual Language (Two-way Developmental Bilingual Education)

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

District Student Progression Plan specifies that instruction provided to ELL students must be equal in amount, sequence, and scope to that provided to non-ELL students. The following documents address this: Student Progression Plan, Comprehensive Research-based Reading Plan, Mathematics and Science Comprehensive Research-based Plans, District Literacy Plan for Students with Reading Deficiencies, among others.

SPP - <http://www.dadeschools.net/ehandbook/student03index.htm>
CRRP, Lit plan - <http://languageartsreading.dadeschools.net/docs/docsindex.htm>
<http://www.dadeschools.net/ehandbook/studentO3fIndex.htm>

The Division of Bilingual Education and World Languages monitors compliance with district guideline by:

- reviewing individual student records and class schedules in the Integrated Student Information System (ISIS);
- reviewing bilingual teachers' schedules submitted for Regional Center approval; and
- visiting schools and classrooms to ensure that curriculum is implemented and instructional materials are appropriate.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

Teachers document the use of ESOL instructional strategies in their lesson plans and on report cards, through the use of the comments section.

School site administrators are responsible for monitoring the delivery of comprehensible ESOL instructional strategies in their schools. The respective regional center administrators and supervisors from the Division of Bilingual Education and World Languages also initiate on-going reviews to ensure that schools are using and documenting ESOL instructional strategies.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) _____

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) – District Developed Interim Assessments
- Native Language Assessment (Specify) “Evaluación Artes del Lenguaje” – Spanish-S Language Arts Assessment & “Evalyasyon Konesans lang Kreyòl Ayisyen” - Haitain Creole Language Arts Assessment.
- FCAT
- Other (Specify) _____

15) Student Progression

Have the district’s standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district’s Student Progression Plan?

- Yes No

If yes, indicate where in the Student Progression Plan these are described.

The information is found in “Student Progression Requirements and Procedures for K-12 and Adult Education Students”; Section I, pages 1-23.

<http://ehandbooks.dadeschools.net/policies/93/secl.pdf>

15a) Describe the district’s Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

ELL students in grade 3 who have been in the ESOL program for less than two years may be exempted from the mandatory retention as provided in Section 1008.25(6)(b), Florida Statutes. Promotion for an ELL student in third grade with less than two years in an ESOL program is to be based on good cause #1. Third grade ELL students with more than two years in an ESOL program must meet grade level performance standards as provided in Section 1008.25(6)(b), Florida Statutes, and are eligible for all other exemptions, including good cause #3, alternative assessments, and good cause # 4, student portfolio. Promotion for an ELL student in third grade with more than two years in an ESOL program must be based on the student's performance in English. The ELL Committee is to be convened for those students recommended for retention only to review each student's progress and to make recommendations for remediation activities. For these students the above mentioned Florida statute supersedes the authority of the ELL Committee.

For the purpose of promotion of third grade ELL students under good cause #1, two years means no less than a total of two full calendar years as measured from the date the student is classified as ELL to the date when the FCAT scores are released. The criteria for making this determination should include interruption of instructional services when an ELL student withdraws from the school district and leaves the state or the country for 30 continuous days or more. Therefore, any ELL student in grade 3 who entered or re-entered from another state or country within the last two years from the date when the FCAT scores are released is eligible for good cause #1 and may be exempted from mandatory retention.

ELL students are required to meet student performance standards for the appropriate grade level. However, ELL students who have been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's heritage language. ELL students in Miami-Dade receive language arts and core content area instruction in their native language (Spanish or Haitian-Creole). ELL students may be retained if they are no able to demonstrate meeting grade level standards in English or in their heritage language.

Retention recommendations for ELL students, with the exception of students in grade 3 with more than two years of participation in the ESOL program, require the review and approval by the ELL Committee, which must include the heritage language teacher. Progress monitoring and interventions, as well as ELL Committee recommendations must be documented in the student's Individual ELL Plan. Retention recommendations for ELL students in grades K-2 who have participated in the ESOL program for less than two years must be reviewed by the Division of Bilingual Education and World Languages.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. School must notify and invite parents to the ELL Committee meeting.

ELL Committee at the elementary level reviews documentation of student's performance in the dominant language and makes recommendations for promotion, retention, and interventions. ELL students may be retained if they are not making appropriate progress in their dominant language. Retention of a third grade ELL student with less than two years in

an ESOL program requires the review and recommendation of the ELL Committee. School must notify and invite parents to the ELL Committee meeting.

At the secondary level promotion is based on credit completion. See Student Progression Plan. The ELL Committee reviews academic progress of ELL students to make recommendations for interventions and/or alternative program placement. Schools must notify and invite parents to the ELL Committee meeting.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions.

School must notify and invite parents to the ELL Committee meeting. At the elementary level, the ELL Committee reviews documentation of student's performance in the dominant language and makes recommendations for promotion, retention, and interventions. A formal notification to the Parents/Guardian needs to be given once Retention is decided by the ELL committee.

For third grade ELL students who have been in an ESOL program for more than two years, the ELL Committee is to be convened for those students retained according to Section 1008.25 FS to review their progress and make recommendations for remediation activities. For these students the above mentioned statute supersedes the authority of the ELL Committee. Parents of students in grade 3 who are being retained are notified in writing.

At the secondary level, parents and students are notified of possible retention, based on credit completion, during the spring subject selection process. Parental signature is required to complete the scheduling process for the following year.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed.

All ELL students are expected to participate in statewide assessment programs. To ensure compliance with state guidelines for inclusion of all English Language Learners (ELLs) in statewide assessments, the Office of Student Assessment and Educational Testing provides training for the Test Chairpersons in every school for each assessment (i.e., FCAT, CELLA, etc.). A Test Chairperson is designated yearly by the principal of each school to coordinate the administration of the assessments. However, the principal is ultimately responsible for adherence to all guidelines and procedures outlined in the individual assessment's Program Guide and/or Test Administration Manual, as documented by a School Procedural Checklist submitted by every school at the conclusion of each test administration.

Test Chair Webpage where Power Points from training meetings are listed and Program Guides are posted at <http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>
FCAT Test Administration Manuals are posted at http://www.ctb.com/netcaster/extranet/program_index.jsp?PROG_ID=1700

School procedural checklist - <http://forms.dadeschools.net/webpdf/6927.pdf>

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The District monitors randomly selected FCAT sessions to verify that permissible accommodations are provided and appropriate testing conditions are maintained. In addition, each school-site testing administrator is trained and given the modifications for ELL students participating in State Assessment Programs. Copies of letters sent to parents indicating accommodations available are kept at the school site. Accommodations provided are indicated in the FCAT test answer sheets.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

Yes No

If yes, describe the process for alternatively assessing ELL students. _____

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: _____

Math: _____

Writing: _____

Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

Students must be determined English proficient and eligible for exit from the ESOL program based on the following standards:

Grades K-2

Criteria used: Comprehensive English Language Learner Assessment (CELLA) to determine the level of proficiency.

The following criteria must be met:

- a) Student must achieve a score at or above 673 on CELLA **aural/oral**;
- b) Student must achieve a score at or above 690 on CELLA **writing**; and
- c) Student must achieve a score at or above 690 on CELLA **reading**.

Grade 3-9

Criteria used:FCAT Reading as well as CELLA Listening/Speaking and Writing

- a) Student must be assessed with CELLA on grade level;
- b) Student must achieve scores at or above the Proficient Level on CELLA **aural/oral**;
- c) Student must achieve scores at or above the Proficient Level on CELLA **writing**; and
- d) Student must score at achievement level of three (3) or greater in FCAT **reading**.

CELLA

Scores equal to and greater than the CELLA **aural/oral** scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Aural/Oral Score
3-5	720 or greater
6-8	733 or greater
9	739 or greater

Scores equal to and greater than the CELLA **writing** scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Writing Score
3-5	727 or greater
6-9	746 or greater

FCAT - A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater or equivalent developmental scale score on the **Reading** test of the Sunshine State Standards.

Grades 10-12

Criteria used:FCAT Reading as well as CELLA Listening/Speaking and Writing

- a) Student must be assessed with CELLA on grade level;
- b) Student must achieve scores at or above the Proficient Level on CELLA **aural/oral**;
- c) Student must achieve scores at or above the Proficient Level on CELLA **writing**; and
- d) Student must score at graduation achievement score or greater in FCAT **reading**.

Scores equal to and greater than the FCAT graduation achievement scores in the above tables shall be used to determine minimum level of English proficiency necessary for exit from ESOL.

Grade Cluster	FCAT Score
10-12	300 or greater

17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

CELLA will be the Listening and Speaking (Aural-Oral) assessment instrument used for determining whether or not a student is English proficient and ready for exit.

Scores equal to and greater than the CELLA **aural/oral** scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Aural/Oral Score
3-5	720 or greater
6-8	733 or greater
9-12	739 or greater

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:

http://www.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf.

CELLA will be the Writing assessment instrument used for determining whether or not a student is English proficient and ready for exit.

Scores equal to and greater than the CELLA **writing** scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Writing Score
3-5	727 or greater
6-8	746 or greater
9-12	746 or greater

FCAT - Florida Comprehensive Assessment Test will be the Reading assessment instrument used for determining whether or not a student is English proficient and ready for exit.

FCAT -achievement level of three (3) or greater or equivalent developmental scale score on the **Reading** test of the Sunshine State Standards.

Grade Cluster	Reading Score
3-9	Level 3 or above
10-12	300 or greater

Provisions for ELL Students with Disabilities (SWD)

The same criteria used to exit an ELL student without a disability from ESOL will be used for an ELL SWD. However, the progress of an ELL SWD who has been in the ESOL Program for eight semesters shall be reviewed by the IEP Committee through an interim or annual, as appropriate. The IEP Committee shall review the SWD performance on the CELLA and use other assessment data as needed to consider exiting the student from the ESOL Program, provided that the student has achieved a minimum score at the proficient level on the grade cluster scale scores of the Oral Section (listening and speaking) of the CELLA and a minimum score (see chart below) at the High Intermediate level on the grade cluster scale scores of the Reading and Writing Sections of the CELLA. The decision to exit the student from the ESOL Program will be documented on the student's IEP. If the ELL SWD is to remain in the ESOL Program then on an annual basis progress will be reviewed to determine the need for continued participation in the ESOL Program.

READING – HIGH INTERMEDIATE		WRITING – HIGH INTERMEDIATE	
K-2	629	K-2	658
3-5	715	3-5	703
6-8	742	6-8	720
9-12	762	9-12	721

17c) Identify the title of the personnel responsible for conducting the exit assessments described above:

Registrar ESOL Teacher/Coordinator Other (Specify) ESE Teacher

17d) Describe the process by which the ELL Committee makes exit decisions.

For students in grades 3-12 with inconsistent test data (e.g., level V in the M-DCOLPS-R and at or below the 32nd percentile in Reading and Writing), an ELL Committee is convened for the purpose of analyzing all available academic information, i.e., report cards, test scores, and classroom performance, and determining the most appropriate educational placement. To this end, the ELL Committee may use any DOE approved assessment instrument or other academic information to ensure that the decision made is in the best academic interest of the student. If the ELL Committee's decision is to exit the student from the ESOL program, then the basis of exit is "L" (ELL Committee). Students who entered the ESOL program based on ELL Committee recommendation (Basis of Entry "L") can only be exited from the program through ELL Committee recommendation (Basis of Exit "L").

Refer to link for list of Florida DOE approved assessment instrument.

http://www.fl DOE.org/eias/dataweb/database_0607/appendi.pdf

For students in grades 3-12 with inconsistent test data (e.g., proficient in aural/oral and LES in reading or writing), an ELL Committee is convened for the purpose of analyzing all available academic information and determining the most appropriate educational placement. To this end, the ELL Committee may use any DOE recommended assessment instrument or other pertinent academic information to ensure that the student is placed in the instructional program or combination of instructional programs that best meet his/her academic needs. The documentation of the assessment used and the justification for action taken is

maintained in the student's individual ELL plan.

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

It is mandatory for Student ELL Plans to be updated annually or when there is a change in ESOL level, instructional model and/or program participation by the principal's designee (usually the ESOL teacher) with the principal as the ultimately responsible person. This includes updates on the exit data.

Forms may be accessed at

Elementary: <http://forms.dadeschools.net/webpdf/4649.pdf>

Secondary: <http://forms.dadeschools.net/webpdf/4650.pdf>

In addition, supervisors from the Division of Bilingual Education and World Languages initiate random internal reviews to ensure that Student ELL Plans are updated, according to guidelines.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period.

The district policy on ELL students who meet exit qualifications in the middle of a grading period is to exit the student at the end of said grading period. The instruments to determine English proficiency and eligibility for exiting the ESOL program are:

- Aural:
 - Miami-Dade Oral Language Proficiency Scale-Revised (MD-OLPS-R)
- Reading and Writing:
 - Metropolitan Achievement Test

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

This responsibility falls on the current Language Arts/Reading/English teacher. The principal is responsible for establishing a school procedure to ensure that all former ELL students are monitored.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan.

A *Post-Program Review Report* and an *LEP Post-Program Review Student Profile* are generated with information regarding ELL students who have exited the ESOL program within the last two years. The *LEP Post-Program Review Student Profile* compares prior grading periods to most recent grading period.

The principal or designee is responsible for forwarding the lists to the appropriate Language Arts/Reading/English teacher and ensuring that the required review takes place and is

documented in the individual Student ELL Plan (WLEP). Documentation of the progress review for each ESOL-exited student takes place at the end of the student's first grading period, first semester, first year, and second year after exiting.

18b) Indicate what documentation is used to monitor the student's progress.

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) Post-Program Review Report and LEP Post-Program Review Student Profile

The *Post-Program Review Report*, which is sent to the principal at the end of every grading period, generates a list of students by school that have been identified for mandated progress reviews. The report indicates if it is the first, second, third, or fourth review for that student.

The *LEP Post-Program Review Student Profile* compares the previous two grading periods in regard to the following indicators:

- Overall grade point average;
- Conduct;
- Effort;
- Negative report card comments;
- Absences; and
- Student Case Management Referrals.

These reports assist schools in determining if student's progress is deteriorating. The principal is responsible for establishing a school procedure to ensure that all former ELL students are monitored.

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level.

An ELL Committee must take place for those students who have shown a decline of 1.0 in their overall grade point average; an ELL Committee may convene for students who have shown a decline in three or more elements (other than the GPA) as indicated on the *LEP Post-Program Review Student Profile*. Other information such as standardized test scores, teacher observations, counselor referrals, and parent requests may also assist the schools in determining the student's progress and the need for convening the ELL Committee.

The committee reviews all pertinent data and recommends an appropriate educational plan. The ELL Committee may recommend to: initiate a Progress Monitoring Plan (PMP), refer for counseling or other student services, or reclassify the student as ELL. The basis and nature of the recommendations are in writing and maintained in the student's permanent cumulative record folder. If the ELL Committee determines that the student continues to have a language problem, the student is reclassified as ELL (ESOL level IV) and reassigned into the ESOL program. The data on the LEP Screen of the ISIS system is updated to reflect the reclassification information.

The IEP is documented with Post Program Review status for ELL SWD. An IEP Committee (annual or interim) is convened as needed to address the linguistic and academic program needs for ELL SWD who have been exited from the ESOL Program.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

The principal's designee (usually the ESOL teacher) is responsible to initiate a new Student ELL Plan, update the student data and ensure the appropriate placement.

The ELL Committee assesses the student's needs and recommends an appropriate educational plan. Any such plan is re-evaluated for continued appropriateness after one semester. School level review is the responsibility of the principal who designates specific staff responsible for the review.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program.

Students are automatically reclassified as ESOL level IV and placed in the appropriate grade and language proficiency level courses.

In addition, a Progress Monitoring Plan (PMP) is initiated to implement and document interventions i.e., intensive reading remediation, tutoring in core subject areas, counseling services, outside agency services.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language.

School district provides assistance to parents/guardians of ELL students in their heritage language, unless clearly not feasible:

- at time of registration
- at time of ELL Committee meetings
- at time of Parent/Teacher conferences

All schools have available staff to provide assistance in Spanish and schools with large Haitian student population also have staff fluent in Haitian-Creole. If assistance is needed in other languages for ELL Committee meetings and/or parent/teacher conferences, a member of the multilingual team from the Division of Bilingual Education and World Languages may assist at school's request. In addition, the district has created and provided to all school sites a video presentation in the three languages to explain the registration procedures to parents.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- Delay in language proficiency testing

- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other Code of Student Conduct

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities?

School district informs parents/guardians/and ELL students of the Code of Student Conduct, available in English, Spanish and Haitian-Creole, by distributing to all students. Each parent/guardian of a student and each student enrolled in Miami-Dade County Public Schools must sign and return the Acknowledgment of Responsibility page to the student's school to acknowledge receipt of the Code of Student Conduct. Each school will maintain records of such signed statements.

In addition, the Code of Student Conduct is posted on the districts website at <http://ehandbooks.dadeschools.net/policies/90/index.htm>.

Is the Code of Student Conduct Available in a language other than English?

Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible.

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain.

The District, through the Bilingual Parent Outreach Program (BPOP), provides a series of ongoing informational seminars and training to immigrant and ELL parents and adult ESOL students. During the 2007-08 school year, 38,803 ELL parents and adult ESOL students participated in approximately 1,200 BPOP workshops provided throughout the school district.

A different topic of interest (based on surveys completed and submitted by ELL parents and adult ESOL students) is developed and presented each month to ELL parents and adult ESOL students. As a result of the findings from the end-of-year survey distributed in the spring, topics of interest were selected for the upcoming school year. Based on those findings, the schedule of topics for the 2008-09 monthly trainings is as follows

The topics presented for parents of children in K-12 in 2008-09 are:

- M-DCPS Programs for English Language Learners and Immigrant Students
- Vocabulary Development and Connecting Reading with Writing to Achieve Higher Levels of Success in School
- Existing and Upcoming New Rules Governing Bullying and Harassment in M-DCPS
- Effective Discipline and Open Communication Techniques that Foster Strong Family Ties
- Medical Services Provided by Jackson Health System; and Other Local Community Agencies for Immigrants
- The Impact of Immigration Laws and Pathways to Become an American Citizen
- The Media – How it Influences Children and Adolescents
- How to Survive in Hard Economic Times

Many adult ESOL students are parents of children enrolled in the Miami-Dade County Public School system. The workshops are provided in schools requesting them, and are offered at a time most convenient for parent participation. The workshops listed above provide important information and resources to help equip parents with the tools necessary to increase their participation in our schools, our neighborhood communities, and most importantly, in the education of their children.

The topics selected to be presented in 2008-09 for adult ESOL students are:

- Career Paths and Educational Opportunities in Adult Education for Recent and Newly Arrived Immigrants
- The Importance of Establishing and Maintaining Good Credit for Your Personal and Business Goals
- The Tax Season is Coming – Do I need to file an Income Tax Form?

- Identity Theft – What is it, and can it be avoided?
- Medical Services Offered by Jackson Health System, and Other Community Agency Services for Recent and Newly-Arrived Immigrants
- The Impact of Immigration Laws and Pathways to Become an American Citizen
- How to Deal with Conflict at ALL age Levels!
- How to Survive in Hard Economic Times
- The Bill of Rights – Protection and Responsibilities for All!

Through the Bilingual/ESOL Special Education Parent Training Program in collaboration with the Florida Diagnostic and Learning Resources System – South parents of ELL SWD are provided training related to programs, services and instruction which address the needs of their children. Training is provided to parents of students with disabilities on topics such as Disciplining the SPED Child at Home and Inclusion. The parent training is conducted in collaboration with the Florida Diagnostic and Learning Resources System-South (FDLRS-South) by school personnel (e.g., SPED teachers, counselors) in two languages (English/Spanish or English/Haitian-Creole) as needed. All written information and documents provided to parents are translated into Spanish and or Haitian/Creole as appropriate through the Bilingual/ESOL SPED Program.

<http://ese.dadeschools.net/ESOL%20ESE/index.htm>

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain.

To meet federal and state requirements, Miami-Dade County Public Schools (M-DCPS) in cooperation with the Florida Department of Education (FLDOE) have prepared a report entitled the No Child Left Behind (NCLB) School Public Accountability Report. This report includes data for the required NCLB indicators, including adequate yearly progress. The report has been generated by FLDOE in English and M-DCPS has generated a guide including translations for major headings in the report in Spanish and Haitian Creole.

The NCLB School Public Accountability Schools is distributed to all schools and is for review at the school site or at the Citizen Information Center in the School Board Administration Building. In addition, parents of Title I schools classified as in need of improvement are notified about their school's AYP status and the availability of Supplemental Educational Services.

In addition, information regarding schools' performance is posted in the district's website at <http://oada.dadeschools.net/AYP/AYP.asp>.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain.

Every school site has posters displaying the School Board of Miami-Dade County, Florida policy of nondiscrimination in employment and educational programs/activities. Information on district policy can be found at http://crc.dadeschools.net/anti-d_policy.asp. These posters provide information on how to file a complaint and a contact number to call.

There are three (3) ways students, parents, employees, applicants, or former employees can file a complaint of discrimination/harassment with the Office of Civil Rights Compliance (CRC) based on the following protected categories: Gender, Race, Color, Ethnic or National Origin, Religion, Age, Disability, Pregnancy, Marital Status, Linguistic Preference, Sexual Orientation, Social and Family Background, Political Beliefs, Sexual Harassment, Family and Medical Leave Act (FMLA), and Retaliation.

An individual may elect to send in a written complaint or call in a discrimination/harassment complaint directly to CRC; (s)he may report the allegation to the worksite administrator; or (s)he may report the complaint to the Miami-Dade Schools Police (M-DSP). Information on how to file a complaint may be found at: http://crc.dadeschools.net/file_complaint.asp

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs?

ELL students attend schools based on the actual residence of the parent or the legal guardian. ELL students have access to all programs available at their neighborhood school, and parents participate in all orientation meetings held to provide information on the programs available at their particular school.

Miami-Dade County Public Schools magnet and innovative choice programs provide unique educational experiences for all students in areas of interest or special talent. Such programs have been successful because their content has satisfied the educational needs of the students. Some programs accept all interested students while other programs have specific entrance criteria, e.g., performing arts programs. ELL students are provided equal consideration as part of the application process. Upon acceptance into a given program, transportation may be provided according to guidelines set in the Magnet School Board Rule 6Gx13- 6A-1.46. The programs include: Controlled Choice, I Choose!, Magnet Programs, Opportunity Scholarships, and NCLB transfers. <http://choice.dadeschools.net/Default.asp>

Equal access to special education programs is provided to ELL students by the implementation of the current *School Support Team/Student Development Team Manual, Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students, Student Progression Plan*, and additional memoranda related to policies and procedures for the provision of instruction and services to ELL students with disabilities.

The Office of Special Education and Psychological Services monitors schools to ensure appropriate identification, placement, and instruction/services are provided to special education students who speak a language other than English at home. Teachers and support personnel (e.g., staffing specialists) are trained by staff from the Bilingual/ESOL SPED Program on issues such as the identification and placement of ELL special education students.

<http://ese.dadeschools.net/ESOL%20ESE/index.htm>

Particular focus has been placed in increasing participation for ELL students in programs for gifted and advanced academics. The District provides principals with *Potential LEP Gifted*

Screening Report - Product No. T1311P0901, generated by Assessment and Data Analysis and specific guidelines have been created for schools to refer ELL students. See the link for more information: <http://advancedacademicprograms.dadeschools.net/Documents/index.htm>.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district.

The ELL Committee is composed of the following: administrator or designee, ESOL teacher(s), home language teacher (if any), classroom/subject area teacher, and guidance counselor. In addition, other educational personnel such as school social worker and school psychologist participate whenever it is appropriate. The parent(s)/ guardian(s) is invited to attend any meeting of the ELL Committee. Schools must keep a record of parent/guardian notice.

29) Check the functions performed by the ELL Committees in your district. (*Check all that apply*)

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) The IEP Committee serves as the ELL Committee for ELL SWD. IEP Committee members include those required for an ELL Committee.

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

- School Level District Level

Describe the functions and composition of PLCs in your district.

The function of the Council is to ensure that students who are immigrants and/or English Language Learners are provided with all the comprehensive educational opportunities and

experiences that are made available to all students attending Miami-Dade County Public Schools, through the enhancement of home-school-community partnership. This goal is achieved by providing members of the PLC, and in particular the PLC Executive Board, ongoing training, information, and opportunities to become secure in their role as advocates.

- The Council supports ELL and immigrant family education through recruitment, training and recognition strategies;
- The Council reviews the District ELL Plan and any other additional information affecting programs and program delivery to immigrant and ELL students, as required by the state policies;
- The Council ensures that home and school educational activities are aimed at improving ELL and immigrant students' academic achievement;
- The Council works with the M-DCPS Office of Parental Involvement and the Division of Bilingual Education and World Languages in finding and applying solutions to issues of concern pertaining to the servicing of ELL and immigrant students and their families.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. If the PLCs in your district comply with this rule, skip to question # 32.

The Parent Leadership Council in Miami-Dade County is an active and growing group drawn primarily from Hispanic and Haitian families. At the beginning of the school year, the District asks principals to invite parents of ELLs to participate and become actively involved in the Council. Four general meetings for each of the two parent groups are held at different locations throughout the school year in selected sites. Presentations and materials in Spanish and Haitian-Creole are offered at these general sessions. Parents are encouraged to attend these sessions for at least one school year by signing a commitment agreement. These members elect delegates to serve on the Executive Board of the PLC, which currently includes 15 members representing the Hispanic group and 6 members representing the Haitian group. The Executive Board attends additional meetings and workshops that provide them with information on other opportunities related to parental involvement, so they can relay information back to the general membership.

31) Indicate how your district involves the PLC in district/school committees.

The majority of the members of the PLC Executive Board are parents of English Language Learners. In addition, the majority of the members of the Executive Board are parents whose interest is to become more involved in the school system, and eventually assist other parents to become advocates on behalf of children. A member of the PLC represents the group at the District's PTA/PTSA Dade County Council and members of the PLC are invited to participate in various parental involvement and community relations activities.

32) Indicate how your district PLC was involved in the development of the District ELL Plan.

Members of the Executive Board of the PLC were provided copies of the previously approved District LEP Plan which is available in Spanish and Haitian-Creole. They were also provided copies of a working draft of the proposed 2008-09 plan. A meeting was conducted during

which the changes to the District ELL Plan were highlighted and explained to them in their native language, and their comments and suggestions were recorded.

32a) Does the district PLC approve of the District ELL Plan? Yes No

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

Teachers are identified by the *Teachers Beyond Timeline for META Related Training* (ITS Product T23136702) report generated by the District's certification office after each FTE survey period. Each teacher is identified by the specific area of training and the required training for each category. These categories include Basic ESOL, Curriculum Content in English using ESOL strategies (CCE/ESOL), Curriculum Content in the Home Language/Bilingual Curriculum Content (CCHL/BCC), and OTHER (special areas). Principals at each school site notify each teacher of their training status/requirement and request signature on the report to indicate teacher acknowledgment of notification of training requirement. In addition monitoring of META training requirements is available to all school sites through the mainframe application.

Teachers who obtain the K-12 ESOL coverage by way of a passing score on the ESOL Subject Area Exam, will be initially notified via email by the Office of Certification and training requirements will be included in the school reports.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained.

The META tracking system, mainframe application available through the office of Information Technology Services, is in place district wide. This tracking system monitors the time line of all teachers as they complete their required course work. Compliance with the training requirements is tracked by staff in the Office of Training and Development by reports generated from the *Staff Development Education System* (SDES) application, available through the office of Information Technology Services. The credits awarded for completion of courses will be accessible on the SDES database. Updates from the Miami-Dade County Public Schools' SDES database will automatically be reflected on the teachers' META Training Report.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented.

Required courses are scheduled through the Management Academy, for administrators in need of completing training requirements. A flexible schedule is designed to facilitate completion of requirements in an expeditious manner.

Compliance is monitored by periodic review of participant attendance rosters and course completion by staff from Office Training and Development. The credit awarded for completion of courses will be accessible on the *Staff Development Education System* SDES database. Updates from the Miami-Dade County Public Schools' SDES database will automatically be reflected on the Administrators' META Training Report. The report will be requested and reviewed a minimum of twice each year.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented.

Required courses are scheduled through the Center for Professional Learning, for guidance counselors in need of completing training requirements. A flexible schedule is designed to facilitate completion of requirements in an expeditious manner.

Compliance with the training requirements is tracked by staff in the office of Training and Development by reports generated from the *Staff Development Education System* (SDES) application, available through the office of Information Technology Services. Computer-generated notification will be transmitted to selected counselors who have not met the established 60 hour requirement.

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

M-DCPS Instructional Staffing handbook indicates (see pages 13 and 14) applicants are required to complete a writing sample and are interviewed as part of the application process to ensure that all instructional hires are able to "write and speak" in English. The same procedure is applicable for other world languages if they are seeking a bilingual position. When current teachers are asked to work in a bilingual environment a linguistically qualified administrator administers a native language proficiency language inventory to teachers of basic subject areas in a language other than English to assess the fluency in the target language.

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description.

District procedures for hiring bilingual paraprofessionals follow the same guidelines as paraprofessional in regular positions, with a linguistically qualified school site administrator assessing their language proficiency in English and other languages. The primary assignment of the bilingual paraprofessional is to provide translation and tutorial assistance in mathematics, science and social science in the student's home language. See Attachment C for job description.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained.

Required courses are scheduled through the Center for Professional Learning, for bilingual paraprofessionals in need of completing training requirements. A flexible schedule is designed to facilitate completion of requirements in an expeditious manner.

Compliance with the training requirements is tracked by staff in the office of Training and Development by reports generated from the *Staff Development Education System (SDES)* application, available through the office of Information Technology Services. Computer-generated notification will be transmitted to selected counselors who have not met the established 18 hour requirement.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language.

A linguistically qualified administrator administers a native language proficiency language inventory to bilingual paraprofessionals in a language other than English to assess the fluency in the target language.

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

Miami-Dade County Public Schools requires all schools to meet goals and objectives for increasing English proficiency of current ELL students. Principals will be held accountable through on-going monitoring by the Regional Center administration and the designated District Bilingual Supervisor. District Bilingual Supervisors will meet with the school administration to review language proficiency test results (Comprehensive English Language Learning Assessment–CELLA), and outcomes on other assessments (e.g., DIBLES, districts' interim assessments) and make recommendations for appropriate interventions. Regional Center Superintendents will be contacted in cases where areas of concern are not resolved.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

The district holds all Miami-Dade County Public Schools accountable for meeting the goals and objectives for increase academic achievement of ALL students. . The district provides principals with desegregated performance data of the students at their school including, their subgroups, e.g., ELL, ESE, free or reduce lunch. In addition, the district implements District Assessment for Progress Reporting to monitor students' progress. See list of assessment at: <http://oada.dadeschools.net/TestingCalendar/TestingCalendar.asp> .

Principals are responsible for monitoring student progress and making sure that adjustments are made in order to ensure an increase in students' academic achievement. Classroom teachers evaluate student performance by monitoring grades and performance on interim

assessments throughout the year in order to identify ELL students' needs of interventions. Regional Center Superintendents use student performance as one of the measures to complete the personnel evaluation of school level administrators.

43) Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for "Making Progress" and "Attaining Proficiency" (AMAO #1 and AMAO#2).

N/A

44) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

Please reference Miami-Dade's District Improvement Plan, submitted February 2009.

Attachment A



**ATTENDANCE SERVICES: FOREIGN RECORDS
MIAMI- DADE COUNTY PUBLIC SCHOOLS 2008-2009**



COURSE TRANSFER FORM

STUDENT: ID# _____ **NAME:** _____ **CURRENT GRADE:** _____

CURRENT (GRANTING) SCHOOL NAME: _____ **SCHOOL CODE:** _____

TRANSFER (FROM) SCHOOL NAME: _____

COUNTRY: _____ **COUNTRY CODE:** _____

 IN THE SPACES BELOW, ENTER THE CORRESPONDING FLORIDA DOE COURSE CODE NUMBERS WITH THE MIAMI-DCPS2- POSITION SUFFIX), TERM INDICATOR AND ACADEMIC GRADE. (TERM INDICATORS: 1= FIRST SEMESTER (0.50 CREDITS); 2 = SECOND SEMESTER (0.50 CREDITS); A = ANNUAL (1.00 CREDITS). CREDITS WILL BE ASSIGNED BY THE TRACE SYSTEM ACCORDING TO THE TERM INDICATOR.

CREDIT WAS EARNED IN THE FOLLOWING COURSES WHEN THE STUDENT WAS IN GRADE _____ DURING CYCLE _____

SUBJECT AREA	FLA COURSE CODE + SUFFIX	TERM	ACADEMIC GRADE
L.A.	_____	_____	_____
_____	_____	_____	_____
MATH	_____	_____	_____
_____	_____	_____	_____
SCIENCE	_____	_____	_____
_____	_____	_____	_____
SOCIAL STUDIES	_____	_____	_____
_____	_____	_____	_____
PHYSICAL ED.	_____	_____	_____
_____	_____	_____	_____
ELECTIVES	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TRANSCRIPT EVALUATED BY: _____ **DATE** _____

TRACE ENTRY COMPLETE BY: _____ **DATE** _____

Attachment B

Instructional Model codes for each school in the district

Location	School Name	IM Codes
8019	ACADEMY FOR COMMUNITY ED	I,C
7022	ACADEMY OF ARTS AND MINDS	I,C
3191	ADA MERRITT K-8 CENTER	T
0041	AIR BASE ELEMENTARY	I, C, T
6011	ALLAPATTAH MIDDLE	E,C
8017	ALTERNATIVE OUTREACH PROGRAM	I,C
8014	ALTERNATIVE OUTREACH-EXT. YR	I,C
1521	AMELIA EARHART ELEMENTARY	E, S, I, C, O
7011	AMERICAN SENIOR	E, C, O, T
6023	ANDOVER MIDDLE SCHOOL	I, C
0341	ARCH CREEK ELEMENTARY SCHOOL	T
0510	ARCHIMEDEAN ACADEMY	I,C
6006	ARCHIMEDEAN CONSERVATORY	I,C
7265	ARCHIMEDEAN UPPER CONSERV CHAR	I,C
0101	ARCOLA LAKE ELEMENTARY	I, C
6021	ARVIDA MIDDLE SCHOOL	E,C
6070	ASPIRA EUGENIO MARIA DE HOSTOS	I,C
6060	ASPIRA SOUTH YOUTH LEADERSHIP	I,C
6020	ASPIRA YOUTH LEADERSHIP	I,C
0121	AUBURNDALE ELEMENTARY	E, S, I, C, O, T
0950	AVENTURA CITY OF EXCELLENCE	I,C
0231	AVENTURA WATERWAYS K-8 CENTER	E, S, I, C, O, T
0161	AVOCADO ELEMENTARY	E, S, I, C, O, T
9042	BABY AND ME	I,C
0113	BALERE LANGUAGE ACADEMY	I,C
0201	BANYAN ELEMENTARY	E, S, I, C, O
7751	BARBARA GOLEMAN SENIOR HIGH	E, C, O, T
3781	BARBARA HAWKINS ELEMENTARY	I, C
0261	BEL-AIRE ELEMENTARY	E, I, C, O
5021	BEN SHEPPARD ELEMENTARY	E, S, I, C, O, T
2041	BENJAMIN FRANKLIN ELEMENTARY	E, I, C, O
0271	BENT TREE ELEMENTARY	E, S, I, C, O, T
0321	BISCAYNE ELEMENTARY	E, S, I, C, O, T
0361	BISCAYNE GARDENS ELEMENTARY	E, I, C, O
0441	BLUE LAKES ELEMENTARY	E, I, C, O
0091	BOB GRAHAM EDUCATION CTR	E, S, I, C, O, T
7791	BOOKER T. WASHINGTON SR. HIGH	E, C
0451	BOWMAN FOSTER ASHE ELEMENTARY	E, S, I, C, O

Location	School Name	IM Codes
0461	BRENTWOOD ELEMENTARY	I, C
0521	BROADMOOR ELEMENTARY	E, I, C, O
6031	BROWNSVILLE MIDDLE	E,C
0641	BUNCHE PARK ELEMENTARY	I, C
0671	CALUSA ELEMENTARY	E, S, I, C, O, T
0651	CAMPBELL DRIVE ELEMENTARY	E, S, I, C, O, T
6061	CAMPBELL DRIVE MIDDLE	E,C
0661	CARIBBEAN ELEMENTARY	E, I, C, O, T
0681	CAROL CITY ELEMENTARY	I, C
6051	CAROL CITY MIDDLE	I, C
5901	CARRIE P MEEK/WESTVIEW ELEM	E,I,C
6081	CENTENNIAL MIDDLE	E,C
5991	CHARLES DAVID WYCHE JR ELEM	E, I, C, O, T
1401	CHARLES R. DREW ELEMENTARY	I, C
6141	CHARLES R. DREW MIDDLE	E,C
2331	CHARLES R. HADLEY ELEMENTARY	E, S, I, C, O, T
6007	CHARTER ON THE BEACH MIDDLE	I,C
1010	CHARTER SCHOOL AT WATERSTONE	I,C
1691	CHRISTINA M. EVE ELEMENTARY	E, S, I, C, O, T
0801	CITRUS GROVE ELEMENTARY	E, S, I, C, O, T
6091	CITRUS GROVE MIDDLE SCHOOL	E, C
7262	CITY OF HIALEAH EDUCATIONAL AC	I,C
0831	CLAUDE PEPPER ELEMENTARY	E, S, I, C, O, T
0841	COCONUT GROVE ELEMENTARY	E, I, C, T
0202	COCONUT PALM K-8 CENTER	E, I, C, O
0861	COLONIAL DRIVE ELEMENTARY	E, S, I, C, O
0881	COMSTOCK ELEMENTARY	E, S, I, C, O, T
8121	COPE CENTER NORTH	I,C
0961	CORAL GABLES ELEMENTARY	E, I, C, O, T
7071	CORAL GABLES SENIOR HIGH	E, C, O
1001	CORAL PARK ELEMENTARY	E, S, I, C, O, T
1041	CORAL REEF ELEMENTARY	E, I, C, O, T
0070	CORAL REEF MONTESSORI ACAD CH	I,C
7101	CORAL REEF SENIOR HIGH	E,C,T
1081	CORAL TERRACE ELEMENTARY	E, S, I, C, O
1121	CORAL WAY K-8 CENTER	T
8161	CORPORATE ACADEMY NORTH	I,C
8201	CORPORATE ACADEMY SOUTH	I,C
6611	COUNTRY CLUB MIDDLE SCHOOL	E, C
1161	CRESTVIEW ELEMENTARY	I, C, T
1241	CUTLER RIDGE ELEMENTARY	E, I, C, O
6111	CUTLER RIDGE MIDDLE	E,C

Location	School Name	IM Codes
1281	CYPRESS ELEMENTARY	E, I, C, O
8139	D.A. DORSEY EDUCATIONAL CENTER	I,C
1811	DANTE B. FASCELL ELEMENTARY	E, S, I, C, O
1761	DAVID FAIRCHILD ELEMENTARY	E, I, C, T
5005	DAVID LAWRENCE JR K-8 CENTER	E, S, I, C, O
7081	DESIGN & ARCHITECTURE SENIOR	I, C
1331	DEVON AIRE K-8 CENTER	E, I, C, O, T
6040	DOCTORS CHARTER/MIAMI SHORES	I,C
3030	DORAL ACADEMY	I,C
6030	DORAL ACADEMY CHARTER MIDDLE	I,C
7020	DORAL ACADEMY HIGH SCHOOL	I,C
6151	DORAL MIDDLE SCHOOL	E, T
7009	DORAL PERFORMING ARTS ACADEMY	I,C
8131	DOROTHY M WALLACE COPE CENTER	I,C
3600	DOWNTOWN MIAMI CHARTER SCHOOL	I,C
5861	DR H W MACK/W LITTLE RIVER	E, I, C, O
7141	DR MICHAEL M KROP SENIOR HIGH	E, C
0122	DR ROLANDO ESPINOSA K-8	E, S, I, C, O, T
5061	DR. CARLOS J FINLAY ELEMENTARY	T
5981	DR. EDWARD L. WHIGHAM	E,C,O
0211	DR. MANUEL C. BARREIRO ELEM	E, I, C, O
4121	DR. ROBERT B. INGRAM EL	E,S,I,C
5381	E.W.F. STIRRUP ELEMENTARY	E, S, I, C, O, T
1561	EARLINGTON HEIGHTS ELEMENTARY	I,C,T
4070	EARLY BEGINNINGS ACADEMY-CIVIC	I,C
1601	EDISON PARK ELEMENTARY	E, S, I, C, O
1641	EMERSON ELEMENTARY	T
2351	ENEIDA MASSAS HARTNER ELEM	E, S, I, C, O, T
5051	ERNEST R GRAHAM ELEMENTARY	E, S, I, C, O, T
4651	ETHEL F BECKFORD/RICHMOND ELEM	I, C
0251	ETHEL KOGER BECKHAM ELEMENTARY	E, S, I, C, O
0071	EUGENIA B. THOMAS K-8 CENTER	E, S, I, C, O, T
9005	EVEN START	I,C
9006	EVEN START	I,C
1721	EVERGLADES K-8 CENTER	E, I, C, O, T
0302	EXCEL ACADEMY	I,C
1012	EXCEL ACADEMY CHARTER, NORTH	I,C
6044	EXCEL ACADEMY MIDDLE CHARTER	I,C
5029	EXCELSIOR LANGUAGE ACADEMY K-8	I,C
1801	FAIRLAWN ELEMENTARY	E, S, I, C, O, T
9077	FAMILY CENTRAL	I,C
7781	FELIX VARELA SENIOR HIGH	E,C

Location	School Name	IM Codes
0761	FIENBERG/FISHER K-8 CENTER	E, S, I, C, O
1841	FLAGAMI ELEMENTARY	E, S, I, C, O
1921	FLAMINGO ELEMENTARY	E, S, I, C, O, T
2001	FLORIDA CITY ELEMENTARY	E, S, I, C, O
8015	FLORIDA HOME EDUCATION PROGRAM	I,C
6010	FLORIDA INTERNATIONAL ACADEMY	I,C
5561	FRANCES S. TUCKER ELEMENTARY	E, I, C, O
3101	FRANK C. MARTIN K-8 CENTER	I, T
1361	FREDERICK DOUGLASS ELEMENTARY	E, S, I, C, O
2081	FULFORD ELEMENTARY	E, I, C, O
7051	G. HOLMES BRADDOCK SENIOR HIGH	E, C, O
7801	GEORGE T. BAKER AVIATION	I,C
6071	GEORGE WASHINGTON CARVER	E, I, C, T
0721	GEORGE WASHINGTON CARVER ELEM	E, I, C, T
4801	GERTRUDE EDELMAN/SABAL PALM EL	E, S, I, C, O, T
2060	GIBSON CHARTER SCHOOL	I,C
4511	GILBERT L. PORTER ELEMENTARY	E, S, I, C, O, T
6211	GLADES MIDDLE	E,C
2021	GLORIA FLOYD ELEMENTARY	E, I, C, O
2161	GOLDEN GLADES ELEMENTARY	I, C
0311	GOULDS ELEMENTARY	E, I, C, O
2241	GRATIGNY ELEMENTARY	E, I, C, O
2261	GREENGLADE ELEMENTARY	E, S, I, C, O
2281	GREYNOLDS PARK ELEMENTARY	E, S, I, C, O
2321	GULFSTREAM ELEMENTARY	E, I, C, O, T
6221	HAMMOCKS MIDDLE	E,C
9013	HEADSTART TRANSITION	I,C
4491	HENRY E.S. REEVES ELEMENTARY	E, I, C, O
6171	HENRY H. FILER MIDDLE	C,E,O,T
1881	HENRY M. FLAGLER ELEMENTARY	E, S, I, C, O, T
5831	HENRY S. WEST LABORATORY SCHL	I, C
6001	HERBERT A. AMMONS MIDDLE	I,C
2361	HIALEAH ELEMENTARY	E, S, I, C, O
2111	HIALEAH GARDENS ELEMENTARY	E, S, I, C, O, T
6751	HIALEAH GARDENS MIDDLE SCHOOL	E,C,T
7191	HIALEAH GARDENS SENIOR	E,C,T
6231	HIALEAH MIDDLE	E,C,O,T
7111	HIALEAH SENIOR	E,C,O,T
7131	HIALEAH-MIAMI LAKES SENIOR	E, C, T
2401	HIBISCUS ELEMENTARY	E,I,C
6241	HIGHLAND OAKS MIDDLE	E, C
8022	HIGHWAY TO SUCCESS SCHOOL	I,C

Location	School Name	IM Codes
2501	HOLMES ELEMENTARY	I, C
6251	HOMESTEAD MIDDLE	E,C
7151	HOMESTEAD SENIOR HIGH	E,C
6411	HORACE MANN MIDDLE	E,C
6131	HOWARD A. DOOLIN MIDDLE	E, C
6441	HOWARD D. MCMILLAN MIDDLE	E, C
2541	HOWARD DRIVE ELEMENTARY	I, C
5141	HUBERT O SIBLEY ELEMENTARY	E, S, I, C, O
9731	INSTRUCTIONAL SYSTEMWIDE	I,C
7030	INTEGRATED ACADEMICS (SIATECH)	I,C
7007	INTERNATIONAL STUDIES CHARTER	I,C
4391	IRVING & BEATRICE PESKOE ELEM	E, S, I, C, O, T
2621	J.W. JOHNSON ELEMENTARY	E,S,I,O,T
2151	JACK D. GORDON ELEMENTARY	E, S, I, C, O, T
0481	JAMES H. BRIGHT ELEMENTARY	E, S, I, C, O, T
4691	JANE ROBERTS K-8 CENTER	E, S, I, C, O, T
2341	JOE HALL ELEMENTARY	E, S, I, C, O
2181	JOELLA C. GOOD ELEMENTARY	E, S, I, C, O, T
7121	JOHN A FERGUSON SENIOR HIGH	E, C, O
6301	JOHN F. KENNEDY MIDDLE	E, C
1481	JOHN G. DUPUIS ELEMENTARY	E, S, I, C, O, T
5101	JOHN I. SMITH ELEMENTARY	E, S, I, C, O, T
6771	JORGE MAS CANOSA MIDDLE	T
6361	JOSE DE DIEGO MIDDLE SCHOOL	E, C
6421	JOSE MARTI MIDDLE	E, C, T
8141	JUVENILE JUSTICE CENTER	I,C
8261	K-12 DISTANCE LEARNING	I,C
4401	KELSEY L. PHARR ELEMENTARY	E, S, I, C, O
2641	KENDALE ELEMENTARY	E, I, C, O
2651	KENDALE LAKES ELEMENTARY	E, S, I, C, O
2661	KENSINGTON PARK ELEMENTARY	E, S, I, C, O, T
2701	KENWOOD K-8 CENTER	E, I, C, O
2741	KEY BISCAYNE K-8 CENTER	E, I, C, O, T
3610	KEYS GATE CHARTER SCHOOL	I,C
2781	KINLOCH PARK ELEMENTARY	E, S, I, C, O, T
6331	KINLOCH PARK MIDDLE	E, C, T
2801	LAKE STEVENS ELEMENTARY	E,S,I,C,O,T
6351	LAKE STEVENS MIDDLE	E, C
2821	LAKEVIEW ELEMENTARY	E, I, C, O
6921	LAMAR LOUISE CURRY MIDDLE SCH	E, C
2941	LAURA C. SAUNDERS ELEMENTARY	E, S, I, C, O
0215	LAWRENCE ACADEMY ELEMENTARY	I,C

Location	School Name	IM Codes
6008	LAWRENCE ACADEMY MIDDLE	I,C
7036	LAWRENCE ACADEMY SENIOR	I,C
6161	LAWTON CHILES MIDDLE SCHOOL	E, C, T
2881	LEEWOOD K-8 CENTER	I, C
2901	LEISURE CITY K-8 CENTER	E, S, I, C, O
0081	LENORA B. SMITH ELEMENTARY	E, I, C, O
2981	LIBERTY CITY ELEMENTARY	I, C
7015	LIFE SKILLS CENTER MIAMI-DADE	I,C
7017	LIFE SKILLS CENTER OPA LOCKA	I,C
7019	LIFE SKILLS CENTER-LIBERTY CIT	I,C
1681	LILLIE C. EVANS ELEMENTARY	I, C
2911	LINDA LENTIN K-8 CENTER	E, C, I, O
8005	LINDSEY HOPKINS TECHNOLOGY CTR	I,C
3021	LITTLE RIVER ELEMENTARY	E, S, I, C, O
3041	LORAH PARK ELEMENTARY	I, T
3061	LUDLAM ELEMENTARY	E, I, C, O
3421	M.A. MILAM K-8 CENTER	E, S, I, C, O, T
2581	MADIE IVES ELEMENTARY	E, I, C
6391	MADISON MIDDLE SCHOOL	E,C
5711	MAE WALTERS ELEMENTARY	E, S, I, C, O, T
0073	MANDARIN LAKES K-8 CENTER	E, I, C, O, T
7161	MARITIME & SCIENCE TECHNOLOGY	I, C
1371	MARJORY STONEMAN DOUGLAS ELEM	E, S, I, C, O, T
2761	MARTIN LUTHER KING ELEMENTARY	I, C
0100	MATER ACADEMY	I,C
7160	MATER ACADEMY CHARTER HIGH	I,C
6012	MATER ACADEMY CHARTER MIDDLE	I,C
3100	MATER ACADEMY EAST CHARTER	I,C
7037	MATER ACADEMY EAST CHARTER HIG	I,C
6009	MATER ACADEMY EAST MIDDLE	I,C
7024	MATER ACADEMY HIGH-INTL STUDIE	I,C
7018	MATER ACADEMY LAKES HIGH SCH	I,C
6033	MATER ACADEMY LAKES MIDDLE	I,C
6047	MATER ACADEMY MIDDLE-INTL STUD	I,C
1017	MATER ACADEMY OF INTL STUDIES	I,C
0312	MATER GARDENS ACADEMY	I,C
6042	MATER GARDENS ACADEMY MIDDLE	I,C
7014	MATER PERFORMING ARTS ACADEMY	I,C
0111	MAYA ANGELOU ELEMENTARY	E, S, I, C, O, T
6431	MAYS MIDDLE	E,C
3141	MEADOWLANE ELEMENTARY	E, S, I, C, O, T
3181	MELROSE ELEMENTARY	E, S, I, C, O

Location	School Name	IM Codes
9732	MERRICK EDUCATIONAL CENTER	I,C
7201	MIAMI BEACH SENIOR HIGH	E, C, O
7231	MIAMI CAROL CITY SENIOR HIGH	I,C
7251	MIAMI CENTRAL SENIOR HIGH	E,I,C
4000	MIAMI CHILDREN'S MUSEUM	I,C
6048	MIAMI COMMUNITY CHARTER MIDDLE	I,C
0102	MIAMI COMMUNITY CHARTER SCHOOL	I,C
7271	MIAMI CORAL PARK SENIOR HIGH	E, C, O, T
6481	MIAMI EDISON MIDDLE	E,C
7301	MIAMI EDISON SENIOR HIGH	E,C,O
3241	MIAMI GARDENS ELEMENTARY	E, I, C, O, T
3261	MIAMI HEIGHTS ELEMENTARY	E, S, I, C, O
7341	MIAMI JACKSON SENIOR HIGH	E,C,O
7361	MIAMI KILLIAN SENIOR HIGH	E,C
8901	MIAMI LAKES ED CENTER - ADULT	E,C
7391	MIAMI LAKES EDUCATIONAL CENTER	E, C
3281	MIAMI LAKES K-8 CENTER	E, I, C, O, T
6501	MIAMI LAKES MIDDLE	E, C, T
7381	MIAMI NORLAND SENIOR HIGH	E, C
7411	MIAMI NORTHWESTERN SENIOR HIGH	E,C
7431	MIAMI PALMETTO SENIOR HIGH	E,C
3301	MIAMI PARK ELEMENTARY	E, I, C, O, T
7461	MIAMI SENIOR HIGH	E, C, O, T
3341	MIAMI SHORES ELEMENTARY	E, I, C, O
8991	MIAMI SKILL CENTER	I,C
7731	MIAMI SOUTHRIDGE SENIOR HIGH	E,C
3381	MIAMI SPRINGS ELEMENTARY	E, S, I, C, O
6521	MIAMI SPRINGS MIDDLE	E,C,O
7511	MIAMI SPRINGS SENIOR HIGH	E,C,O
7531	MIAMI SUNSET SENIOR HIGH	E,C
7004	MIAMI-DADE VIRTUAL SCHOOL	I,C
8301	MIGRANT DISTRICT OFFICE	I,C
8021	MIGRANT EDUCATION PROGRAM	I,C
3501	MORNINGSIDE ELEMENTARY	E, I, C, O, T
3581	MYRTLE GROVE ELEMENTARY	E, S, I, C, O
5131	N. DADE CTR FOR MODERN LANG	T
3621	NARANJA ELEMENTARY	I,C
5971	NATHAN YOUNG ELEMENTARY	I, C
3661	NATURAL BRIDGE ELEMENTARY	E, I, C, O
6541	NAUTILUS MIDDLE	E, C, T
0921	NEVA KING COOPER EDUCATIONAL	I,C
7901	NEW WORLD SCHOOL OF THE ARTS	I, C

Location	School Name	IM Codes
3701	NORLAND ELEMENTARY	I, C
6571	NORLAND MIDDLE	E, C
0125	NORMA BUTLER BOSSARD ELEM	E, S, I, C, O, T
3741	NORTH BEACH ELEMENTARY	E, I, C, O, T
3821	NORTH COUNTY ELEMENTARY	I, C
6591	NORTH DADE MIDDLE	E, C
3861	NORTH GLADE ELEMENTARY	E, I, C, O
3901	NORTH HIALEAH ELEMENTARY	E, S, I, C, O, T
7541	NORTH MIAMI BEACH SENIOR HIGH	E, C
3941	NORTH MIAMI ELEMENTARY	E, S, I, C, O
6631	NORTH MIAMI MIDDLE	E,C
7591	NORTH MIAMI SENIOR HIGH	E,C,O
3981	NORTH TWIN LAKES ELEMENTARY	E, S, I, C, O
4001	NORWOOD ELEMENTARY	I, C
4021	OAK GROVE ELEMENTARY	E, S, I, C, O
4061	OJUS ELEMENTARY	E, I, C, O, T
4071	OLINDA ELEMENTARY	I, C
2521	OLIVER HOOVER ELEMENTARY	E, S, I, C, O, T
4091	OLYMPIA HEIGHTS ELEMENTARY	E, S, I, C, O
4171	ORCHARD VILLA ELEMENTARY	I, C
5010	OXFORD ACADEMY OF MIAMI	I,C
4241	PALM LAKES ELEMENTARY	E, S, I, C, O, T
4261	PALM SPRINGS ELEMENTARY	E, S, I, C, O, T
6681	PALM SPRINGS MIDDLE	E, C, O, T
4281	PALM SPRINGS NORTH ELEMENTARY	E, S, I, C, O, T
4221	PALMETTO ELEMENTARY	I, C
6701	PALMETTO MIDDLE	E,C
4301	PARKVIEW ELEMENTARY	I, C
4341	PARKWAY ELEMENTARY	I, C
6721	PARKWAY MIDDLE	I, C
1441	PAUL LAURENCE DUNBAR ELEM	E, I, C, O
6041	PAUL W. BELL MIDDLE	E, C, T
4381	PERRINE ELEMENTARY	E, S, I, C, O
5931	PHILLIS WHEATLEY ELEMENTARY	I, C
3431	PHYLLIS RUTH MILLER ELEMENTARY	E, I, C, O
4441	PINE LAKE ELEMENTARY	E, I, C
4461	PINE VILLA ELEMENTARY	I, C
7053	PINECREST ACADEMY CHARTER HIGH	I,C
6022	PINECREST ACADEMY CHARTER MIDD	I,C
0342	PINECREST ACADEMY SOUTH CAMPUS	I,C
4421	PINECREST ELEMENTARY	E, I, C, O
0600	PINECREST PREP ACADEMY	I,C

Location	School Name	IM Codes
9004	PK EARLY INTERVENTION - CDS	I,C
9002	PK EARLY INTERVENTION - RCMA	I,C
9003	PK EARLY INTERVENTION PROGRAM	I,C
4501	POINCIANA PARK ELEMENTARY	I, C
6741	PONCE DE LEON MIDDLE	E, C, T
4541	RAINBOW PARK ELEMENTARY	I, C
4581	REDLAND ELEMENTARY	E, S, I, C, O
6761	REDLAND MIDDLE	E,C
4611	REDONDO ELEMENTARY	E, S, I, C, O, T
0400	RENAISSANCE ELEMENTARY CHARTER	I,C
6028	RENAISSANCE MIDDLE CHARTER	I,C
2006	RICHARD ALLEN LEADERSHIP ACAD	I,C
6781	RICHMOND HEIGHTS MIDDLE	E,C
2005	RISE ACADEMY - SOUTH DADE CHAR	I,C
6049	RIVER CITIES COMMUNITY CHARTER	I,C
4681	RIVERSIDE ELEMENTARY	E, S, I, C, O, T
6801	RIVIERA MIDDLE	E, C, T
7371	ROBERT MORGAN EDUCATIONAL CTR	E,C
8911	ROBERT MORGAN EDUCATIONAL CTR	I,C
8151	ROBERT RENICK EDUCATION CTR	I,C
3541	ROBERT RUSSA MOTON ELEMENTARY	I, C
4721	ROCKWAY ELEMENTARY	E, I, C, O
6821	ROCKWAY MIDDLE	E, C, T
7241	RONALD W REAGAN/DORAL SENIOR	E,C
4741	ROYAL GREEN ELEMENTARY	E,S,C,I
4761	ROYAL PALM ELEMENTARY	E, S, I, C, O, T
6121	RUBEN DARIO MIDDLE	E ,C, T
0241	RUTH K BROAD/BAY HARBOR K-8	E, I, C, O
8181	RUTH OWENS KRUSE' EDUC CENTER	I.C
5030	SANDOR WIENER OPP SOUTH	I,C
5710	SANDOR WIENER SCH OPPORTUNITY	I,C
4841	SANTA CLARA ELEMENTARY	E, S, I, C, O
7091	SCHOOL FOR ADV STUDIES SOUTH	I,C
7551	SCHOOL FOR ADV STUDIES-HOMESTD	I,C
7061	SCHOOL FOR ADVANCED STUDIES NO	I,C
7041	SCHOOL FOR ADVANCED STUDIES WC	I,C
8171	SCHOOL FOR APPLIED TECHNOLOGY	I,C
4881	SCOTT LAKE ELEMENTARY	I, C
4921	SEMINOLE ELEMENTARY	E, S, I, C, O
4961	SHADOWLAWN ELEMENTARY	E, C, I, O
5001	SHENANDOAH ELEMENTARY	E, S, I, C, O, T
6841	SHENANDOAH MIDDLE	E, C, T

Location	School Name	IM Codes
5041	SILVER BLUFF ELEMENTARY	E, S, I, C, O, T
5081	SKYWAY ELEMENTARY	E, I, C, O, T
5121	SNAPPER CREEK ELEMENTARY	E, S, I, C, O
0520	SOMERSET ACADEMY	I,C
7042	SOMERSET ACADEMY CHARTER HIGH	I,C
7038	SOMERSET ACADEMY HIGH-SOUTH	I,C
6004	SOMERSET ACADEMY MIDDLE	I,C
6043	SOMERSET ACADEMY MIDDLE-C PALM	I,C
6013	SOMERSET ACADEMY MIDDLE-SOUTH	I,C
0332	SOMERSET ACADEMY(SILVER PALMS)	I,C
0339	SOMERSET ACADEMY-COUNTRY PALMS	I,C
2012	SOMERSET ARTS ACADEMY	I,C
5003	SOUTH DADE MIDDLE SCHOOL	E, I, C, O
7701	SOUTH DADE SENIOR HIGH	E,C
8981	SOUTH DADE SKILL CENTER	E,C
5201	SOUTH HIALEAH ELEMENTARY	E, S, I, C, O, T
5281	SOUTH MIAMI HEIGHTS ELEMENTARY	E, S, I, C, O
5241	SOUTH MIAMI K-8 CENTER	E, I, C
6881	SOUTH MIAMI MIDDLE SCHOOL	E,C
7721	SOUTH MIAMI SENIOR HIGH	E, C, O
5091	SOUTH POINTE ELEMENTARY	E, S, I, C, O
5321	SOUTHSIDE ELEMENTARY	T
7741	SOUTHWEST MIAMI SENIOR HIGH	E, C
6861	SOUTHWOOD MIDDLE	E,C
2191	SPANISH LAKE ELEMENTARY	T
6029	SPIRIT CITY ACADEMY	I,C
5361	SPRINGVIEW ELEMENTARY	T
0072	SUMMERVILLE CHARTER SCHOOL	I,C
0092	SUNNY ISLES BEACH COMM SCHOOL	E, I, C, O, T
5401	SUNSET ELEMENTARY	E, I, C, O, T
5421	SUNSET PARK ELEMENTARY	E, S, I, C, O
5431	SWEETWATER ELEMENTARY	E, S, I, C, O
5441	SYLVANIA HEIGHTS ELEMENTARY	E, S, I, C, O, T
8016	TAP PROGRAM FACILITIES	I,C
8119	THE 500 ROLE MODELS ACADEMY	I,C
2531	THENA C. CROWDER ELEMENTARY	I,C
6281	THOMAS JEFFERSON MIDDLE	E,C
3051	TOUSSAINT L'OUVERTURE ELEM	E,I,C,O,S
5481	TREASURE ISLAND ELEMENTARY	E,I,C,O
5042	TREE OF KNOWLEDGE LEARNING AC	I,C
5521	TROPICAL ELEMENTARY	E, S, I, C, O
5601	TWIN LAKES ELEMENTARY	E, S, I, C, O, T

Location	School Name	IM Codes
0401	VAN E. BLANTON ELEMENTARY	E, S, I, C, O
5641	VILLAGE GREEN ELEMENTARY	E, S, I, C, O
5671	VINELAND K-8 CENTER	E, I, C, O
2441	VIRGINIA A BOONE/HIGHLAND OAKS	S,I,C,E
6901	W. R. THOMAS MIDDLE	E, C
0561	W.J. BRYAN ELEMENTARY	E, S, I, C, O, T
3111	WESLEY MATTHEWS ELEMENTARY	E, S, I, C, O, T
2371	WEST HIALEAH GARDENS ELEM	E, S, I, C, O, T
5791	WEST HOMESTEAD ELEMENTARY	E, S, I, C, O
6961	WEST MIAMI MIDDLE	E, C, T
7049	WESTLAND HIALEAH SENIOR HIGH	E, O, T
6981	WESTVIEW MIDDLE	E,C
5951	WHISPERING PINES ELEMENTARY	I, C, O, T
0771	WILLIAM A. CHAPMAN ELEMENTARY	E, S, I, C, O
7601	WILLIAM H. TURNER TECHNICAL	E,C
2891	WILLIAM LEHMAN ELEMENTARY	E, S, I, C, O
5961	WINSTON PARK K-8 CENTER	E, I, C, O
7254	YMAACD @ MACARTHUR NORTH SH	I,C
7631	YMAACD @ MACARTHUR SOUTH SH	I,C
7056	YOUNG MENS PREPARATORY ACADEMY	I,C
7055	YOUNG WOMEN'S PREPARATORY ACAD	I,C
1020	YOUTH CO-OP CHARTER SCHOOL	I,C
2861	YWAACD AT JRE LEE OPPORTUNITY	I,C
8101	YWAACD@JAN MANN OPPORTUNITY SC	I,C
6052	ZELDA GLAZER MIDDLE SCHOOL	I,C
2511	ZORA NEALE HURSTON ELEMENTARY	E, S, I, C, O, T

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amend – prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 – prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended – prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) – requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 – prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) – prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 – secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preference for employment.

ESOL PROGRAM RECORDS REQUIRED DOCUMENTATION

HOME LANGUAGE SURVEY

- Signed by parent/guardian
- Dated

OLPS-R TEST BOOKLETS

- Entry test
- Yearly level update test
- Exit test

PARENT NOTIFICATION LETTER

- Sent only once at initial entry
- Dated

INDIVIDUAL LEP STUDENT PLAN

- Student information completed.
- Initial assessment/placement information completed
- Program participation sections completed annually
- Language Arts/Reading/ESOL Student Performance Standards information completed annually
- LEP Committee information completed, as applicable
- Exit information completed at time of program exit
- Post Program Review information completed
 - a) End of first grading period
 - b) End of first semester after exit
 - c) End of first year after exit
 - d) End of second year after exit

LEP COMMITTEE NOTIFICATION

- Sent to parents whenever applicable
- Dated

STUDENT PERFORMANCE PLAN

Completed for all ESOL Levels III and IV students who are not meeting the established district performance standards for Language Arts/Reading/Writing and/or Mathematics regardless of number of years of program participation

After two full years of program participation, completed for all students (including Level I and II) who are not meeting the established district performance standards for Language Arts/Reading/Writing and/or Mathematics.



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
HOME LANGUAGE SURVEY**

To Be Completed By Parent or Guardian

Student I.D. No. _____

Student Name _____
Last First Middle

Date of Birth ____/____/____ Grade ____ Parent Language _____ Student Language _____
Month Day Year

Date Entered U.S.: ____/____/____
Month Day Year

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

- | | |
|--------------------------------------------------------------------------|----------------|
| 1. Is a language other than English used in the home? | Yes ___ No ___ |
| 2. Did the student have a first language other than English? | Yes ___ No ___ |
| 3. Does the student most frequently speak a language other than English? | Yes ___ No ___ |

School _____ Date _____ Parent/Guardian Signature _____



**ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE
ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR**

Debe ser completado por el/la padre/madre o tutor/a

No. De I.D. _____

Nombre del Estudiante _____
Apellido Nombre Inicial

Fecha de Nacimiento ____/____/____ Grado ____ Lengua Paterna _____ Idioma del Estudiante _____
Mes Día Año

Fecha de Entrada a los Estados Unidos: ____/____/____
Mes Día Año

Si responde "Sí" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del Inglés.

- | | |
|--------------------------------------------------------------------------|---------------|
| 1. ¿Usan en su casa algún otro idioma que no sea el Inglés? | Sí ___ No ___ |
| 2. ¿Tuvo el estudiante una lengua materna distinta al Inglés? | Sí ___ No ___ |
| 3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés? | Sí ___ No ___ |

Escuela _____ Fecha _____ Firma del Padre/Madre _____



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
SONDAJ SOU KI LANG TIMOUN NAN PALE**

Pou paran oubyen moun ki responsab timoun nan ranpli

No. I.D. Elèv La _____

Non Elèv la _____
Non fanmi Non

Dat Fèt li ____/____/____ Klas ____ Lang paran Yo _____ Lang Elèv La _____
Mwa Jou Ane

Dat ou Antre U.S.: ____/____/____
Mwa Jou Ane

Si repons lan se "WI" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

- | | |
|--------------------------------------------------------|----------------|
| 1. Eske yo sèvi ak yon lang ki pa Anglè lakay li? | Wi ___ Non ___ |
| 2. Eske elèv la te genyen yon premye lang anvan Anglè? | Wi ___ Non ___ |
| 3. Eske elèv la abitye pale yon lang ki pa Anglè? | Wi ___ Non ___ |

Lekòl _____ Dat _____ Siyati Paran _____

EDUCATIONAL ALTERNATIVE OUTREACH PROGRAM
MIAMI-DADE COUNTY PUBLIC SCHOOLS
5120 NW 24th AVENUE, BUILDING 3
MIAMI, FL 33142

Miguel Torres
Principal

Alberto Carvalho.
Superintendent of Schools

Date: _____

Dear Parent/Guardian:

The school will convene a Limited English Proficient (LEP) Committee meeting for

_____ on:

Date/Fecha: _____ Time/Hora: _____

Place/ Lugar: _____

It is important for you to be present at this meeting since we will discuss your son/daughter's progress and participation in the ESOL program. If you have any questions, please contact Ms. Marta Llopis, ESOL Department Chair at 305 636-6160.

Estimados Padres/Custodios:

La escuela les invita a participar en la reunion que efectuara el comite de "Limited English Proficient" (LEP) para discutir la participacion y el progreso de su hijo/hija en el programa de ESOL. Si usted tiene alguna duda o pregunta, por favor comuniquese con Marta Llopis, Departamento de ESOL al 305 636-6160

PLEASE SIGN, CUT ALONG THIS LINE AND RETURN THIS SLIP TO THE CENTER
POR FAVOR, FIRME, CORTE ESTA PORCION Y DEVUELVA AL CENTRO

Student's Name/Nombre del Alumno: _____

YES, I will attend the meeting. / **SI**, asistire a la reunion: _____

NO, I cannot attend this meeting. / **NO** puedo asistir a esta reunion: _____



Division of Bilingual Education and World Languages

ESOL PROGRAM RECORDS

Name: _____ Student #: _____
(Last) (First)

This folder must minimally include the following ESOL forms and documents:

- Home Language Survey
- English Language Proficiency Assessment
- Notice to parent of LEP students (Program Participation)
- Individual LEP Student Plan
- Parent Notification of LEP Committee Meeting (whenever applicable)
- Academic Improvement Plan (Insert) (if applicable)
- Parental notification of AIP (if applicable)

Student Program Status

- Entry Date _____
- Exit Date _____
- Post Program Review (in progress)
- Post Program Review (completed)

The information in this folder must be maintained in chronological order and kept in the student's cumulative record for audit purposes.

POST-PROGRAM REVIEW / MONITORING

PURPOSE:

The purpose of this review is to ensure that once the student has been exited, he/she continues to perform in the regular English curriculum at the same rate as during participation in LEP services.

IDENTIFICATION OF STUDENTS TO BE MONITORED:

- At the beginning of each school year, teachers are provided with a list of all students who have exited the ESOL Program within the last 2 years. This is the Post Program Review Report.
- Information on students coming into the school throughout the year should be forwarded to the ESOL teacher by the principal, registrar; or designee.
- You may also identify students within the Post-Program Review Monitoring
- Period by entering the "I" screen in ISIS. At the bottom of the screen you will see the 4 Post-Program Review dates.

DOCUMENTATION OF THE PROGRESS REVIEW TAKES PLACE 4 TIMES:

- 1) At the end of the first marking period
- 2) At the end of the first semester
- 3) At the end of *the* first year
- 4) At the end of the second year (after exiting)

MONITORING INDICATORS:

The LEP Post Program Review Student Profile Report compares the previous two grading Periods in regard *to* the following indicators:

- Overall GPA
- Conduct
- Effort
- Absences
- Negative Report Card Comments, and
- Student Case Management Referrals

EDUCATIONAL ALTERNATIVE OUTREACH PROGRAM

LEP Report for Post-Program Review/Monitoring of Student Profile Indicators

Center: _____

Student Name: _____

ID #: _____

Dates for Review	Grade	GPA	Conduct	Effort	Negative Report	Case Management Referral	Absences

POST PROGRAM REVIEW

TO BE COMPLETED BY THE LANGUAGE ARTS/READING TEACHER

First Grading Period After Exiting	<input type="checkbox"/> Making appropriate progress/continue in regular program	<input type="checkbox"/> Refer to LEP Committee	<input type="checkbox"/> Other (specify) _____ _____
Signature: _____ Grade: _____ Date (MM/DD/YY): _____			
End of First After Exiting	<input type="checkbox"/> Making appropriate progress/continue in regular program	<input type="checkbox"/> Refer to LEP Committee	<input type="checkbox"/> Other (specify) _____ _____
Signature: _____ Grade: _____ Date (MM/DD/YY): _____			
End of First Year After Exiting	<input type="checkbox"/> Making appropriate progress/continue in regular program	<input type="checkbox"/> Refer to LEP Committee	<input type="checkbox"/> Other (specify) _____ _____
Signature: _____ Grade: _____ Date (MM/DD/YY): _____			
End of Second Year After Exiting	<input type="checkbox"/> Making appropriate progress/continue in regular program	<input type="checkbox"/> Refer to LEP Committee	<input type="checkbox"/> Other (specify) _____ _____
Signature: _____ Grade: _____ Date (MM/DD/YY): _____			

MEMORANDUM

Aug 24, 2009
MT 026.09
MT.305 636-6147

TO: Center Directors
Educational Alternative Outreach Program



FROM: Miguel Torres, Principal
Educational Alternative Outreach Program

**SUBJECT: ESOL TEACHER CERTIFICATION/LEP STUDENT SCHEDULING/
AUDIT IMPLICATIONS**

In order to ensure that all M-DCPS contracted educators maintain ESOL endorsement or certification; each contracted center director is responsible to adhere to existing guidelines in Section D (pages D3-D12) of the M-DCPS Procedures Manual for Monitoring Teacher Certification when assigning teachers to different grade levels and subjects.

To obtain the appropriate funding for identified ESOL students, each director must comply with the following:

- Directors are required to have, on file, copies of Certificates or the Statements of Eligibility for all instructional personnel;
- Instructors **must** be assigned to courses in their area of certification, or must have received waivers indicating that they have been informed of the responsibility to complete in field requirements;
- According to the League of United American Citizens Consent Decree ("LULAC"), all teachers working with Limited English Proficient (LEP) students are required to complete the appropriate training for their specific teaching assignment(s). When a LEP student is assigned to a class, the teacher will need special training in order to work effectively with the ESOL student. Since this is mandatory, directors should explain to each teacher the training that will be needed as a result of the assignment of a LEP student to his/her class;

- The ESOL endorsement is mandatory for teachers who teach language arts and reading to LEP students. A reading or language arts teacher assigned to grades 4 or 5 who teaches LEP students must have the ESOL endorsement.

The following information will serve as a guide for scheduling courses for LEP students:

Elementary Schools (Grades 4 and 5)

All 4th and 5th grade Limited English Proficient (LEP) students must be scheduled for 10 hours of ESOL/Language Arts, regardless of their ESOL level (two periods of language instruction daily). This instruction can be delivered by the ESOL-endorsed classroom teacher, or it may be delivered or shared by the ESOL support staff from the Educational Alternative Outreach Program.

Middle School (Grades 6 – 8)

It is mandatory, under M-DCPS policies and procedures regarding ESOL student instruction that middle school LEP students (Grades 6 – 8) receive two periods of language instruction daily. During one period, students should be instructed in “Language Arts through ESOL Courses”. The students need to be grouped by **academic grade level** (grade levels cannot be mixed). During the other period, the students should be instructed in listening, speaking, reading, and/or writing (Developmental Language Arts). The students in this case are grouped by **ESOL level or language proficiency**, regardless of grade level. **Not more than two consecutive ESOL levels should be combined for instruction during one class period.**

Secondary School (Grades 9 – 12)

Additionally, it is similarly mandatory that directors enforce the M-DCPS policies and procedures regarding secondary school LEP students (Grades 9 – 12). These ESOL students must also receive two periods of language instruction daily. During one period, students must receive instruction through ESOL courses as follows:

English Through ESOL I – Grade 9
English Through ESOL II - Grade 10
English Through ESOL III- Grade 11
English Through ESOL IV- Grade 12

During the second period, the students are grouped by **ESOL level or language proficiency** for listening, speaking, reading, and writing (Developmental Language Arts) regardless of grade level.

In order to ensure federal, state, and M-DCPS district compliance documentation, center directors, ESOL teachers or a designee are required to maintain the ESOL Program Record Folder, (Form FM-5871) for each LEP student in a designated secured-access within each center. The following must be placed in each folder:

- Home Language Survey,
- OLPS Test Booklet,
- Parent Notification Letter,
- Individual LEP Student Plan,
- Individual Student Class Schedule,
- LEP Committee Notification (whenever applicable),
- Academic Improvement Plan (whenever applicable),
- Post Program Review Evaluation (whenever applicable).

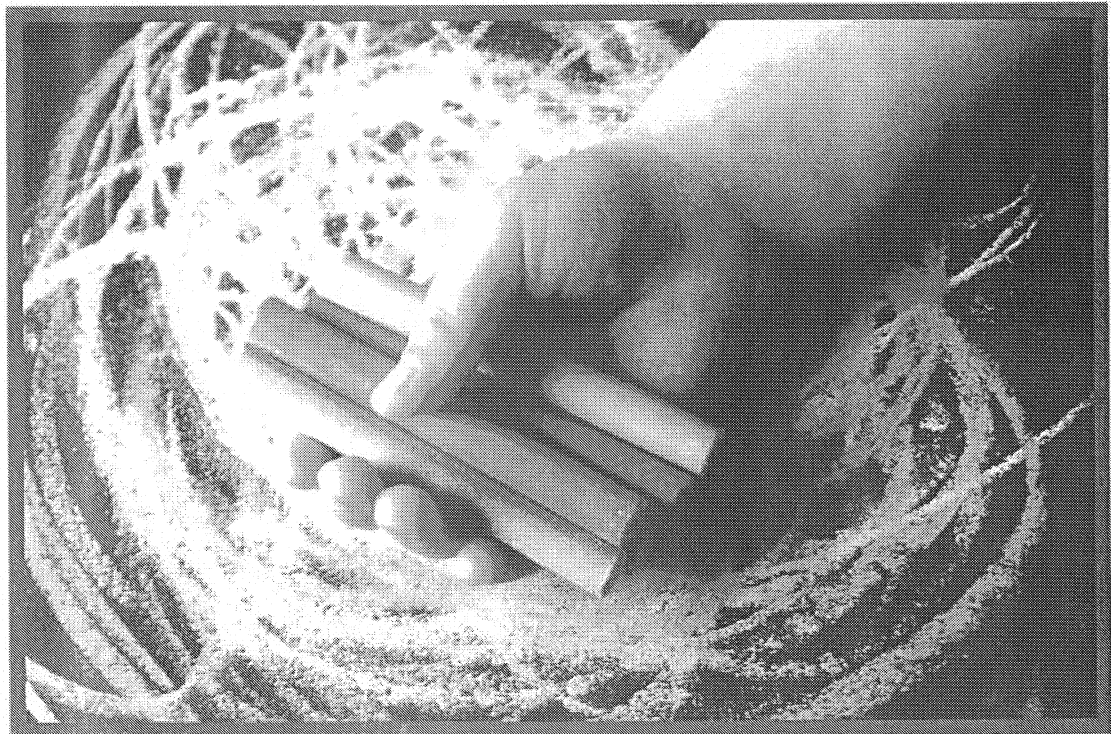
The ESOL Program Record Folder explains in detail the necessary requirements to complete each of the above-mentioned forms and documents. The folder will be provided and updated by the Educational Alternative Outreach Program ESOL support staff.

If you have any questions, please contact Mike Brennen, Educational Alternative Outreach Program Certification Specialist at 305-636-6176.

MT/mg

Attachment

PROCEDURES MANUAL FOR MONITORING TEACHER CERTIFICATION



SECTION D
COMPLIANCE
WITH LULAC ET AL.
CONSENT
DECREE

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GENERAL INFORMATION FOR LULAC ET AL. CONSENT DECREE TRAINING REQUIREMENTS

Principals may monitor compliance with the League of United Latin American Citizens (LULAC) et al. Consent Decree and English to Speakers of Other Languages (ESOL) requirements by viewing the CICS, META screen.

Basic ESOL, elementary and secondary teachers responsible for language arts instruction of limited English proficient (LEP) students, and ESE teachers teaching Language Arts (ESOL) to ESE elementary, secondary LEP students, need to complete (15 credit hours or 300 Master Plan Points) the courses listed below:

- Methods of Teaching English to Speakers of Other Languages
- ESOL Curriculum and Materials Development
- Cross-cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

This training is required for classroom teachers responsible for any part of the reading/language arts instruction for LEP students.

Content area teachers, elementary and secondary (CCE/ESOL), teaching mathematics, science, social studies and computer literacy in English to LEP students using ESOL strategies need to complete (60 Master Plan Points) ESOL issues and Strategies.

Content area teachers teaching LEP elementary (CCHL) and secondary (BCC) students in mathematics, science, social studies, and computer literacy using the home language (Spanish or Haitian Creole) and elementary home language arts teachers (Spanish-S or Haitian Creole Language Arts) must complete Home Language Strategies (60 Master Plan Points) and the Language Proficiency Inventory test must be administered. The results of the test must be forwarded to Instructional Certification, Mail Code 9305, Suite 137.

Physical education, art, and music teachers, counselors, (OTHER) occupational specialists, media specialists, secondary teachers of foreign language (including Spanish SL), vocational education, school psychologist, pre-kindergarten teachers, and paraprofessionals working with LEP students need to complete Issues/Strategies (18 Master Plan Points) for teaching LEP students.

ELEMENTARY SCHOOL LANGUAGE ARTS/ESOL REQUIREMENTS

According to the Student Progression Plan, 2003-2004, the time limited English proficient (LEP) students are required to participate in basic ESOL instruction must be equal to the time Non LEP students are required to participate in the regular English Language Arts/Reading Program. The following lists the procedures for reporting ESOL hours:

1. In the **ISIS FILE/ESOL COURSES SCREEN (J) ELEMENTARY ONLY** all LEP students levels I - IV must have 10 hours/week reported. This can be achieved by reporting the 10 hours under course #5010010 (self-contained teacher or pull-out teacher when this teacher provides the 10 hours) or a combination of 5 hours for course #5010010 (pull-out teacher) and 5 hours for course #0000005 (endorsed regular classroom teacher). If a school enters less than 10 hours, a warning message will appear:

"ESOL HOURS MUST TOTAL 10"

2. When a school enters an employee number for ESOL course #5010010 and/or course #0000005, the employee must have a "T" or "Y" in training status for ESOL. If the ESOL training status is blank or has an "N" the employee number will be rejected and a warning will appear:

"CONTACT REGION DIRECTOR FOR PERSONNEL"

3. Teachers with an "N" in ESOL training status cannot be reported for ESOL FTE, therefore, they cannot teach LEP students.
4. The training requirement for both teachers (courses #5010010 and #0000005) is the same, the ESOL endorsement.

SECONDARY SCHOOL COURSES FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

In support of the District Comprehensive Reading Plan, the Student Progression Plan, and in an effort to narrow the achievement gap of the language minority population, all limited English Proficient (LEP) students in middle and senior high school are enrolled in **two (2) Language Arts Courses**.

All LEP students must be scheduled for one period of daily instruction in Language Arts/English Through ESOL which counts as an English credit as described in the M-DCPS Curriculum Bulletin 1. These courses mirror the course descriptions for Language Arts 1-3 for middle schools and English I-IV for senior high school and are taught using ESOL strategies. Students in Language Arts/English Through ESOL courses must be grouped by grade level according to state guidelines. Breaching this rule is denying equal access to LEP students and is in direct violation of the LULAC et al. Consent Decree. If LEP student enrollment is low, only two consecutive grade levels may be scheduled together. If a school does not have sufficient LEP students to a grade-level class or consecutive grade-level Language Arts/English Through ESOL classes, such students will be scheduled with other students in the appropriate grade-level Language Arts/English classes.

Teachers who teach these courses to LEP students must have appropriate certification and ESOL endorsement.

Language Arts Through ESOL Course Numbers for Grades 6-8 are as follows:

- 100200002 for Grade 6
M/J Language Arts 1 Through ESOL
- 100201002 for Grade 7
M/J Language Arts 2 Through ESOL
- 100202002 for Grade 8
M/J Language Arts 3 Through ESOL

English Through ESOL Course Numbers for Grades 9-12 are as follows:

- 100230002 for Grade 9
English I Through ESOL
- 100231002 for Grade 10
English II Through ESOL
- 100232002 for Grade 11
English III Through ESOL
- 100252002 for Grade 12
English IV Through ESOL

In addition, one period of daily instruction in English to Speakers of Other Languages, which counts as an elective credit as described in the M-DCPS Curriculum Bulletin-1 is intended to address the linguistic needs of LEP students. As such, students should be grouped by language proficiency levels regardless of grade level.



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
NATIVE PROFICIENCY INVENTORY FOR TEACHERS
OF BASIC SUBJECT AREAS IN A LANGUAGE OTHER THAN ENGLISH**

Applicant's Name _____ Social Security # _____
 Language _____ Home Telephone # _____
 Date of Interview _____ School _____
 Employee # _____ Certificate # _____

I. UNDERSTANDING

- A. Comprehends everything.
- B. Needs partial/minor clarification.
- C. Does not comprehend.

EVALUATION: Acceptable Not Acceptable

II. COMMAND OF GRAMMATICAL STRUCTURE

- A. Speech is grammatically correct and demonstrates the ability to rephrase for clarity.
- B. Makes no errors which are more significant than the differences among various regional dialects of that language.
- C. Grammatical structure is poor.

EVALUATION: Acceptable Not Acceptable

III. COMMAND OF PRONUNCIATION

- A. Speech is fluent and articulate.
- B. Speech has minor distortion of pronunciation and intonation.
- C. Speech is completely distorted.

EVALUATION: Acceptable Not Acceptable

IV. COMMAND OF VOCABULARY

- A. Used words correctly and selected appropriate words for appropriate levels.
- B. Used words incorrectly several times during the interview.
- C. Used words incorrectly most of the time.

EVALUATION: Acceptable Not Acceptable

NATIVE PROFICIENCY IN HOME LANGUAGE

EVALUATION: Acceptable Not Acceptable

Interviewers Signature _____

Title _____

Date _____

Teacher's Signature _____

Date _____

White Copy - Worksite Personnel File
 Yellow Copy - Certification Office
 Pink Copy - Teacher

META Training Requirements

Division of Bilingual Education and World Languages

<http://bilingual.dadeschools.net>

META is an acronym for Multicultural Education Training and Advocacy, Inc. All teachers who have limited English proficient (LEP) students in their classrooms are impacted by the META training requirement. The degree of training to meet the instructional needs of LEP students is tied to the teaching assignment. The following are the four teaching assignment categories:

Basic ESOL Teachers

Elementary and Secondary ESOL teachers responsible for the Language Arts instruction of LEP students, and ESE teachers teaching Language Arts/ESOL to ESE LEP students.

Elementary and Secondary ESOL teachers are required to meet the ESOL Endorsement requirement: *300 MPP or 15 university/college credits*

The training/course requirements for ESOL Endorsement:

- ESOL Curriculum and Materials Development
- ESOL Testing and Evaluation
- Methods of Teaching ESOL
- Applied Linguistics
- Cross Cultural Communication and Understanding
(satisfied with ESOL Issues and Strategies)

Home Language Teachers

Content Area teachers teaching LEP students basic subjects: Mathematics, Science, Social Studies, and/or Computer Literacy, USING HOME LANGUAGE STRATEGIES.

Elementary: Includes Curriculum Content in the Home Language (CCHL), Home Language Arts, and Spanish-S teachers.

Secondary: Includes Bilingual Curriculum Content teachers (BCC).

Home Language teachers are required to meet the META requirement:

60 MPP or 3 university/college credits

The training/course requirement:

- Home Language Strategies (Elementary and Secondary)

Content Area Teachers

Content Area teachers teaching LEP students basic subjects: Content Area teachers teaching LEP students basic subjects: Mathematics, Science, Social Studies, and/or Computer Literacy, USING ESOL STRATEGIES.

Elementary and Secondary Content Area teachers are required to meet the META requirement: *60 MPP or 3 university/college credits*

The training/course requirement:

- ESOL Issues and Strategies (Elementary and Secondary)

Other Subject Areas

Teachers of Art, Music, Physical Education, Media Specialist, Counselors, Occupational Specialist, teachers of Foreign Languages (including Spanish-S/SL teachers), Vocational Education teachers, School Psychologist, Speech/Language Pathologist, Pre-Kindergarten teachers.

Paraprofessionals working with LEP students.

Elementary and Secondary teachers and paraprofessionals are required to meet the META requirement: *18 MPP*

The training/course requirement:

- ESOL Issues and Strategies (Elementary and Secondary)

Timelines for Completion of the ESOL Training Requirements

CATEGORY I	CATEGORY II**	CATEGORY III
Primary Language Arts/ English Teacher	Computer Literacy, Mathematics, Science, Social Studies	All other subjects not included in Categories I or II
REQUIREMENTS		
15 Semester hours or 300 in-service credit points*	3 semester hours or 60 in- service credit points	3 semester hours or 18 in- service credit points
TIMELINES		
Experienced Teacher: 6 years allowed for completion	Experienced Teacher: 1 year to complete	Experienced Teacher: 1 year to complete
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of a LEP student. 3 semester hours or 60 in-service credit points each subsequent year, until a total of 15 semester hours or 300 in-service credit points have been earned.</p> </div>		
Beginning Teacher: Same as above for experienced teachers	Beginning Teacher: 2 years to complete	Beginning Teacher: 2 years to complete

***Training/Course Requirements for ESOL Endorsement:**
(300 in-service credit points or 15 college semester credit)

- Methods of Teaching English to Speakers of Other Languages (ESOL.)
- ESOL Curriculum and Materials Development
- Cross-Cultural Communications and Understanding/or ESOL. Issues and Strategies
- Testing and Evaluation of ESOL.
- Applied Linguistics

Recertification Flexibilities:

- ESOL in-service credit points and/or ESOL college credit counts as in-field for recertification of any coverage

Banking for ESOL Points:

- Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent validity periods.

**** Curriculum Content in English using ESOL Strategies (CCR/ESOL) or in a language other than English (CCII/IBCC).**

MEMORANDUM

August 6, 2003

TO: All Principals

FROM: Marjorie H. Adler, Chief Personnel Officer



SUBJECT: FORMS FOR OUT-OF-FIELD TEACHING ASSIGNMENTS

Attached for your use are the following forms to be completed when requesting out-of-field teaching assignments:

1. Agreement for Teachers Accepting Out-of-Field Assignments FM-5784 (05-03). This form is used to document that the teacher is aware of the requirements necessary to complete in-field compliance for certification and the timeframe for completion.
2. Agreement Requirements for the ESOL Endorsement FM-5783 (07-03). This form is used to document that the teacher is aware of the requirements necessary to obtain the ESOL Endorsement and the timeframe for completion.

It is the responsibility of the principal at the beginning of each school year to notify each teacher who is placed out-of-field of the requirements necessary to complete in-field compliance for certification. Additionally, it is the principal's responsibility to monitor the teacher's compliance toward meeting subject requirements for certification. If the teacher does not provide official evidence of the completed coursework by a date certain, the principal is to notify the ACCESS Center Director for Business. Failure to obtain the minimum requirements each year toward in-field certification may result in termination. Under no circumstances is a teacher to be given an out-of-field assignment with the understanding that they will be placed in-field the following year.

English for Speakers of Other Languages (ESOL) is a required program for students whose home language is other than English and who are classified as less than independent in English. It is a language arts program that incorporates all aspects of language arts reading/instruction, and language development. It is important that appropriately qualified staff deliver the program. The ESOL Competency-Based Curriculum for each grade level addresses the following components: Reading/Literature; Composition; Vocabulary/Language; Listening/Speaking/Viewing; Information Literacy/Study and Test Taking; and Culture. **Only those teachers holding the appropriate certification (i.e. pre-k/primary, primary, elementary education, ESE, language arts, or reading) will be granted an ESOL waiver.** Classes for gifted students require teachers who have completed the mandated courses and who are endorsed by the State of Florida to provide gifted education. Teachers of the gifted are trained in content differentiation, acceleration, and the implementation of specialized strategies to meet student needs. The issuance of waivers will be limited. **Only those teachers holding the appropriate academic certification will be granted a gifted waiver.**

Reading classes require teachers who have completed the mandated courses and who are endorsed by the State of Florida to provide instruction in reading. Reading teachers are trained in assessment, instruction and intervention techniques. **Only those teachers holding the appropriate academic certification will be granted a waiver for reading.** The acceptable academic certification with the Reading Endorsement is listed by level for your assistance when making schedule assignments.

Elementary Level

Elementary
Pre-K/Primary (grades PK-3)
Primary (grades K-3)

Middle Grades Level

Elementary (not for Reading 3 or Advanced)
English 6-12
MG English
MG Social Science
MG Science
Social Science
Science
MG Integrated Curriculum
SLD (for the intensive only)
VE (for the intensive only)

Senior High Level

Elementary (not for Reading 2 or Advanced)
English 6-12
MG English (9th grade only)
MG Social Science (9th grade only)
MG Science (9th grade only)
Social Science
Science
MG Integrated Curriculum (9th grade only)
SLD (for the intensive only)
VE (for the intensive only)

For your convenience, these forms are also available through the Miami-Dade County Public Schools web page at <http://forms.dade.k12.fl.us/webpdf/5783.pdf> for ESOL and <http://forms.dade.k12.fl.us/webpdf/5784.pdf> for all other out-of-field assignments. Any questions regarding out-of-field assignments should be directed to Ms. Charlene Burks, Certification Officer, Instructional Certification, via e-mail at CBurks@dadeschools.net.

MHA:jg
M0050
Attachments

cc: Dr. George M. Koonce, Jr.
ACCESS Center Superintendents
Ms. Marilyn Thomas
Ms. Elsa M. Lopez

Ms. Mercedes Toural
Ms. Helen Holt
Ms. Charlene Burks

MIAMI-DADE COUNTY PUBLIC SCHOOLS

OFFICE OF HUMAN RESOURCES

AGREEMENT

REQUIREMENTS FOR THE

ESOL ENDORSEMENT

I understand that having received a "first time" assignment of a limited English proficient (LEP) student, I will need to complete one of the 5 ESOL Endorsement courses within the first 2 years of this assignment and a minimum of one course each year thereafter until completion of the 5 courses.

- I must complete the courses listed below:
 - Methods of Teaching English for Speakers of Other Languages (ESOL)
 - ESOL Curriculum and Materials Development
 - Cross-Cultural Communication and Understanding
 - Testing and Evaluation of ESOL
 - Applied Linguistics

I understand that failure to complete the required courses within timeline, will preclude me from summer employment.

(School Name)

(Employee Name)

(Employee Number)

(Date)

(Employee Signature)

(Date)

(Principal Signature)

(Date)

(ACCESS Center Director Approval)

(Date)

(Certification Officer Approval)

(Date)

(Chief Personnel Officer Approval)

PLEASE RETURN THIS SIGNED FORM TO:

**Ms. Charlene Burks, Certification Officer
Instructional Certification
SBAB Annex, Suite 137
Fax: (305) 995-7206**

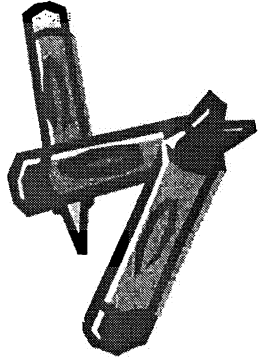
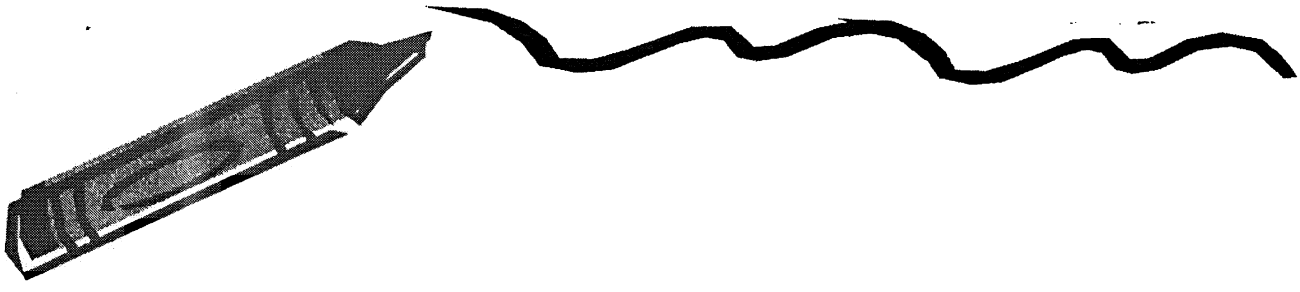
Acceptance of this agreement is dependent upon approval from the ACCESS Center.

cc: Personnel Employment and Staffing
Instructional Staffing/Certification

FM-5783 Rev. (07-03)

**New Courses for ESOL
Required Elective:
M/J Developmental Language Arts**

New CRS Code	ESOL Level	Grade Level
1002180L1	I	6-8
1002180L2	II	6-8
1002180L3	III	6-8
1002180L4	IV	6-8



MEMORANDUM

Aug 24, 2009
MT 027.09
MT.305 636-6147

TO: Center Directors
Educational Alternative Outreach Program



FROM: Miguel Torres, Principal
Educational Alternative Outreach Program

SUBJECT: ESOL COMPLIANCE POLICIES AND PROCEDURES / COURSE REQUIREMENTS/AIP AND POST PROGRAM REVIEW/MONITORING GUIDELINES

In order to maintain federal, state and Miami-Dade County Public Schools compliance documentation for Limited English Proficient (LEP) students served within the Educational Alternative Outreach Program, this office has established specific procedures and guidelines according to federal and state mandates and the M-DCPS, *District Plan for Limited English Proficient (LEP) Students*:

- Initial placement for LEP students into the English for Speakers of Other Languages (ESOL) program shall be in compliance with specific guidelines as identified within Section 2 (pages 4 - 9) of the M-DCPS, *District Plan for Limited English Proficient (LEP) Students* and the informational memorandum provided by Ms. Antoinette Dunbar, Deputy Superintendent, Curriculum, Instruction and School Improvement (Attached). The Comprehensive English Language Learning Assessment (CELLA) is now required by the Florida Department of Education in addition to the Oral Language Proficiency Skill (OLPS) test to measure the growth of students classified as ESOL. Further information regarding the CELLA will be forthcoming.
- All subjects that are required of ESOL students are described in detail within the Florida Department of Education (FDOE) Course Code Directory, the M-DCPS, *Technical Assistance Paper, Guidelines for Implementation of Research-Based Reading Plan in the English for Speakers of Other Languages (ESOL) Program*, the M-DCPS, *District Plan for Limited English Proficient (LEP) Students* (Section

MT. 027.09

Page2

3 - part B, page 10 -14) and the M-DCPS, *Procedures Manual for Monitoring Teacher Certification (D-3)*, (Attached).

- As in previous years, forms must be completed as indicated per review dates defined by the quarterly, Post-Program Review Monitoring Report and the individual Limited English Proficiency printout sheets (ISIS Screen). An M-DCPS, Educational Alternative Outreach Program support staff member will provide the Post-Program Review Reports and the print-out sheets for completion purposes. Completed forms should be returned to M-DCPS, ESOL support staff within one week after the Post-Program Review/Monitoring date. Clarification can be obtained in Section 5 of the M-DCPS, *District Plan for Limited English Proficient (LEP) Students* (pages 17 &18).
- All ESOL/Post Program Review students' Academic Improvement Plan(s), AIPs, must be updated by designated Center Administrative staff members/English teachers (each nine weeks). Additionally, all AIPs must be submitted to M-DCPS/ ESOL support staff to be included within each student's LEP Plan. Consult pages 2 and 3 of the Secondary Guide to AIP for further information.

Your attention and support regarding the compliance and implementation of the M-DCPS, ESOL policies and procedures is greatly appreciated. If you should have additional questions or concerns, please contact Ms. Marta Llopis at 305- 636-6159.

MT/mg

Attachment