

Jordan-Elbridge CSD



CR Part 154 Plan
Last updated 1.16

MISSION

To cultivate the best in personal growth and achievement

VISION

Providing the best in educational opportunities by...

- Sustaining a culture that supports the intellectual and developmental needs of all
- Being committed to excellence in education and exceeding expectations
- Building a safe, dynamic learning environment where all are valued and respected
- Expanding our home-school-community partnerships
- Operating in a fiscally responsible manner

VALUES

JE Eagles are...

Just and caring

Excellent in all that they do

Ethical in their behaviors

Accepting of all

Global thinkers

Learners first

Examiners of why and how

Selfless

NYSED REGULATIONS

- The Commissioner's Regulation Subparts 154-1, 154-2, and 154-3 establish the legal requirements for the education of English Language Learners (ELLs) in New York State. As such, a school district is required to develop and have on file a comprehensive plan to meet the educational needs of students who are English Language Learners (ELLs).

DISTRICT PHILOSOPHY

- ELL students are a heterogeneous group who vary in ethnic background, culture, native language, and school experience. The District believes that it is important to provide programs that enable non-native speakers to attain English proficiency and to provide additional instructional supports so that ELL students are afforded equal opportunities to achieve career and college readiness. The district makes every effort to provide quality programming comprised of free-standing English as a second language service. The type of program is determined by the size of the ELL population and is congruent with the commissioner's regulations.
- The District believes that second-language acquisition is developmental, interactive, and continuous. The District recognizes the following principles specific to second-language programs:
 - ✓ The student needs to be actively engaged.
 - ✓ The process of language acquisition is similar for all individuals; however, the rate varies.
 - ✓ Language acquisition is most effective when the environment is responsive to the student.
- The District recognizes the importance of involving parents in an ELL student's learning.

ADMINISTRATIVE PROCEDURES

General education new entrants

- The ELL eligibility of a new entrant is determined by personnel who are certified in English as a Second Language (ESL). The determination process includes 3 steps:
 1. the administration of the home language questionnaire
 2. the personal interview with the student
Note: If during the personal interview, the certified staff member believes the student has experienced interrupted/inconsistent formal education (SIFE), the SIFE Oral Interview Questionnaire and Multilingual Literacy Diagnostic (MLD) are administered. Additionally, the certified staff member conducts a review of the student's academic history and solicits and reviews work samples.
 3. the administration of the New York State Identification Test for English Language Learners (NYSITELL)
Note: The NYSITELL assesses a student's reading, writing, listening and speaking abilities. The NYSITELL includes multiple choice questions which assess a student's reading and listening abilities and response questions which assess a student's writing and speaking abilities. A student's NYSITELL results are categorized into one of five proficiency categories.
- The ELL identification process, parent notification, procurement of signed consent and placement in a free-standing English as a second language program is completed within ten days.

Special education new entrants

- The ELL eligibility of a new entrant who is identified as a student with a disability (SWD) is determined by the Language Proficiency Team (LPT). Members of the LPT include the building principal, a certified English to Speakers of Other Languages teacher, the director of special education and the student's parent. Additionally a qualified interpreter is present at each meeting of the LPT.
- The LPT is charged with reviewing the student's historical use of language as well as the results of tests that were administered to the student in his or her home language. Subsequently, the LPT renders a decision as to whether the student's disability is the determinant factor affecting the student's ability to demonstrate English proficiency and makes a corresponding recommendation relative to ELL services.

- If the LPT determines that the student does not have second language acquisition needs and therefore should not take the English language proficiency identification assessment, it sends said recommendation to the principal for his or her review. If the principal concurs, he or she informs the parent in written form and sends an endorsement of the LPT's recommendation to the superintendent. Upon receipt of the endorsement and within a ten day framework, the superintendent makes a final determination and sends written notice to the parent.
- If the LPT determines that the student with a disability may have second language acquisition needs, the student takes the initial English language proficiency identification assessment with or without testing accommodations as per the CSE's recommendation.

Misidentification

- In the event that the District receives, within the student's first 45 school days, a parent's written request to revisit the need for ELL services, the certified teacher will conduct a review of the student's records and academic standing to determine if a misidentification occurred. No change in a student's ELL status is made prior to procuring:
 - ✓ parental consent or student consent if the student is 18 years or older
 - ✓ administrative approval from the principal and the superintendent

Record Keeping

- The certified ESL teacher maintains records as follows:
 - ✓ a log indicating the parent's preferred language/mode of communication
 - ✓ the parent's attendance at orientation
 - ✓ the parent's attendance at teacher conferences

The certified ESL teacher places a copy of all notices and forms related to the ELL identification and placement process, including the signed acknowledgement from the parent, in the student's cumulative record.

Parent Contact

- School staff members make every effort to meet with the parents of ELLs at least twice during a school year. The purpose of said meetings is to discuss the goals of the program, the student's language acquisition progress, and the student's academic standing. Parents are afforded the opportunity to have a qualified interpreter attend said meetings.

INSTRUCTIONAL PROGRAM

- A student's English proficiency and grade level determine the minimum service hours:

English Proficiency Level	Grades K-8	Grades 9-12
<i>Entering</i>	Minimum of 360 minutes per week	Minimum of 540 minutes per week
<i>Emerging</i>	Minimum of 360 minutes per week	Minimum of 360 minutes per week
<i>Transitioning</i>	Minimum of 180 minutes per week	Minimum of 180 minutes per week
<i>Expanding</i>	Minimum of 180 minutes per week	Minimum of 180 minutes per week
<i>Commanding</i>	Minimum of 90 minutes per week for 2 years after which student is exited	Minimum of 90 minutes per week for 2 years after which student is exited

- When the ELL population in a given grade level has less than 20 students with the same other than English native language, the District provides a Free Standing English as a Second Language program featuring:
 - ✓ Integrated English as a New Language (ENL) units to support content area instruction delivered in a co-teaching model.
 - ✓ Stand-alone English as a New Language (ENL) units to support ELA instruction delivered by a teacher certified in English as a Second Language.

Note: The maximum allowable grade span is two contiguous grades for grouping purposes.

Kindergarten-Grade 8: Free Standing English as a Second Language

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study <u>per week</u> (360 min.)</i>	<i>2 units of study <u>per week</u> (360 min.)</i>	<i>1 unit of study <u>per week</u> (180 min.)</i>	<i>1 unit of study <u>per week</u> (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

Grades 9-12: Free Standing

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>3 units of study <u>per week</u></i> <i>(540 min.)</i>	<i>2 units of study <u>per week</u></i> <i>(360 min.)</i>	<i>1 unit of study <u>per week</u></i> <i>(180 min.)</i>	<i>1 unit of study <u>per week</u></i> <i>(180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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 instruction <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	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

- If the ELL population in a given grade level reached 20 or more students with the same native language other than English, the district will provide a Bilingual Transitional program to include English as a New Language (ENL) units to support ELA, home language units and bilingual content area units.
Note: The maximum allowable grade span is two contiguous grades for grouping purposes.

Grades K-8: Bilingual Transitional Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
	INTEGRATED ENL / ELA	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 ENL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
	HOME LANGUAGE ARTS	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
STAFFING/ PERSONNEL	K-8 BILINGUAL EDUCATION PROGRAM <ul style="list-style-type: none">• (K-6 Bilingual) Common Branch teacher with a bilingual extension• (7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.]			K-8 ENGLISH AS A NEW LANGUAGE PROGRAM <ul style="list-style-type: none">• (K-8 STAND-ALONE) ESOL certified teacher• (K-6 ENL) Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program.• (7-8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.		
	The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

Grades 9-12: Bilingual Transitional Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			Former ELLs must continue to receive services for an additional two years
	INTEGRATED ENL / ELA	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	1 unit of study can be STAND-ALONE ENL instruction or 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 ENL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study	HOME LANGUAGE ARTS Language Other Than English (LOTE) credit is awarded upon passing each corresponding HLA unit of study				
	INTEGRATED ENL Core Content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies	BILINGUAL CONTENT AREA Core Content area credit is awarded upon passing each corresponding Bilingual Content Area subject				
STAFFING/ PERSONNEL	BILINGUAL EDUCATION PROGRAM • (9-12) <u>Bilingual Content Area</u> teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.]	ENGLISH AS A NEW LANGUAGE PROGRAM • (9-12) <u>Stand-alone</u> ESOL certified teacher • (9-12) <u>Integrated ENL</u> can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.				

Exit criteria

Continuously-enrolled general education students

- The continuing ELL eligibility of a student is determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered every spring and features a combination of multiple-choice questions which assess a student's listening and reading abilities and response questions which assess a student's writing and speaking abilities.

Continuously-enrolled special education students

- The continuing ELL eligibility of a student with a disability is determined by the CSE and is based on the results of administering one of the following tools:
 - ✓ the annual English language proficiency assessment without the use of testing accommodations
 - ✓ the annual English language proficiency assessment with appropriate testing accommodations
 - ✓ an alternate assessment

Support Services

- The achievement of ELL students is monitored by the ESL teacher who issues quarterly reports. ELL students are provided additional supports as warranted via the District's response to intervention process. ELL students and non-ELL students have the same access to academic support programs including individual counseling, group counseling, home visits, outside referrals, and targeted instruction during ELA and math intervention blocks.

Professional Development

- The District's professional development program includes offerings specific to the topics of vocabulary development, co-teaching strategies, and integrating literacy and content area instruction, all of which support the needs of ELL students. Said ELL-specific workshops comprise at least 15% of the total hours offered to all staff including faculty, administrators and teaching assistants.
- The ESL teacher devotes 50% of her professional development clock hours to the pursuit of workshops on the following topics:
 - ✓ second language acquisition
 - ✓ content area integration
 - ✓ best practices in co-teaching

SED Reporting

- The District annually compiles a report comprised of the following elements:
 - ✓ A summary, by building, of the number of ELL students identified in the preceding school year by grade level, home language and program type
 - ✓ A summary, by building, of the number of ELL students, if any, who have not received either Bilingual Education or English as a New Language instruction, and the reason such students did not receive such instruction
 - ✓ A summary, by subgroup, of the number of students by grade level, home language, and program types
 - Note: The subgroups include:
 - Students with Inconsistent/Interrupted Formal Education
 - English Language Learners with Disabilities
 - Newcomer English Language Learners
 - Developing English Language Learners
 - Long -Term English Language Learners
 - Former English Language Learners
 - ✓ A summary of the outcomes, by subgroup, of the annual English language proficiency assessment, the NYS 3-8 English Language Arts tests, the NYS 3-8 math tests, the English regents exam and the math regents exams
 - Note: The subgroups include:
 - Students with Inconsistent/Interrupted Formal Education
 - English Language Learners with Disabilities
 - Newcomer English Language Learners
 - Developing English Language Learners
 - Long -Term English Language Learners
 - Former English Language Learners
 - ✓ A summary of all students for whom the district has requested an extension of services

Forms

Home Language Questionnaire

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 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 (Beginning)	The student has 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 (Low Intermediate)	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 (Intermediate)	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 (Advanced)	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,

Principals Name:

☐ Check here if orientation occurs during registration.

Eligibility Letter

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 _____ at _____.
We look forward to helping your child develop his or her English skills.

Sincerely,

ELL STUDENT PLACEMENT FORM

TODAY'S DATE _____



INSTRUCTIONS

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

AVAILABLE ELL SERVICES

2. Your child _____ who is enrolled in Grade _____
at _____ 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.

PLACEMENT

5. Your child has been provisionally placed in a _____ program
at _____ School.

To be completed by parent/guardian:

6. If your child has been provisionally placed in a *Transitional Bilingual Education* or a *Dual Language* program, you must complete the following (check ONE):

I have received ELL program information and accept my child's placement in a

- ☐ Transitional Bilingual Education or a
☐ Dual Language program at his or her school of enrollment.

I have received ELL program information and accept my child's placement in a *Transitional Bilingual Education* or a *Dual Language* program at the district school indicated above.

- ☐ Transitional Bilingual Education or a
☐ Dual Language program at his or her school of enrollment.

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 may be placed in a *Bilingual Education (Transitional Bilingual Education or Dual Language)* program at the school of enrollment, if there are enough students, or at a *Bilingual Education* program at another school within the district. Otherwise, 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:

Exit Letter

Date _____

Dear Parent/Guardian:

As an English Language Learner (ELL), your child, _____, participated in a _____ program. This spring your child was assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine his or her English language development and proficiency.

This letter is to inform you that your child has exited ELL status by [check one]:

- ☐ Scoring at the Commanding level on the NYSESLAT
- ☐ Scoring at the Expanding level on the NYSESLAT and scoring level three or above on the Common Core English Language Arts Test Grades 3-8
- ☐ Scoring at the Expanding level on the NYSESLAT and scoring 65 or above on the English Regents Exam

Based on these results, your child is now a Former ELL. As a Former ELL, your child is entitled to receive at least two years of Former ELL services and two years of testing accommodations on New York State assessments. Your child's teacher will inform you of the different services available for your child.

Sincerely,

ELL Checklist

ELL Program: *Responsibilities of Principal*

Calendar

Early August

- Review NYSESLAT results
- Have copy of NYSELAT results placed in students' cumulative files
- Mail NYSELAT results home

Mid-August

- Generate tentative ELL student roster including service need per proficiency level and forward to the assistant superintendent
- Order NYSITELL materials

End of August

- Collect list of new students to be considered for ELL screening from guidance or building secretary
-

First week in September

- Meet with ESL teacher, review screening list, and share NYSESLAT results
- Convene LPT as needed
- Mail ELL eligibility letters

Second week in September

- Assist ESL teacher with scheduling
- Mail ELL placement forms
- Arrange for interpreters as needed and hold parent orientation

Third week in September

- Complete building-level CR-154 report and submit to the assistant superintendent
-

Second week in November

- Arrange for interpreters as needed and participate in parent conferences
-

First week in January

- Order NYSESLAT materials
-

First week in March

- Call CNYRIC to ensure delivery of NYSELAT student answer sheets
 - Arrange for interpreters as needed and participate in parent conferences
-

First week in May

- Order additional NYSESLAT materials per increase in ELL population
- Arrange for ESL teacher to attend regional scoring session

Mid May

- Submit NYSESLAT student answer sheets to CNYRIC
-

First Week in June

- Return NYSELAT test materials to *MetriTech*
- Have ESL teacher submit projection of building's ELL needs for the upcoming school year