SECTION 3

PROCEDURES FOR GENERATING ELL PLANS AND THE ELL FOLDER

In this section, you will find information on the following:
- Programmatic Assessment
  - For Students With Educational Records
  - For Students Without Educational Records
- English Language Learner (ELL) Folder
- Generating a Replacement Folder
- Transfer of Student Record Guidelines
- Frequently Asked Questions

Programmatic Assessment

To effectively place English Language Learners (ELLs), school personnel should review and document student's prior schooling experiences using school records, transcripts, parent and student interviews, and other evidence of educational experiences.

Gathering information about the student's educational background and prior academic placement achievements will provide a basis for developing appropriate placement and scheduling. ELLs must have equal access to all instructional programs. Special attention should be given to placement in honors, college preparatory and advanced placement as appropriate.

Programmatic assessment for new ELLs must be conducted at the school site by trained school staff at the time of initial registration and must be documented in the ELL Folder, upon qualifying for ESOL services. A student's limited English proficiency should not be a factor in determining the student's level of knowledge/skills in the basic subject areas.

At the **elementary level**, especially in the early grades, placement decisions for all students are made based on age-appropriateness. However, as curriculum and student expectations are raised, these decisions become more complicated. Bilingual teachers and bilingual paraprofessionals should be available and used to assist in the programmatic assessment of these students.

At the **middle school level**, ELLs are also often placed in academic classes based on age/grade appropriateness. However, academic assessment must still be conducted and documented for students in sixth through eighth grade. The same guidelines and procedures described above for elementary students may also be applied to middle school students.

At the **high school** level, transcript evaluation and analysis for students who attended schools outside of the United States present unique challenges not encountered on a regular basis by guidance personnel. Appropriate assessment academic skills of ELLs is crucial at this level. Special care must be taken to ensure that (1) ELLs have full and equal access to the entire range of courses offered at the high school, and (2) that the placement of ELLs in courses is not based on English language proficiency level.

Schools should refer to *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students* for guidelines regarding the grade placement of students who enter the district with foreign educational credentials this document is available from the District Guidance Department. The guide also serves as a tool in identifying the grading scale and academic year of each country as well as diplomas awarded upon completion of secondary education.

For Students With Educational Records

In order to evaluate, document, and grant equivalency status to students' prior educational experiences, the school should:

- Conduct a comprehensive interview with the parent/guardian and student.
- Check the academic year of the report card.
- Check the academic calendar of the student's prior school.
- Check that the name of the student corresponds with educational records.
- Verify whether the student was promoted or retained.
- Check subjects that the student passed or failed.
- Determine courses to be transferred and match them to those offered in the district to ensure that the student receives the credits earned.
  Review student records in scheduling courses. Ensure correct placement in the core academic areas such as English, mathematics, science, and social studies. Assist the student's teachers in developing an appropriate instructional program.

For Students Without Educational Records

- Interview the parent/guardian and student regarding the student's previous schooling.
- Generate a general profile of the student using target questions such as:

  - What grade was the student in during the previous year?
  - What courses did the student take?
  - How did the student perform in the prior school setting?
  - At what age did the student start school?
  - What is the total number of years the student has been in school?
  - Was the student ever retained?
  - Were there excessive absences or special circumstances affecting achievement?
- Check the age of the student to determine approximate grade placement.
- Administer placement tests to assess student's academic skills.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement II – Brief Form) and/or the students' heritage/native language or other forms of formal or informal assessment should be used in determining the appropriate grade placement of ELLs. All decisions regarding ELLs programmatic assessment and academic placement must be documented in the appropriate section of the ELL Folder.

English Language Learner (ELL) Folder

An ELL Folder must be generated for each ELL enrolled in the ESOL Program with the Individual student identification and school information. This information must be documented on the ELL Folder. The ELL Folder contains the ELLs' educational plan (ELL Plan), which must be updated as needed and reviewed at the beginning of the school year.

School Name _____

Year/Grade _____

❑ Programmatic Assessment (e.g. assessment instruments, report cards, transcripts)

❑ Current *ELL Plan**

❑ Registration (Home Language Survey)

❑ Initial Oral Language Classification Assessment Form

❑ IPT Protocol Booklet(s)

❑ K-TEA (Gr. 3-12, if applicable)

❑ *Parent Notification of Placement/ Continuation of Services in the ESOL Program(must be dated)**

❑ ELL Committee Invitation Letter(s)

❑ *Student Meeting Report with signatures**

❑ Flexible Setting Accommodation Letter (when applicable)

❑ State Assessment Score Report(s)

❑ *Parent Notification of Student Exiting from the ESOL Program (must be dated)**

❑ Other_____

_____

ESOL Contact Signature   mm/dd/yyyy

The Folder checklist must be reviewed and checked off at the beginning of **EACH** school year. The ESOL Contact must sign and date the folder indicating all required documents are updated for the current school year.

The following documents must be filed in the ELL Folder:

- ❑ **Current ELL Plan** *(updated annually based on or 30 days prior to the DEUSS date, at the beginning of the year indicating the students new schedule, anytime the students' schedule is changed, etc.)*
- ❑ Home Language Survey, which is part of student registration form
- ❑ Initial Oral Language Classification Assessment Form
- ❑ IPT Protocol Booklet(s)
- ❑ Reading and Writing test (K-TEA II Brief Form) for Grades 3-12 only, if applicable
- ❑ The Notification of Qualifying for ELL/LEP Status Letter
  - o (Initial Placement) To be sent home in parent's native language when student first enters the ESOL Program. ESOL Contact must generate, save, print, file and send a dated Notification Letter home and file a copy in the ELL folder.
  - o (Continued Placement) To be sent home in parent's native language student annually on or 30 days prior to the students' DEUSS date for continued placement in the ESOL Program. ESOL Contact must generate, save, print, file and send a dated Notification Letter home and file a copy in the ELL folder.
- ❑ ELL Committee Meeting Invitation Letter(s)
- ❑ Student Meeting Report with signatures
- ❑ Flexible Setting Accommodation Letter
- ❑ State Assessment Score Report(s)
- ❑ Parent Notification of Student Exiting from the ESOL Program To be sent home in parent's native language when student is exited from the ESOL Program. The letter must be signed and dated by ESOL Contact.

Generating a Replacement Folder

- Label a new ELL Folder as REPLACEMENT on the top right hand corner.
- Print the *A03*, *A07* and *A23* TERMS panels and place in the replacement folder.
- Generate, print, save and file the ELL Plan from ELLevation.
- Complete as much information on the replacement folder as possible, based on the TERMS panels.
  ### Reminders:
  - o ELL Committees cannot be recreated.
  - o Original signatures cannot be falsified.

Transfer of Student Records Guidelines

Starting July 1, 2019, elementary schools will follow the same guidelines as secondary schools when transferring records.

Out of District Transfers - Charter, Private, Out of County, Out of State

• <u>Transfer of records for Elementary, Middle and High School (K-12):</u> District school shall retain the original records. Within 3 days of receipt of a request for educational records from a school outside Broward County District Schools, the sending principal shall forward copies of the requested records to include but not limited to: grades, testing, health, threat assessment evaluations, interventions, services, psychological evaluations, treatment, therapy, notes etc. to the receiving school. All original records shall be kept at the school until notification is received from Records Retention.

District Transfers (K-12)- lateral - (Does NOT include Charter Schools)

• <u>Transfer of educational records within Broward County District Schools:</u> Records of students withdrawing from one district school and enrolling in another district school shall be transferred to the receiving school. This is considered a lateral transfer. Withdrawing school will send the entire folder via Pony to the enrolling school. Schools will not withhold enrollment because of lack of registering documentation. The same rule applies to records of students promoted from elementary school to middle school or from middle school to high school within Broward County District Schools.

Any questions regarding this process, please contact **Lucia Ungaro, Supervisor, Records Retention, at 754-321-3151.**

Due to this change it is essential that all documents are generated, saved, printed and filed in the ELL Folder as well as **uploaded to the Document tab** in ELLevation.

Frequently Asked Questions Section

Section 3: Programmatic Assessment

Q: **When should the Programmatic Assessment be completed?**
A: Trained school personnel must conduct the Programmatic Assessment at the school site at the time of initial registration. The interview must be documented on the ELL Folder.

Q: **Does a student's language classification/proficiency determine eligibility for gifted, advanced placement, dual enrollment, etc.?**
A: No.

Q: **When are Continuation Parent Notification Letters generated?**
A: Notification letters are generated, signed and dated and in parent's native language when an ELL Committee is convened for Annual Review or Extension of Services if students are remaining in the ESOL Program.

Q: **How do schools request ELL Folders?**
A: Email esolrequests@browardschools.com. Include your location name and quantity of folders requested.

Q: **What happens if a folder is requested but not received?**
A: If a folder is not made available, create a Replacement folder with pertinent data available on TERMS and ELLevation.