



***Sweet Home Central School District
CR Part 154: English as a New
Language
Comprehensive Plan
2022-23***

LEA BEDS Code: 14020706



Sweet Home Schools.... Every student, one community, ready for the future.

"We empower students to be innovative, self-directed, curious, compassionate, resilient, persistent, lifelong learners."

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Type of Program: Freestanding English as a New Language (ENL) Program

Section A: The District's Philosophy for the Education of English as a New Language (ENL) Pupils

The Sweet Home CSD is committed to helping all of our children learn and achieve at high levels. Literacy is the gateway to learning and life's opportunities. We recognize and support students with home or primary languages other than English who need assistance in reaching English language proficiency. These students are called English Language Learners (ELLs) or Multilingual Learners (MLLs), receive direct educational service as a part of our English as a New Language (ENL) program. We are committed to ensuring that our students learning English as a New Language achieve the same levels in all NYS Next Generation Learning Standards areas as English-speaking students. Our ELL/MLL students are fully included in our school programs. They are encouraged to participate in all our programs- academic and co-curricular. Accommodations and additional support are provided when necessary. This includes after-school and summer academic intervention services. The Sweet Home CSD believes in the principles outlined in [NYS Blueprint for English Language Learners' Success](#) and strives to ensure that all our students attain the highest level of academic success and language proficiency.

To provide each ELL/MLL student support at their level of English language proficiency, the Sweet Home CSD utilizes the following units of study and staffing guidelines at the K-8 and 9-12 levels:

CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	

We recognize our ELL/MLL students are unique in their language needs and as such may demand different supports, and learn through various instructional practices. In support of this, Sweet Home teachers are trained and growing in their understanding of the characteristics of students at different English language proficiency levels and their experience in school. ELL/MLL “newcomers” represented by students who have recently arrived in the United States, often speaking little or no English receive intensive English instruction in language-rich classrooms with native English-speaking peers and as well as smaller direct instruction settings with the support of highly qualified ESOL teachers. First-year students and their families are given support to become acquainted with our schools, structures, rules, routines, and expectations of behavior. Translators and bilingual peers are used to support this transition and make students feel comfortable and safe.

We believe high-quality instruction for all students anticipates all students' potential and provides them with the support they need to attain academic as well as social/emotional success. All students, as well as newcomers, need to be provided with authentic opportunities for language and discourse to develop, as well as skills in critical thinking and problem-solving. To this end, language-rich experiences dominate our kindergarten and elementary program. Oral language instruction is used as a vehicle for successful growth in areas of literacy. In classrooms, students are heterogeneous groups, so those with lower vocabulary skills and limited background knowledge can benefit from hearing the discussions of their peers. Classrooms are print-rich environments where books and language surround students all day. Students have opportunities to engage in conversations, listen to stories, and build language and vocabulary around experiences they might not encounter in real life. Likewise, [Accountable Talk](#) strategies are utilized in all our K-12 classrooms to raise the level of conversation and thought among all students. These same practices support students considered “developing” ELLs/MLLs. Developing students, often at an expanding level of language proficiency, have been in our ENL program for at least four to six years. ELLs at this expanding level benefit from additional academic intervention services with the assistance of both reading and math specialists as well as the ongoing support of ESOL teachers. Classroom teachers are also learning how to use and apply the New York State Bilingual Common Core Initiative progressions to support their understanding of the language levels and the receptive and productive skills that support each standard. Because culture is central to learning, teachers of ELLs/MLLs are being taught how to apply culturally responsive teaching practices. As needed, ELLs/MLLs are encouraged to use bilingual glossaries as they grow their understanding of content-specific vocabulary.

In some cases, Sweet Home services students are considered as “long-term “ ELLs/MLLs. These students who have been receiving ELL/MLL services for over six years are typically found at our middle and high school levels. Long-term ELLs are often orally bilingual and sound like native English speakers. However, they typically have limited literacy skills in their native language, and their academic literacy skills in English are not as well developed as their oral skills. Some ELLs/MLLs are transnational students who have moved back and forth between the United States and their family's country of origin and have attended school in both countries. While often performing at the transitioning to expanding language level of English proficiency, these ELLs/MLLs perform below grade level in reading and writing and, as a result, struggle in all content areas that require literacy. For these students, ELL/MLL support is integrated into the general education classroom with an emphasis on content area teachers focusing on content, skills, and understandings, as well as literacy learning. Teachers at Sweet Home continue to work to embed language and literacy skills with a focus on academic language. Like their native English-speaking peers, as needed, long-term ELLs are provided with academic intervention services.

While a limited group, some ELLs/MLLs may also require services as a student with a disability. The Sweet Home CSD continues to be committed to providing high-quality instruction and support services to ELLs with disabilities in alignment with their Individualized Education Programs (IEP). Accommodations and specially designed instruction will be delivered in the general education classroom to the maximum extent possible. Building collaborative skills and making time for articulation and communication between teachers delivering services to

ELLs/MLLs with a disability, while a challenge, continues to be a focus K-12. Careful and thoughtful planning considering both the linguistic needs of the student as well as their disability-related need is stressed. Instruction on essential vocabulary, front-loading of information, repeated exposure, and scaffold instruction are utilized. Instructional strategies such as chunking and questioning aloud, simplifying the use of complex language as well as using visuals and real-life examples help to enhance comprehension.

Another subgroup, though small in number, we have more recently begun to experience includes Students with Interrupted Formal Education (SIFEs). While posing more unique challenges, efforts are in place to educate teachers about the needs of these students and their families, as well as to adapt the curriculum, and use instructional models (i.e. Sheltered Instruction) that make content comprehensible to students with limited vocabulary and background knowledge. Resources from the [Bridges to Academic Success Program](#) are also being introduced to teachers through professional development workshops. Strategies for newcomer ELLs are very applicable to students with interrupted schooling. Sweet Home teachers continue to study other new resources provided by NYSED to support these students. We understand that instructional practices utilized to support the emerging English language skills of our ELLs/MLLs are good for all students.

Finally, as outlined in Section G of this plan, once an ELL/MLL achieves an overall English language proficiency level of “commanding” on the NYSESLAT or proficient level on similar state assessment (e.g. 3-8 CC ELA or Regents examination) they will be considered a “Former” ENL student and for the next two years will receive transitional services and supports as needed by the ESOL teacher. This includes but is not limited to testing accommodations, progress monitoring, and as needed, direct instructional support in the general education classroom. Academic intervention services will be continued as needed.

In summary, regardless of the grade, subject matter, and English language level of each ELL/MLL, Sweet Home CSD recognizes that all teachers must see themselves as language and literacy teachers, prepared to teach language through content. We need to continue to find opportunities for teachers to collaboratively, throughout the year, develop lessons and units with embedded language and literacy skills.

Section B: Administrative Practices and Procedures to Screen, Identify, Place and Annually Assess ENL Pupils

The Principal for Curriculum and Instruction provides administrative support for the ENL program. Building-level administrators provide oversight of the program in individual buildings. Overall program planning, management, assessment, and facilitation are provided by ESOL teachers that meet monthly to coordinate the district program. The district offers services in Stand Alone and Integrated Co-teacher units of study in accordance with the New York State Education Department Requirements.

Screening Process

Sweet Home CSD utilizes a central registration process that is inclusive of our Family Support Center. All students are screened upon entry to our schools during this registration process. Registration personnel has received training from our ESOL teachers in recognizing potential English language learners. The parent/guardian of each student, regardless of language background, must complete a [Home Language Questionnaire \(HLQ\)](#). Questions and prompts about a student's language development and home language usage are the focus of this form. If available, the HLQ will be provided for parents to complete in their home language. For lower incident languages, oral translation services are provided to ensure a parent understands the questions on the HLQ.

Based on the HLQ, a highly qualified ESOL teacher will screen any student that might be in need of ENL service. Students will be given an interview to better gauge their language needs. This interview will be conducted in English and the student's home language with translation/interpreter assistance as needed. The interview and all future oral and written communications will be conducted with a qualified translator/interpreter provided by the school/district. During the interview, the student's abilities or work samples in reading and writing in English, reading and writing in the home language, and math will be reviewed. *See the parent interview form in [Appendix A](#).*

For students reentering the NYS public school system, the interview must include a review of prior experience in the home language and/or English instruction to determine if the student shall be administered the [New York State Identification Test for English Language Learners \(NYSITELL\)](#) and to determine the student's level of literacy in their home language and grade level in math. All documents will be placed in the student's cumulative record. Note: If needed, some of this information may be used to determine if a student is a potential Student with Inconsistent/Interrupted Education (SIFE). See SIFE information below.

If after the interview, it is determined that a student's primary language is English then the student is not an ELL/MLL and the identification process stops. If it is believed a child's primary language is a language other than English and the student might benefit from ENL service, the child will be given the New York State Identification Test for English Language Learners (NYSITELL) by the ENL teacher. The purpose of the NYSITELL is to assess the English language proficiency of new entrants whose home language is a language other than English, as indicated on their HLQ. It is used to determine if the student is in need of ENL services. Based on NYSITELL results, students will be categorized into one of five levels (Entering, Emerging, Transitioning, Expanding, and Commanding), which will determine the number of hours and type of service each student will receive. If the student's language proficiency level falls into the Entering through Expanding levels, then the student is an ELL/MLL and the parent/guardian will receive within five school days an entitlement letter stating the child's specific language proficiency level and be invited to a parent orientation meeting to discuss the ENL service to be offered to their child. Parents will be told of their rights to seek a review of the ELL identification and/or entitlement determination. Should a student score at the Commanding level of proficiency on this assessment, they will not need formal ENL service. Parents will be given written notification of their child's eligibility or non-eligibility for services and placement in our district's ENL program. *(See sample notification letters in [Appendix B](#))*

The NYSITELL will be given to students, suspected of having a second language acquisition need, within 10 days of the student's initial enrollment. It may not be administered before July 15 for students in grades 1-12 enrolling for the start of classes in September. For students enrolling in kindergarten for the start of classes in September, the NYSITELL may not be administered prior to June 1.

Students with a Disability

If a student registers from another state in the United States or Puerto Rico with an Individualized Education Plan (IEP) indicating an identified disability, the [Language Proficiency Team](#) (LPT, minimally comprised of a school administrator, ESOL teacher, Director of Special Education or his or her designee and the student's parent(s), will determine if the student, that may have second language acquisition needs, be given the NYSITELL. The ELL identification process stops if the LPT recommends that the student with an IEP does not have a second language acquisition need. This recommendation will be sent to the Superintendent of Schools for approval. *(see LPT Determination Form in [Appendix E](#))*

Note: If it is suspected that a student has been misidentified as an ELL student and a written request is submitted, a review process will be conducted by qualified personnel (Superintendent or his/her designee) and ESOL teacher. The parent must consent to the change in ELL status, and the principal and superintendent must approve.

ELL Students with Interrupted/Inconsistent Formal Education (SIFE)

An ELL is considered a [Student with Inconsistent/Interrupted Formal Education \(SIFE\)](#) when they have attended schools in the U.S. for less than 12 months and upon initial enrollment in schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the US. In the case of possible SIFE students, the ENL teacher will administer the SIFE Oral questionnaire and diagnostic tools to determine SIFE status.

The SIFE Oral Interview Questionnaire must be administered, followed by the Diagnostic Tool for SIFEs to ascertain their home language literacy level (i.e. Multilingual Literacy SIFE Screener and Writing Screening tool). Any documents pertaining to SIFE determination will be maintained in the student's cumulative record. Parents will be notified if a student has a SIFE determination. See the SIFE screening, identification, and placement flowchart in Appendix C.

Fluency in academic English while developing the literacy skills to access the content at the secondary level is the primary goal of a content-based ENL program for SIFE students. Through ENL and mainstream teachers' collaboration SIFE students will learn English to the greatest extent possible, using important basic academic concepts, principles, and vocabulary from the mainstream curriculum. Teachers will meet regularly to discuss each SIFE student's progress in all subject areas, clarifying both strengths and areas needing extra work.

With a focus on strategies that promote comprehensible input and encourage multiple opportunities for language practice (i.e. instructional support of oral language in English, aligned with high-quality literacy instruction), SIFE students will engage in word study (teaching decoding of English as well as teaching content vocabulary) while increasing listening and reading comprehension. Instruction will be thematically based with an emphasis on shared reading experiences and community writing.

SIFE students will have increased practice/interaction with academic content. While the workload may be decreased, concentrated efforts will be on the instruction of the most important concepts and vocabulary. As a modification/adaptation for grading, student progress will be measured through a portfolio or collection of student work. Grades will be based on the mastery of the content or attainment of skills or standards. Moving forward, we will explore the Bridges Curriculum to teach foundational literacy (reading, writing, listening, and speaking) that enables students to use text as a resource to learn as well as build conceptual knowledge across content areas. SIFE students will be provided with a stand-alone ENL period of instruction built into their regular school day.

Annual Assessment to Determine Language Proficiency

In the spring of each school year each ENL student will take the New York State English as a Second Language Achievement Test (NYSESLAT). This assessment is designed to assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12. The NYSESLAT is the approved New York State assessment instrument to measure the English language proficiency of English language learners (ELLs) in all public and charter schools. This assessment measures a student's English proficiency, including a child's level of

comprehension, speaking, listening, reading, and writing skills in English. This secure assessment determines a student's growth in English language proficiency, continued eligibility, and the number of program services an ENL student is eligible to receive. Assessment results are made available to parents in August of each year. In New York State, a student is considered an ELL until s/he achieves the Commanding/Proficient level on the NYSESLAT or achieves the Expanding level on the NYSESLAT and scores at level 3 or 4 on grade 3-8 ELA Assessment or a score 65 or greater on the NYS English Regents exam.

Note: More detailed regulatory guidance for screening, identification, placement, review, and exit criteria for English Language Learners (ELLs) can be found at

<http://www.nysed.gov/common/nysed/files/bilingual/ellidchartguidance7.1.15.pdf>

A parent's guide to the NYSESLAT can be found at-

<http://www.nysed.gov/bilingual-ed/nysitell-and-nyseslat-parent-guides>

Section C: Parent Information Regarding Our ENL Program and Parent Rights

Within five school days of a student being identified as an ELL, the student's parents or guardians receive written notice in their indicated preferred language (<http://www.nysed.gov/bilingual-ed/schools/parent-notification-lettersforms>). For a sample letter in English see [Appendix B](#). The parent letter must be kept in the student's cumulative record. This notification must include language that details the parents' right to seek a review of ELL identification determination, their child's English language proficiency level, and information regarding a Parent Orientation session. Students must be identified and placed in an appropriate ELL program within 10 school days of enrollment and parents must receive written notification of their child's ELL Program Placement (Appendix B).

Sweet Home CSD invites each parent/guardian with a student new to our district's ENL program to an orientation session. Here, parents learn about our ENL program, the NYS Next Generation Learning Standards, the various assessments their child might take and expectations for students and families. Parent orientation videos, developed by NYSED in several commonly spoken languages, are shared with parents at our September orientation meeting and are available throughout the years as new students enter our ENL program. Agendas and sign-in sheets are maintained in district and school files.

Family Involvement

In support of the Sweet Home mission, all students have the right to a high-quality education. Family involvement is critical to the success of any child's school experience. It is no different for children where a language other than English is spoken. While communication can create challenges, it should in no way prevent the school or family from working closely together to meet the needs of children.

The New York State Education Department's Office of Bilingual Education and World Languages (OBEWL) has created an English Language Learner Parents' Bill of Rights which summarizes critical rights concerning educational access and programming for ELLs and their parents. These key rights are summarized in an easy-to-reference one-page format (see [Appendix D](#)) and versions have been [translated into the most commonly spoken languages](#) by New York State ELLs/MLLs. The Bill of Rights is shared with the parents of ENL students in our program and includes information on how parents and students can contact the OBEWL if they have questions or complaints.

It is important for each family to know what is happening in their children's lives at school. Sweet Home's ESOL and classroom teachers will strive to maintain close contact and communicate with families. Translation services are available. Teachers will often try to use translation resources such as [Language Line](#), [Talking Points](#), or [Google Translate](#) to better communicate with parents. Note: while we know Google Translate is not the perfect tool, it often can be used as a basic form of communication when direct oral translation services are not available.

Teachers will strive to get to know the cultural traditions of the families we serve. We certainly try to be respectful when scheduling school events around important cultural or religious holidays that would prevent large numbers of students from missing important instruction time or school events. Throughout the year, teachers also make personal connections with families through Back-to-School Night, PTA Family Night events, Literacy Nights, Multicultural Nights, *parent-teacher conferences, and our annual ENL family picnic in June.

**Note: ENL staff will meet with the parent or guardian, in addition to regular Fall parent-teacher conferences, to discuss the student's English learning goals and progress. This meeting typically takes place in February.*

Parents are strongly encouraged to continue to promote native language skills while their children are learning English in school. Strong native language skills help children learn English. Children knowing two or more languages are a great asset. Likewise, parents are encouraged to get to know our school and other families as well as take advantage of our parent volunteer program or our PTA/PTO's.

Parents are encouraged to click this link and visit- [NYS Resources for Families and Students](#). This site The resources listed here are compiled for families of English Language Learners and students whose home language is other than English. All of these resources are translated into one or more other than the English language.

Section D: District Systems to Annually Measure/Track Progress

We recognize that while it may take five to seven years for students to become proficient in English, the rate of progress of ELLs/MLLs is influenced by several factors such as

- prior English language exposure, experience and instruction;
- home language and literacy level of the student;
- home language and literacy level of the parents;
- language in the home environment; and
- language learning skills and strategies acquired in the home language that can be transferred to learning English.

As a result, ELLs/MLLs' language and academic progress is assessed and tracked throughout the year through formative and summative assessments. Annual assessments such as the New York State English as a Second Language Achievement Test (NYSESLAT), 3-8 Common Assessments in English Language Arts (ELA), and at the high school level, Regent examinations provide general information to track student progress. While students new to our ENL program are evaluated by the NYSITELL, the NYSESLAT provides a more comprehensive measure of language proficiency. Beyond determining the general English language level a student is performing at, each learner's progress in the sub-components of literacy (listening, speaking, reading, and writing) is analyzed to determine strengths and needs. As with any other subgroup of students, results from ELLs common core and Regents assessments are reviewed annually against content standards to make adjustments to the core instructional program. This data is accessible via the WNYRIC's Data Warehouse and Sweet Home's annual NYS School Report Card.

The way assessment is carried out has strong consequences for both curriculum and instruction for all students, especially ELLs. Therefore, on a regular basis, formative assessments are used as a tool to provide feedback to ELLs about their learning and assist teachers in designing instruction to meet each student's unique needs. ESOL teachers continue to examine the Targets of Measurement from the NYSESLAT assessment to identify critical areas across language proficiency ranges to more regularly monitor the productive and receptive language skills of students. Students are evaluated and information is sent home to parents in the form of an ENL progress report (see a sample report in [Appendix F](#)). As with other students, ELLs are given the STAR universal screening/ progress monitoring assessment in literacy and math, unit assessments, and interim assessments. At the elementary K-5, students are regularly assessed throughout the year using the Early Literacy Assessments from Mary Clay's Observation Survey, and the Fountas and Pinnell Benchmark Assessment (BAS).

Section E: ELL Access to Curricular and Extracurricular Services

K-5 students in need of ENL support services will receive these services at [Heritage Heights Elementary School](#), [Maplemere Elementary School](#), and [Willow Ridge Elementary School](#). Note: At this time, students living in the attendance zone of Glendale Elementary School will receive the ENL services at Heritage Heights. Similar services are provided for middle school students in grades 6-8 at [Sweet Home Middle School](#) and grade 9-12 students at [Sweet Home High School](#). Under the instructional guidance of highly qualified, NYS-certified ESOL teachers, students of the district's ENL program receive instruction within two models- pullout or stand-alone ENL services and inclusion or integrated ENL within the regular classroom.

These models are used flexibly to meet the needs of the child. Each English language learner is placed in mainstream classrooms and receives ENL support based on their English language proficiency level (i.e. Entering, Emerging, Transitioning, Expanding, and Commanding). Students at the commanding level of proficiency receive ENL support and monitoring for an additional two years after reaching this level.

Note: See the [ENL Units of Study table](#) outlined on page 3 for an overview of mandated service hours and teacher support.

Our ENL instruction incorporates a variety of teaching methods such as co-teaching, direct instruction, small group, or one-on-one work. ESOL teachers collaborate with classroom teachers to support students and help them find success throughout the day. All units of study are aligned with common core state learning standards. English language learners receive the necessary support and instruction to acquire English language concepts and skills.

All students K-12 have immediate access to technology through the district's 1:1 computing initiative. This is especially beneficial to ELLs since they can access an increasing amount of information in their home language, through differentiated reading levels of text as well as build academic vocabulary and background knowledge by accessing video content. Bilingual glossaries and Google translate provide additional support to students in their home language.

At the elementary level, a workshop approach is used for both English language arts (ELA) and mathematics. ENL students receive language instruction within the [balanced literacy framework](#) and content instruction using a language-rich model that encourages Accountable Talk. A common schedule for ENL students at the Entering-Emerging Level represents two units of study weekly (360 minutes of service- a combination of

stand-alone and integrated instruction) and Transitioning- Expanding Level (one unit of study or 180 minutes of service weekly in an integrated setting w/flexible pullout support as needed) for grades 1 and 4 are below:

Grade 1 Sample Schedule

Entering- Emerging	Transitioning- Expanding
Shared Reading/ Community Writing (15-20 mins.)	Shared Reading/ Community Writing (15-20 mins.)
Word Study- 10-20 mins. ENL support in classroom or pullout	*Word Study- 10-20 mins. ENL support in classroom or pullout *Transitioning- Flexible could be integrated for up to 90-minutes/week or have 90 min/ stand-alone
Writing (40 mins.)- Co-teaching integrated ENL support	Writing (40 mins.)- Co-teaching integrated ENL support
Special – Art, Music, PE (50 mins.)	Special – Art, Music, PE (50 mins.)
*Reading Workshop (40 min. Stand-Alone ENL service) *Emerging- Flexible could be integrated for 90 minutes/week or have 90 min/ stand-alone	Reading Workshop
Lunch (30 mins)	Lunch (30 mins)
Content Areas Study (40 min.)	Content Areas Study (40 min.)
Interactive Read Aloud (20 mins.)	Interactive Read Aloud (20 mins.)
Math (60 mins)	Math (60 mins)

Grade 4 Sample Schedule

Entering- Emerging	Transitioning- Expanding
Shared Reading (15-20 mins.)	Shared Reading/ Community Writing (15-20 mins.)
Word Study- 10-15 mins. ENL support in classroom or pullout	*Word Study- 10-20 mins. ENL support in classroom or pullout *Transitioning- Flexible could be integrated for up to 90-minutes/week or have 90-min/ stand-alone
Writing (40 mins.)- Co-teaching integrated ENL support	Writing (40 mins.)- Co-teaching integrated ENL support
Special – Art, Music, PE (50 mins.)	Special – Art, Music, PE (50 mins.)
*Reading Workshop (50 mins.) (40 min. Stand-Alone ENL service) *Emerging- Flexible could be integrated for 90 minutes/week or have 90 min/ stand-alone	Reading Workshop (50 mins.)
Lunch (30 mins)	Lunch (30 mins)
Content Areas Study (40 min.)	Content Areas Study (40 min.)
Interactive Read Aloud (20 mins.)	Interactive Read Aloud (20 mins.)
Math (60 mins)	Math (60 mins)

At the middle school level a workshop approach is used for both English language arts (ELA) and mathematics. ENL students receive language instruction within content-based units of study. Like the elementary level, Accountable Talk strategies are stressed to encourage oral communication and discourse. ENL students at the Entering-Emerging Level receive two units of study, both stand-alone and integrated instruction in their ELA classrooms. Transitioning- Expanding Level ELLs receive one unit of study of instruction in their core ELA classrooms. The schedule below represents an Emerging ELL with two units of study representing both stand-alone pull-out instruction and instruction utilizing a co-teaching model (i.e. ELA 9 Period 9-10).

Grade 8 Sample Schedule

Day	Terms			1a	1b	2a	2b	3a	3b	4a	4b	5a	5b	6a	6b	7a	7b	8a	8b	9a	9b	10a	10b
A	16-17	S1	Q1	Social Studies 8 M280.81 Frije, J Room: 209 1a-2a(A-B) 16-17		Science 8 M480.82 Lindemann, S Room: 131 2b-3b(A-B) 16-17		Technology 8 M762.113 Fried, M Room: 401 4a-4b(A) S1		Computer Skills 8 M988.2 Smith, T Room: 231 5a-5b(A) 16-17		Lunch - Grade 8 M998.5 Staff, S Room: 329 6a-6b(A-B) 16-17		ENL 8 M995.1 Grosjean, J Room: 200 7a-7b(A-B) 16-17		Math 8 M380.83 Previte, J Room: 219 8a-9a(A-B) 16-17		ELA 8 M180.84 Davis, K Room: 211 9b-10b(A-B) 16-17					
B	16-17	S1	Q1	Social Studies 8 M280.81 Frije, J Room: 209 1a-2a(A-B) 16-17		Science 8 M480.82 Lindemann, S Room: 131 2b-3b(A-B) 16-17		Phys Ed G8B M802.6 Graham, D Room: 409 4a-4b(B) 16-17		Family & Consumer Sciences 8 M773.1 Lipka, A Room: 207 5a-5b(B) 16-17		Lunch - Grade 8 M998.5 Staff, S Room: 329 6a-6b(A-B) 16-17		ENL 8 M995.1 Grosjean, J Room: 200 7a-7b(A-B) 16-17		Math 8 M380.83 Previte, J Room: 219 8a-9a(A-B) 16-17		ELA 8 M180.84 Davis, K Room: 211 9b-10b(A-B) 16-17					

At the high school level a workshop approach is used within an English language arts (ELA) classroom with a focus on analytical reading and writing. ENL students receive language instruction within content-based units of study. Instruction is scaffolded to allow students to access lesson content opportunities to practice the cognitive strategies related to reading (predicting, summarizing, visualizing, questioning, metacognition, monitoring, etc). Helping ELLs see the connection between reading and writing is stressed. At all levels, Accountable Talk strategies are stressed to encourage oral communication and discourse. ENL students at the Entering level receive three units of study or a combination of at least 540 minutes of instruction in both a stand-alone and integrated setting. Emerging level ELLs receive two units of study or a combination of at least 360 minutes of instruction in both a stand-alone and integrated setting. Emerging-level students receive both pullout and integrated instruction in their ELA classrooms. Transitioning- Expanding level ELLs receive at least one unit of study or 180 minutes of instruction in an integrated setting with the flexibility to receive additional stand-alone support if needed. The schedule below provides an example of a 10th-grade, emerging student with two units of study of ENL instruction in both a stand-alone and integrated setting in ELA.

Grade 10 Sample Schedule

Exp	Trm	Crs-Sec	Course Name	Teacher	Room	Enroll	Leave
P1(1-4)	16-17	0222-91	Global II	Liberta, D	309	09/06/2016	07/01/2017
P2(1-4)	16-17	08312-2	Intro to Technology	Hayes, E	607	08/15/2016	07/01/2017
P3(1-4)	16-17	8512-81	English 10R	Dallas, D	106	08/15/2016	07/01/2017
P3(1-4)	16-17	01022-81	English 10 ESL	McGowan, M	106	08/15/2016	07/01/2017
P4(1-4)	16-17	0380-3	Algebra	Martin, B	714	08/15/2016	07/01/2017
P5(1)	16-17	26006-17	Algebra Lab	Giufre, M	602	08/19/2016	07/01/2017
P6(1-4)	16-17	00593-2	Soph Lunch	STAFF, Space Holder	Café	09/06/2016	07/01/2017
P7(1-4)	16-17	05001-2	ESL Enter/Emerge 9-10	McGowan, M	204	09/06/2016	07/01/2017
P8(1)	16-17	0016-3528	Sophomore Study Hall Day 1	Fiebelkorn, A	Café	09/07/2016	07/01/2017
P8(3) P9(1-4)	16-17	0423-9	Earth Science	Ricupito, M	608	09/06/2016	07/01/2017
EX(1-4)	16-17	L00001-1	Virtual Library	Mussachio, H	LIB	09/12/2016	07/01/2017
EX(1-4)	16-17	S1014-1	Soccer - Boys V	Martin, S	319	09/20/2016	07/01/2017
P5(2,4)	16-17	0920-10	Phys Ed Team	Murphy, J	Gym	08/18/2016	07/01/2017
P8(2,4)	16-17	0912-10	Health	Murphy, J	501	09/06/2016	07/01/2017
P5(3)	16-17	0018-3543	Sophomore Study Hall Day 3	STAFF, Space Holder	Café	08/15/2016	07/01/2017

Extracurricular activities and services provided to all students are provided to ELLs/MLLs. This includes academic intervention services, sports, and club experiences. For example, at the elementary level with their grade-level peer's ELLs/MLLs are invited to participate in inquiry-based experiences (i.e. Engineering Club) and the performing arts. Similar experiences exist at the secondary level. Given the diversity of our student body, an International Student Association has emerged at the high school. Targeted academic intervention services are provided to ELLs both during the day and after school for students. An ENL summer program provides language-rich experiences for our students at the elementary and middle levels. Additionally, HS students are integrated into our regular summer school programs.

Section F: ELL Access to All Support Services

Sweet Home understands that services provided to ELLs/MLLs as prescribed by their English language proficiency levels may not be sufficient if the student is not making adequate yearly progress. As a result, the additional support services provided to ELLs/MLLs will be aligned to intervention plans (e.g. Academic Intervention Services) the school district is already providing to all students. This will include targeted areas for support and goals to address the individual needs of students. This includes but is not limited to additional instructional support from an ESOL teacher, small group and individualized instruction by a reading or math specialist (e.g. Reading Recovery, Leveled Literacy Intervention, Read 180, Bridges Math, Do The Math), extended day programs (e.g. ENL after school group), computer-assisted instruction (e.g. Think Through Math), or in school counseling services. This is inclusive of all ELL subgroups.

Section G: Former ELL Services

Once an ELL/MLL achieves an overall language proficiency level of “commanding” on the NYSESLAT they will be considered a Former ENL student and for the next two years will receive transitional services and support as needed by the ESOL teacher. This includes at least one-half of one unit of study or its equivalent of Integrated English as a New Language in English Language Arts or another content area classroom. This includes but is not limited to testing accommodations, progress monitoring, and as needed, direct instructional support in the general education classroom. Academic intervention services will be continued as needed. Unless specified in their AIS plan, former ELLs/MLLs will be monitored through the same regular grade-level assessment measures as their native English peers.

Seal of Biliteracy (NYSSB)

Sweet Home encourages former ELLs and MLLs to strive to achieve the [Seal of Biliteracy](#) upon graduation from high school. The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to affirm the value of diversity in a multilingual society, encourage the study of languages, identify high school graduates with language and biliteracy skills for employers, provide universities with additional information about applicants seeking admission, prepare students with 21st Century Skills, and to recognize the value of world and home language instruction in schools.

Section H: Professional Development on ELLs

Sweet Home is committed to providing high-quality professional development for its instructional staff. This takes many forms including large group seminars and workshops, small group team meetings and study sessions, online learning, and one-to-one instructional coaching. Given the growing, diverse composition of our student body, Sweet Home teachers K-12 will receive at least 15% of their professional development focusing on language acquisition and the need of ELLs/MLLs as well as literacy and culturally responsive teaching practices. Specific teachers working directly with large subgroups of ELLs/MLLs will receive even more focused professional development to grow their background knowledge on the English language proficiency levels of ELLs/MLLs and enhance their use of instructional strategies that address these language needs. Sweet Home has adopted an ENL teaching cohort model of collaborative learning and works directly with staff developers from R-BERN to provide focused professional development activities in support of the goals below. Likewise, ESOL teachers at the elementary, middle, and high school level will participate in ENL cohorts as well as continue to grow in their understanding of language and literacy through their work with literacy consultants, as well as attend ENL study groups, regional workshops, and seminars (e.g. NYSABE). Their professional development work will comprise more than 50% of their study each year and will enhance their work with students as well as continue to grow their understanding of how to best deliver instruction to ELLs in core content areas.

ENL Professional Development Goals for 2022-2023

1. Provide focused, ongoing professional development in strategies for language and content learning that support English language learners in the general education settings (e.g. Key Principles in ELL Instruction (Rojas), Classroom Instruction that Works for English Language Learners, SIOP, Bridges to Success, etc.).

Teachers must learn to:

- o apply principles of culturally responsive teaching (cultural sensitivity, understanding culturally and linguistically diverse students)
 - o draw on background knowledge and experience- expand on a students home languages, culture, and prior knowledge to make content meaningful and accelerate language transfer;
 - o recognize and understand the English language proficiency levels and their impact on instruction and student learning;
 - o communicate clearly to ELLs academic expectations and model strategies to increase their independence and self-monitoring;
 - o provide explicit instruction in vocabulary and academic use of language;
 - o ensure that writing instruction creates meaningful opportunities to communicate rather than mechanical exercises for text production;
 - o employ multiple ways to help students access content and perform tasks- use graphic organizers, visuals, models, drawings, diagrams, tables, equations, pictures, graphs, and charts to increase access and understanding of text;
 - o use diagnostic and formative assessment to continually assess learning- monitor student progress, provide feedback, and encourage students to reflect on their own thinking and learning; and
 - o use digital media and instructional best practice principles (i.e. UDL) to reduce learning barriers.
2. Increase the use of co-teaching and collaborative practices at all levels. Provide training and support for co-teaching models. Training will:
 - provide opportunities for extended discourse and collaborative learning with teachers and peers.

- review best practices to co-plan, co-deliver, and individualize instruction for all students in a classroom.
- encourage co-teachers to work together creatively to accommodate the language proficiencies, cultural diversity, and educational backgrounds of the students in the classroom;
- assist co-teachers in developing strong communication skills and strategies to overcome instructional challenges constructively.

Note: Every teacher must learn to apply the following principles of instruction supported through research for English language learners. They will serve as the general focus areas for study.

Focus on Academic Language, Literacy, and Vocabulary:

- *English language learners who appear to be fully fluent in English may nonetheless struggle to express themselves effectively in academic settings. Research shows that students should be explicitly taught the language skills they need to succeed in the classroom.*

Link Background Knowledge, Experiences, and Culture to Learning:

- *Numerous studies show that students perform better when their home culture and background knowledge are incorporated into the academic environment.*

Increase Comprehensible Input and Language Output (reading, writing, listening, and speaking):

- *English language learners learn both through the language they encounter (input) and the language they produce (output). Input should be at a level that is challenging but nonetheless comprehensible. Students should also be given ample opportunity to produce language, and they should receive direct feedback to increase their comprehension and improve their language skills.*

Promote Classroom Interaction:

- *English language learners' vocabulary, grammar, and pronunciation develop faster when there are opportunities for interaction in the classroom using the language being learned. Interaction among students and with the teacher is crucial in the language acquisition process.*

Stimulate Higher Order Thinking Skills and the Use of Learning Strategies:

- *All students benefit from learning the thinking skills and learning strategies that are used naturally by the highest-performing English language learners.*

APPENDIX



Sweet Home Central School District

English as a New Language Department

Parent Interview

Student: _____

People present at the interview:

Family Background:

1. Can you tell me about your family? (How many children, ages, other family members in the home etc.)
2. When and where was your child born?
3. What is the first language your child learned to speak?
4. What is your home language? Do you and your children have conversations in this language?
5. Does your child read in this language? Do you read to your child in this language, or tell stories?
6. What do you think your child's dominant language is?
7. Do you speak any English?
8. What is your level of education? What is your job?

9. How long have you lived in the United States?
10. Where have you previously lived?
11. Was your child ever separated from mom or dad? Are there any family members who are living elsewhere?
12. Are there any traumatic events that have happened to your child, or they have witnessed?
13. Is there anything we should know about your culture or religion?

School History:

1. Has your child previously attended school? Where?
2. How long did your child attend school? Is there anything that prevented them from going to school?
3. Did you have any concerns about their education or learning? What do you think are your child's strengths? Their needs?
4. How does the child learn new things? Can he/she learn some things more easily than others?
5. Can the student express himself/herself effectively? Can the student express complete ideas? Do people have to guess what a child is trying to say?
6. Is there anything we can help you with inside or outside of school? Do you have any questions or concerns?

APPENDIX B- Sample Parent Notification Letters



Sweet Home Central School District of Amherst and Tonawanda

Heritage Heights Elementary School
2545 Sweet Home Road • Amherst, New York 14228
(716) 250-1525

Antonio Perry, Principal

Dear _____:

Based on your responses to the Home Language Questionnaire completed at registration and the results of an individual interview, your child, _____, was tested on _____ using the New York State Identification Test for English Language Learners (NYSITELL). The results of the NYSITELL determine his or her level of English language proficiency and eligibility to receive English Language Learner (ELL) services. Your child scored at the _____ level on the NYSITELL (see explanation below), entitling him or her to receive English Language Learner (ELL) services in a Bilingual Education program, or an English as a New Language program.

Check <input checked="" type="checkbox"/> Level	Level	Description of English Language Proficiency Level
<input type="checkbox"/>	Entering	The student has a great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Emerging	The student has some dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Transitioning	The student shows some independence in advancing his or her academic language skills but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	Expanding	The student shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.

It is important that you attend the PARENT ORIENTATION so that you can learn about the different English Language Learner programs and services that are available for your child.

In New York State, schools are required to hold orientations for families of newly enrolled ELLs to inform parents and guardians about the different ELL programs available in their schools or district. At the orientation, you will receive information and materials in your home language about ELL programs and you will be able to ask questions about ELL services, with assistance from an interpreter, if needed. At the end of the orientation, you will fill out an ELL Parent Orientation Checklist to confirm that you have the information needed to make decisions for your child. In addition, you will also receive an ELL Student Placement form that will allow you to make a final decision regarding the services that your child will receive. This information will be made available in your home language.

The PARENT ORIENTATION will be held on _____ at _____ at the following location: _____
Please arrive early so that we can be sure to start on time. If you cannot attend this orientation, please call _____ at _____ to schedule an appointment to discuss ELL programs available for your child. We look forward to a successful academic year for your child in our school. Should you have any questions concerning your child's program, please contact _____ at _____.

Sincerely,

☐ **Check** ☒ here if orientation occurs during registration



Sweet Home Central School District of Amherst and Tonawanda

Heritage Heights Elementary School
2545 Sweet Home Road • Amherst, New York 14228
(716) 250-1525
Antonio Perry, Principal

Date_____

Items 1-5 are to be completed by school personnel. Item 6 is to be completed by parent or guardian.

1. Please sign and return this form by _____ to _____
DATE PERSON/ADDRESS

2. Your child _____ who is enrolled in Grade _____ at Heritage Heights Elementary School has been identified as entitled to receive English Language Learner (ELL) services (*Bilingual Education* or *English as a New Language*).

Bilingual Education (Transitional Bilingual Education or Dual Language) is the program in which a student will be placed provided there are enough students within the school and/or district to create a *Bilingual Education* program in their home language. If there are not enough students to create a *Bilingual Education* program at the school in which the student is enrolled, transportation can be provided to a school within the district that has such a program. If a *Bilingual Education* program is not available due to low numbers, your child will be placed in an *English as a New Language* program.

3. The following ELL programs are currently available at this school:

- ☐ Bilingual Education ☐ English as a New Language*
____ Transitional Bilingual Education
____ Dual Language

4. The following Bilingual Education programs are currently available at other school(s) within the District:

- ☐ Transitional Bilingual Education at _____ School(s)
☐ Dual Language at _____ School(s)

- At a minimum, *English as a New Language* programs are available at all New York State public schools at which ELLs are enrolled.

5. Your child has been provisionally placed in an *English as a New Language (ENL)* program at Heritage Heights Elementary School.

To be completed by parent/guardian:

6. I have received ELL program information, and I am exercising my right to place my child in an

☐ *English as a New Language* program.

I understand that if I do not return this form by _____ my child will be placed in an *English as a New Language (ENL)* program.

Parent/Guardian Name::

Address:

Daytime Telephone:

Evening Telephone:

Email Address:

Signature:

Date:

CERTIFICATION

To be completed by school officials:

I certify that I have reviewed the above information and that the parent or guardian is fully informed regarding ELL programs and the student has been placed in the appropriate program.

Print Name:

Print Title:

Signature:

Date:

**Sweet Home Central School District
Heritage Heights Elementary School
English as a New Language Program**

**2545 Sweet Home Road • Amherst, New York 14228
Phone: (716) 250-1525 Fax: (716) 250-1531**







Dear Parents,

September _____

Welcome to the Heritage Heights ENL (English as a New Language) Program! We are excited to start a brand new year with your child!

The results of the NYSESLAT or NYSITELL determine his or her level of English language proficiency and eligibility to receive English Language Learner (ELL) services. Your child scored a level on the NYSESLAT or NYSITELL (New York State ENL Achievement Test, May 2016), entitling him or her to receive English Language Learner (ELL) services in an English as a New Language program.

Description of Proficiency Levels			Services
Entering		The student has a great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.	- Push-in to the classroom - Small-group ENL pull-out
Emerging		The student has some dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.	- Push-in to the classroom - Small-group ENL pull-out
Transitioning		The student shows some independence in advancing his or her academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.	- Push-in to classroom
Expanding		The student shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.	- Push-in to classroom

<p><u>Your child's push in will be:</u></p> <p>Time(s): _____</p> <p>ENL Teacher: _____</p> <p>Room(s): _____</p>	<p><u>Your child's pullout will be:</u></p> <p>Time(s): _____</p> <p>ENL Teacher: _____</p> <p>Room(s): _____</p>
--	--

If you have any questions regarding the ENL program, please feel free to call us at 250-1525.



Sweet Home Central School District of Amherst and Tonawanda

Heritage Heights Elementary School
2545 Sweet Home Road • Amherst, New York 14228
(716) 250-1525
Antonio Perry, Principal

Date _____

Dear _____:

Based on your responses to the Home Language Questionnaire completed at registration and the results of an individual interview, your child, _____, was tested on _____ using the New York State Identification Test for English Language Learners (NYSITELL). The results of the NYSITELL determine his or her level of English language proficiency and eligibility to receive English Language Learner (ELL) services.

Your child scored at the “Commanding/Proficient” level on the NYSITELL, indicating that he or she is English language proficient and is not an ELL and therefore is not required to receive ELL services.

Please keep this letter for your records. The school will maintain a copy in your child’s cumulative record.

If you have any questions, please contact at 250- 1525.

Sincerely,

Antonio Perry



Sweet Home Central School District of Amherst and Tonawanda

Heritage Heights Elementary School
2545 Sweet Home Road • Amherst, New York 14228
(716) 250-1525
Antonio Perry, Principal

Date

Dear Parent/Guardian:

This spring your child, _____ was administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine his or her English language proficiency. Your child scored at the _____ level on the NYSESLAT, indicating that he or she continues to be eligible to receive English Language Learner (ELL) services as mandated by Commissioner's Regulations Part 154.

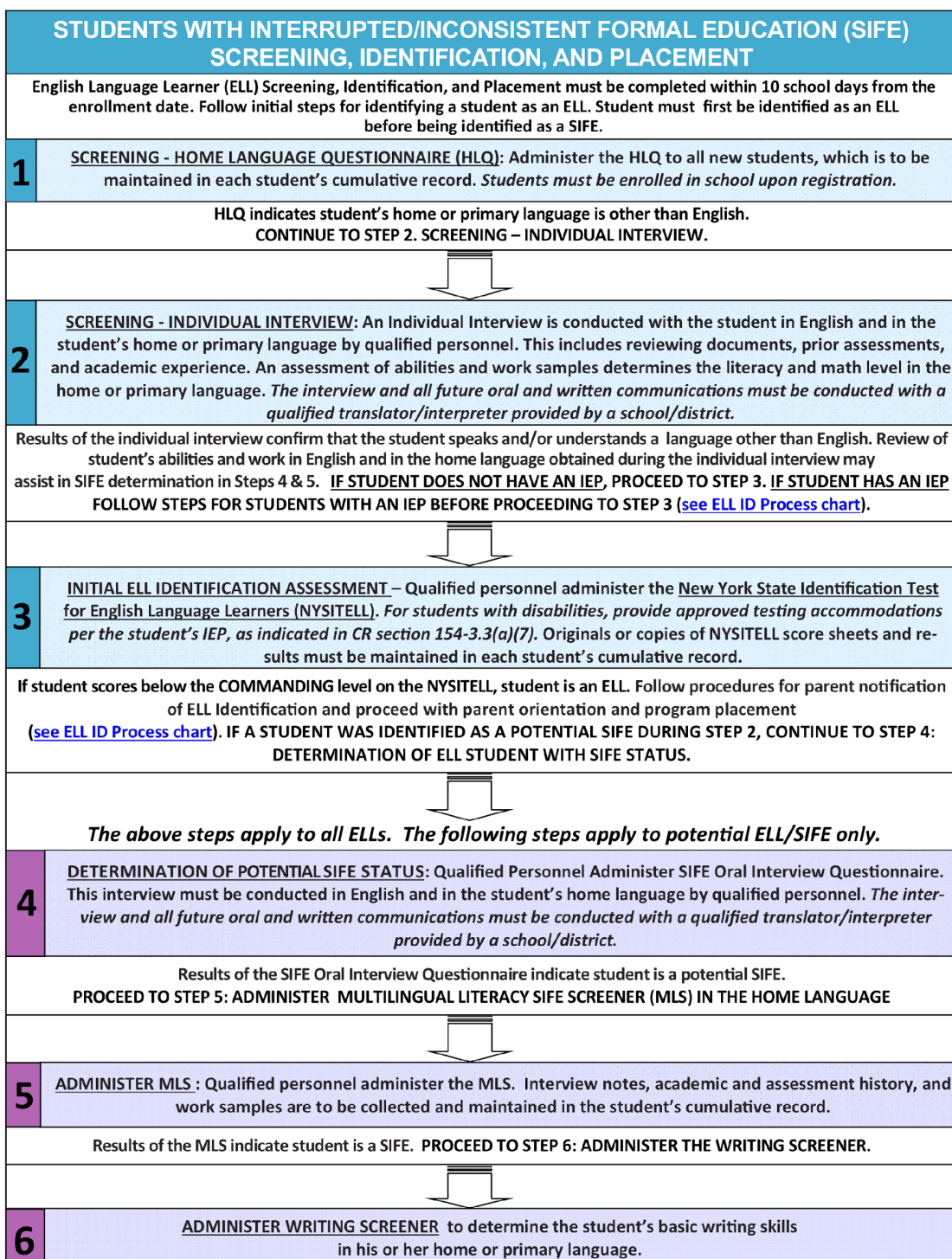
Your child will remain in the ELL program in which he or she is currently enrolled. Studies have shown that once you select a program you should try not to change it unless it is necessary to do so. If a student remains in one program and is not switched from one to another, the continuity may lead to greater success.

If you have any questions, please contact me at 250-1525. We look forward to helping your child develop his or her English skills.

Sincerely,

Antonio Perry

APPENDIX C- SIFE Identification Flowchart



APPENDIX D- Parent's Bill of Rights

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Angelica Infante-Green, Associate Commissioner Office of Bilingual Education and World Languages

55 Hanson Place, Room 594 Brooklyn, New York 11217
Tel: (718) 722-2445 / Fax: (718) 722-2459

89 Washington Avenue, Room 528EB Albany, New York 12234
(518) 474-8775/ Fax: (518) 474-7948

PARENTS' BILL OF RIGHTS FOR NEW YORK STATE'S ENGLISH LANGUAGE LEARNERS

The New York State Education Department (NYSED) Commissioner Regulations Part 154 provides you – the parents/guardians of English Language Learners (ELLs) – with:

1. The right for your children to receive a free public education in the school district where you live, regardless of your or your children's immigration status (e.g., whether your family members are citizens, immigrants, or undocumented) and the language that you or your children speak.
2. The right to enroll your children in school without being asked to provide information or paperwork which may reveal your or your children's immigration status. You cannot be asked to provide a social security card or number, an immigration visa or visa status, or citizenship documents or citizenship status.
3. The right under federal law to have a qualified interpreter/translator in your preferred language for critical interactions with the school district.
4. The right to have your children in a Bilingual Education (BE) program when there are 20 or more grade-level students that speak the same home/primary language.¹
5. The right to written notice in English and your preferred language that your children have been identified as ELLs and will be placed in a Bilingual Education or English as a New Language (formerly called English as a Second Language) program.²
6. The right to a high quality orientation session, provided by your school district, that focuses on state standards, tests, and school expectations for ELLs, as well as the program goals and requirements for Bilingual Education and English as a New Language. This orientation must occur before final school program placement, and must be in your preferred language.
7. The right to receive information about your children's English language development, and also about their home language development if they are in a Bilingual Education program.
8. The right to meet with school staff at least once a year, in addition to other generally required meetings, to discuss your children's overall learning and language development progress.
9. The right for your children to be placed in a Bilingual Education or English as a New Language program within 10 days of enrollment, and the right to opt out of a Bilingual Education program. At a minimum, your children must receive English as a New Language instruction.
10. The right for your children to transfer to another school in your district that offers Bilingual Education in your language, if your children's original school does not offer such a program.
11. The right for your children to have equal access to all programming and services offered by the school district, appropriate to age and grade level including those required for graduation, and to all school programs available to other students.
12. The right for your children to receive all core content instruction, and to learn English and other subjects such as Reading/Language Arts, Math, Science, and Social Studies at the same academic level as all other children. Being entitled to ELL services does not limit the ability to get core content instruction.
13. The right for your children to have full access to extracurricular activities (afterschool clubs, sports, etc.). Being entitled to ELL services does not limit the ability to take part in extracurricular activities.
14. The right for your children to get support services (e.g., Academic Intervention Services) aligned with any intervention plans that the school/district provides to all students.
15. The right to have your children tested yearly to determine their English language progress, and to obtain information about your children's performance on academic tests, including New York State tests.
16. The right to have your children continuously enrolled year to year in a Bilingual Education or English as a New Language program while they remain ELLs.
17. The right to contact the New York State Education Department's Office of Bilingual Education and World Languages if any of the above rights have been violated.
Please call the ELL Parent Hotline at 1-800-469-8224, or email: nysparenthotline@nyu.edu
For more information visit:
www.p12.nysed.gov/biling
or write to:
New York State Education Department
Office of Bilingual Education & World Languages
55 Hanson Place, Room 594
Brooklyn, NY 11217

¹ In New York City, per the Aspira Consent Decree, a BE program is required in grades K-8 if 15 or more grade-level students speak the same language in two contiguous grades. If there is not a sufficient number of qualifying students in a school, but there are within its district, the district must provide a BE program.

² All ELLs develop their English skills through "English as a New Language" courses. In addition, those in a Bilingual Education program also take Home Language Arts. Core content area courses (i.e., Math, Science, and Social Studies) are offered in the Bilingual Education program in *both* English and their home language. Those who are not in a Bilingual Education program take core content area courses *in English*.

APPENDIX E- Language Proficiency Team (LPT) NYSITELL Determination Form

Student's Name _____

DOB _____

Date of Initial Enrollment _____

Language Proficiency Team Members:

Name	Title

Summary of Information Reviewed

LPT Recommendation (check one)

Students should take the NYSITELL (Stop here; does not need to proceed)

Student should not take the NYSITELL

Date of LPT Recommendation: _____

Date sent to Principal: _____

Principal's Recommendation (check one)

Students should take the NYSITELL (Stop here; does not need to proceed)

Student should not take the NYSITELL (Send recommendation to Superintendent)

Superintendent's Recommendation (check one)

Students should take the NYSITELL (Stop here; does not need to proceed)

Student should not take the NYSITELL (Send letter of determination to parent within 5 days)

Date Letter of Determination Sent- _____

APPENDIX F- Sample ENL Progress Reports

Primary (Entering)

Sweet Home School District		Primary Language Level:	
English-as-a-New Language Progress Report 2016-17			
Student # 000001	ENL 		
First Name Here 	Last Name Here 	Grade -1	Teacher/Team
First Name Last Name Grade Classroom Teacher			
ENL Teacher(s): <input type="checkbox"/> Miss Bowers <input type="checkbox"/> Miss Conboy <input type="checkbox"/> Mrs. Erikson <input type="checkbox"/> Miss Grosjean			
ESL Main Page			
Primary- Entering			
Overall Performance:			
January 	June 	1- Student is not making adequate progress 2- Student is making some progress	3- Student is making good progress 4- Student is making excellent progress
Productive Language			
Speaking		Writing	
S1. Student uses often-heard words and phrases to express themselves.	January June 	W1. Student can use words and connected phrases to express their ideas.	January June
S2. Student can ask basic questions.	January June 	W2. Student can use basic vocabulary while writing.	January June
S3. Student is beginning to communicate about shared experience.	January June 	W3. Student can write letters and/or high frequency words to convey meaning.	January June
S4. Student is beginning to orally share ideas and thoughts in an academic setting with some new vocabulary.	January June 	W4. Student is starting to use capitalization and punctuation.	January June
Receptive Language			
Listening		Reading	
L1. Student is starting to follow classroom directions with dependence on restatement and paraphrasing.	January June 	R1. Student uses visual support to gain meaning.	January June
L2. Student is starting to interpret meaning in social and academic settings.	January June 	R2. Student is starting to determine the meaning of unknown vocabulary in a grade-level text.	January June
L3. Student understands most simple sentences and a few complex sentences.	January June 	R3. Student is beginning to recognize high frequency words.	January June
L4. Student is beginning to develop a vocabulary.	January June 	R4. Student is starting to read narrative text and identify the central ideas when supported.	January June
Comments			
Work Habits		Comments:	
1. Participates in classroom activities	January June 		
2. Asks for help when needed	January June 		
3. Willing to try new things	January June 		
4. Works independently	January June 		
Content/ Skill Key			
1- Beginning: Starting to perform the skill with much teacher help. 3- Secure: Can perform the skill by him or herself with little or no teacher help. 2- Developing: Can perform the skill but sometimes needs teacher help. 4- Exceeds: Can perform the skill by him or herself in new ways.			

Intermediate (Expanding)

Sweet Home School District English-as-a-New Language Progress Report 2016-17		Intermediate Language Level: Student # 805876									
		ENL 									
First Name 	Last Name 	Grade 	Classroom Teacher 								
ENL Teacher(s): <input type="checkbox"/> Miss Bowers <input type="checkbox"/> Miss Conboy <input type="checkbox"/> Mrs. Erikson <input type="checkbox"/> Miss Grosjean ESL Main Page											
Intermediate- Expanding Overall Performance: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">January </td> <td style="width: 25%; text-align: center;">June </td> <td style="width: 25%;">1- Student is not making adequate progress</td> <td style="width: 25%;">3- Student is making good progress</td> </tr> <tr> <td></td> <td></td> <td>2- Student is making some progress</td> <td>4- Student is making excellent progress</td> </tr> </table>				January 	June 	1- Student is not making adequate progress	3- Student is making good progress			2- Student is making some progress	4- Student is making excellent progress
January 	June 	1- Student is not making adequate progress	3- Student is making good progress								
		2- Student is making some progress	4- Student is making excellent progress								
Productive Language											
Speaking S1. Student can use connected, simple sentences and a variety of complex sentences to express themselves. January June S2. Student can ask questions and answer others' questions to clarify meaning and contribute and extend conversations. January June S3. Student can communicate with native-like fluency in academic and social settings. January June S4. Student can use a large range of relevant, precise and specific content and academic vocabulary. January June 		Writing W1. Student can develop a longer writing piece about an idea, feeling, opinion, or experience using a variety of meaningful structures. January June W2. Student can write high frequency words and a range of content and academic vocabulary to convey meaning. January June W3. Student demonstrates knowledge of a variety of grammatical structures and consistent use of mechanics. January June W4. Student can write connected simple sentences and complex sentences in an organized structure. January June 									
Receptive Language											
Listening L1. Student can follow classroom directions independently. January June L2. Student can determine the meaning of key vocabulary words in academic and social settings. January June L3. Student can identify words, phrases, and sentences that signal main ideas, concepts, and sequence. January June L4. Student can understand a variety of complex language structures. January June 		Reading R1. Student can determine the literal or figurative meaning of unknown vocabulary words in grade-level text. January June R2. Student can independently use a variety of effective decoding and other word recognition strategies. January June R3. Student recognizes high frequency words with automaticity to support fluency. January June R4. Student can identify key ideas, connections, and story elements within a text. January June 									
Comments											
Work Habits 1. Participates in classroom activities January June 2. Asks for help when needed January June 3. Willing to try new things January June 4. Works independently January June 		Comments:									
Content/ Skill Key 1- Beginning: Starting to perform the skill with much teacher help. 3 - Secure: Can perform the skill by him or herself with little or no teacher help. 2- Developing: Can perform the skill but sometimes needs teacher help. 4- Exceeds: Can perform the skill by him or herself in new ways.											