



RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
**ENGLISH AS A NEW LANGUAGE
PROGRAM/SERVICES
COMPREHENSIVE PLAN**
2023-2024





ENL COMPREHENSIVE PLAN



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A. District Philosophy

The Rush-Henrietta Central School District will ensure that students who, by reason of foreign birth or ancestry, have limited English proficiency (referred to as English Language Learners or ELLs), are provided opportunities to achieve the same educational goals and standards that have been established for all students by the New York State Department of Education. As per Board Policy #4326, the district will take steps to identify ELLs, and provide ELLs equal access to appropriate instructional and support services within the timeframes provided as prescribed by the Commissioner's Regulations.

In the Rush-Henrietta Central School District, mandated services for ELLs will be delivered via the English as a New Language (ENL) model. The ENL model is a research-based program comprised of two components, Integrated and Stand-alone ENL:

- Integrated ENL: A unit of study in which students receive core content area (ELA, math, science, or social studies) and English language development. Integrated ENL will be taught by a dually certified teacher or English as a New Language (ENL) teacher and a certified content teacher, who both co-plan and co-teach.
- In Rush-Henrietta, co-teaching is an expectation in our ENL integrated classes. For more information regarding the different styles of co-teaching, please refer to Appendix A.
- Stand-alone ENL: A unit of study in which students receive instruction in order to acquire the English language skills needed for success in core content areas. Stand-alone ENL instruction will be taught by a certified ENL teacher. A student shall not receive stand-alone English as a new language in lieu of core content area instruction. **Note:** The Bridges to Academic Success Program and the Independent Reading Leveling Assessment (IRLA) will be implemented during stand-alone ENL in grades 4-12 for entering/emerging ELLs with low level skills. In grades K-3, a Framework for Stand-Alone instruction will be developed and piloted by participating ENL teachers during the 2023-2024 school year.
- ❖ All other services that are approved by the Commissioner of Education, such as AIS, will be provided to ELLs on the same basis as other students using the same criteria. It is important to note that, in Rush-Henrietta, AIS services do not replace the English as a New Language (ENL) instructional program. AIS will be planned and implemented to supplement - not supplant - the ENL program provided for ELLs. AIS for ELLs is determined by using the Multi-Tiered System of Supports (MTSS) for ELLs which can be found in Appendix A.

B. Administrative Procedures to Screen, Identify, Place and Annually Assess ELLs

The district will follow the New York State ELL identification process as outlined in Part 154 of the Commissioner's Regulation. To ensure that all processes and steps are followed with diligence and consistency throughout the district, an *English Language Learner Identification Process* document has been developed (see links in appendix A). This document includes the following steps for the identification and determination of ELLs, including those with disabilities:

- The NYS Home Language Questionnaire is completed by parents/guardians during the district registration process. This questionnaire is made available in 12 languages.
- The ENL teacher or ENL TOSA reviews the student registration packet, and sets up a meeting with the student and their family.
- During the meeting, the completed Home Language Questionnaire is reviewed with parents/guardians; a formal interview takes place in English and the student's home language if necessary; and the student's work samples are reviewed.
- If it is determined the student has a dominant language other than English, the ENL TOSA or ENL teacher

administers the New York State Identification Test for English Language Learners (NYSITELL). Students are designated as an English Language Learner if they receive a score below a state-designated level of proficiency (Commanding). Additionally, students in grades 4-12 who are two or more years below grade level in literacy in their home language and/or math due to inconsistent or interrupted schooling prior to arrival in the USA will be identified as a Student with Inconsistent/Interrupted Formal Education (SIFE) – see additional process for SIFE in appendix A.

- Parents/guardians of students identified will be informed of their child’s eligibility as an English Language Learner and the services which are available.
- Student is placed in English as a New Language program and receives appropriate units of stand-alone and/or integrated ENL.

Note: Screening, identification, and placement of students, including students with disabilities, into appropriate services must take place within 10 school days of enrollment.

Newly arrived students identified as ELLs who may not have academic records (7-12 only):

In anticipation and support of our newly arrived English Language Learners to the United States who do not have academic records, the following steps will be implemented:

- During the initial interview, the ENL TOSA will begin to develop an educational and social history for the student.
- This interview will be placed in the student’s ENL folder on SchoolTool and will be the first point of reference for determining grade placement and awarding credits, with additional consideration to the student’s age and educational background.
- After review of the ENL interview, if it has been determined the academic record is not available, a team consisting of a building leader, ENL teacher, school counselor, parent, student and any additional staff member that a building leader deemed appropriate (e.g. program director), will meet to reconstruct the student’s transcript based on a deep discussion/interview with the student to determine eligible credits. If required, interpreter service must be provided.

Important Note: Depending upon the circumstances of their arrival to the United States, many newly arrived students will not be able to produce academic records for a variety of reasons outside of their/their family’s control. It is important to be sensitive to this fact and be aware of the stressors it may cause when students or families are asked repeatedly for something that they will not be able to produce.

Incoming students with disabilities:

Most of the same process will be followed for students identified as having a disability (meaning an IEP is in place). However, prior to the NYSITELL being administered, the student will be referred to the *Language Proficiency Team* (LPT) who will determine whether the student will take the NYSITELL with or without accommodations and whether the student should also be identified as an English Language Learner. The ENL teacher is responsible for contacting the parents in advance of the LPT to interview and collect necessary data and information to help determine language dominance. (See links in appendix A.)

Incoming K students who were enrolled in CPSE or students registering with an IEP from another U.S. state or Puerto Rico:

If an incoming student was receiving special education services and a language other than English is spoken in the home, the mental health professional completing the social history in preparation for CSE will help the parent/guardian complete the Home Language Questionnaire, and it will be attached to the social history report. If a language other than English is confirmed, the building ENL teacher will be a part of the student’s annual review meeting and will have an

opportunity to review the CSE packet prior to the meeting. Prior to the meeting, the ENL teacher will review the Home Language Questionnaire with the family for accuracy. Prior to the adjournment of the CSE meeting, the team will decide the next steps for the student. An LPT meeting may be conducted following the CSE meeting or at another time determined by the ENL teacher. At this meeting, the ENL teacher will share data collected regarding language dominance. **Note:** The ENL teacher will contact the parents in advance of the CSE to learn more about the family, interview previous providers, and administer a language dominance screener, if necessary.

Students who are misidentified:

Upon receiving a written request from a parent/guardian, teacher, or student aged 18 years or older within 45 days of the student's initial ELL designation, the district will have 10 days to initiate a review of ELL identification determination. The building administrator will conduct a building-level team meeting and a recommendation will be made. Within six months to one school year of a review, the school principal is required to review all decisions to remove ELL status. Any reversal must be made in consultation with the superintendent and/or designee with consent of the parent. (See links in appendix A for process and form.)

Annual assessment:

On an annual basis, the district will assess the English language proficiency of all English Language Learners using the New York State English as a Second Language Achievement Test (NYSESLAT). This assessment is one of the criteria used to determine if a student will continue to be classified as an English Language Learner as determined by the Commissioner's Regulations.

C. Retention of Identification and Review Records

The district will maintain information regarding the parent/guardian's preferred mode of communication as indicated on the Home Language Questionnaire in the student's academic folder and/or Student Management System (SchoolTool). Additionally, all documents related to the initial identification process, review process, assessment results, and any other records will be kept in the student's academic folder as well as the ELL folder in SchoolTool.

D. Nature of Program/Annual Estimate of Enrollment

As mentioned in Part A of this comprehensive plan, the district will provide English as a New Language (ENL) program to students identified as English Language Learners in all school buildings in accordance with the Commissioner's Regulations.

Furthermore, on an annual basis, the district will review the number of English Language Learners in the district who speak the same home language. When and if, during this annual assessment, the number of English Language Learners equals 20 or more ELLs of the same grade level assigned to a school, all of whom have the same home language that is other than English, a bilingual education program will be offered. At this time, the district does not provide a bilingual education program.

E. Program Continuity

English Language Learners in the district will continue to receive English as a New Language program as long as they remain designated as an ELL in accordance with the Commissioner's Regulations.

F. Parental Notification and Information

Parents/guardians of new entrant ELLs will be provided with a high-quality orientation session on the state standards, assessments, and school expectations for ELLs, as well as the program for English as a New Language goals and requirements, as prescribed by the commissioner. In most circumstances, the orientation will occur prior to a student's enrollment in a program. Students will not be withheld from timely program placement if a parent/guardian does not attend an orientation session. The orientation will be provided in a language or mode of communication that the parent/guardian best understands. A copy of the orientation session agenda and sign-in sheets will be kept on file by the district.

In addition to the orientation session, the district will meet individually with the parents/guardians of ELLs at a minimum once a year. This meeting is in addition to parent-teacher conferences, quarterly progress meetings, or other scheduled district and school meetings. The purpose of this meeting with the parent/guardian is to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This meeting will include all school staff who work with the student and can sufficiently inform the parent/guardian of their child's academic progress. Meetings with parents/guardians of ELLs will be conducted with a qualified interpreter/translator in the language or mode of communication they best understand. The district will also distribute or send notices and school-related information to parents/guardians of ELLs in the language or mode of communication they best understand.

Translation Services:

To facilitate communication with parents/guardians of ELLs by school staff, the district uses a phone translation service called *Propio Language Services* which provides instant telephone access to interpreters in over 200 languages. Additionally, the district contracts with M.E. services when the physical presence of an interpreter is needed and for all other translation services for students and parents.

G. Placement

All ELLs will be enrolled in the English as a New Language program in the district within 10 school days after their initial enrollment or re-entry process.

H. Provisions of Programs

The district will provide English as a New Language program to ELLs in grades K-12 based on the student's English language proficiency level as identified by the statewide English language proficiency assessment or the annual English language proficiency assessment. (See links in appendix A for the minimum requirements for ENL Units of Study and staffing by grade and proficiency levels.) More instructional units other than those outlined in this document may be provided depending on the need of the student.

I. Grade Span

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language in the district is two contiguous grades. The exception is with ELLs in a special class as defined by Part 200 of the Commissioner's Regulation.

J. Support Services for Students Not Demonstrating Adequate Performance

The district will provide culturally and linguistically responsive teaching through a multi-tiered system of supports (MTSS) to students who are receiving English as a New Language program in order for such students to achieve and maintain a satisfactory level of academic performance. (See Appendix A for MTSS for ELLs.) Support services provided for ELLs will be aligned with any intervention plans that are already in place and provided for all students while building on their cultural and linguistic strengths and addressing their language acquisition needs to enable them to progress in academic content areas, acculturation, and social skills. **Note:** Academic Intervention Services (AIS) for English language learners must be supplementary and "in addition to" and must not replace the stand-alone or integrated ENL program requirements under Part 154 of the Commissioner's Regulations. AIS must be planned and implemented in coordination with the ELL student's general education program. Language acquisition goals will be targeted and measured according to the student's level of acquisition. (See links in appendix A for collecting additional baseline data for ELLs when referring to IST or CSE.) ENL teachers will be a part of the IST meeting process of ELLs.

Note: English Language Learners' initial eligibility for Special Education Identification must follow the same process as per Part 200 of the regulations. Additionally, the ENL teacher must be a member of the Committee on Special Education (CSE) and additional data should be collected and reviewed to provide a history of home language acquisition as well as progress in new language acquisition to help determine language difference vs. disability. (See links in appendix A.)

K. Professional Development

The district will provide professional development to all teachers and administrators that specifically addresses the needs of ELLs in accordance with the Commissioner's Regulations. Additionally, on-demand educational resources are available through the district ELL website as well as the website for the Office of Professional Development. (See links in appendix A.)

L. Annual Assessment

On a yearly basis and as prescribed by the Commissioner's Regulations, the district will assess the English language proficiency of each ELL.

M. Exit Criteria

The district will annually determine if a student identified as an ELL will continue to be identified as such. An English Language Learner qualifies to exit ELL status by:

- Scoring at the proficient/commanding level on the NYSESLAT **OR**
- Scoring at the advanced/expanding level on the NYSESLAT **AND**
- Scoring 3 or 4 on the Grades 3-8 ELA assessment
- Scoring 65% or above on the ELA Regents exam

(See links in appendix A for more information on exit criteria, process, and notification letters for parents/guardians.)

Appropriate support will continue to be provided for Former English Language Learners (FELLs) by the district as prescribed by the Commissioner's Regulations. (See links in appendix A.)

N. Reporting

The district will annually submit to the Commissioner, data and information report in the format and timeline as prescribed by the Commissioner's Regulations.

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[Policy 4326](#)

[Rush-Henrietta Definitions](#)

[Co-Teaching for ELLs](#)

[English Language Learner Identification Process](#)

[Red Card](#)

[Kindergarten ELL Profile Sheet](#)

[1-3 ELL Profile Sheet](#)

[4-12 ELL Profile Sheet](#)

[Parent Notice of ELL Identification](#)

[Non-eligibility for ELL Services Parent Letter](#)

[English Language Learner Identification for Students with Disabilities Flowchart](#)

[Language Proficiency Team Resources](#)

[Misidentification Process and Form](#)

[Multi-Tiered System of Supports for ELLs](#)

[MTTS for ELLs folder](#)

[Additional Baseline Datasheet for ELLs](#)

[Students with Interrupted/Inconsistent Formal Education \(SIFE\) Flowchart](#)

[SIFE Oral Interview Questionnaire](#)

[Multilingual Literacy Screener Checklist Worksheet](#)

[2022 Multilingual Literacy SIFE Screener Quick Sheet](#)

[Exit Criteria Process for ELLs](#)

[Exit Letter](#)

[Continued Eligibility Letter](#)

[Part 154-2 K-8 ENL Units of Study and Staffing Requirements](#)

[Part 154-2 9-12 ENL Units of Study and Staffing Requirements](#)

[ELLs Screening, Identification, Placement, Review, and Exit Criteria](#)

[Office of Professional Development: ENL Supports](#)

[Toolkit for Language Difference vs. Disability](#)

[R-H ENL Information Website](#): This internal website can be used to find a multitude of information regarding ELLs