



2018 - 2019

ENGLISH LANGUAGE LEARNER POLICY AND REFERENCE GUIDE



New York City Department of Education

Richard A. Carranza

Chancellor

Mariano Guzmán

Senior Advisor

Division of English Language Learners and Student Support

Yalitza Vasquez

Senior Executive Director

Division of English Language Learners and Student Support

Richard Bellis

Executive Director

Division of English Language Learners and Student Support

Limitations on the Use of this Guide and Disclaimer

The purpose of the *English Language Learner Policy and Reference Guide* is to provide support and guidance to the management and staff of the New York City Department of Education. Nothing in this guide is intended to create nor does it create any enforceable rights, remedies, entitlements, or obligations. The Department reserves its right to change or suspend any or all parts of this guide. This guide is a compilation of current New York State and New York City English Language Learner policy guidance for the 2018-19 school year. This edition takes effect July 1, 2018. For the most recent version of this document, visit the [New York City Department of Education Intranet](#)¹.

To view the complete Regulations of the New York State Commissioner of Education, including the Part 154 Regulations regarding services for English language learners, visit the [New York State Education Department website](#)².

For support with implementing the policies described in this document, please contact your senior ELL compliance and performance specialist or contact the Division of English Language Learners and Student Support via [email](#)³.

Updated on 8/15/2018 1:30 PM

¹ <https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/default.htm>

² <http://www.p12.nysed.gov/biling/bilinged/CRPart154.html>

³ DELLSS@schools.nyc.gov

Table of Contents

Letter from the Division of English Language Learners and Student Support	5
Definitions and Terms	6
Aspira Consent Decree	6
Bilingual Education Program	6
Commissioner's Regulations (CR) Part 154	6
Commissioner's Regulation (CR) Part 200	6
English as a New Language (ENL)	6
English Language Learner Subgroup/ Subpopulation	7
Home Language Arts (HLA)	7
Language Assessment Battery-Revised (LAB-R)	7
Lau v. Nichols	7
Licensed Pedagogue	7
Qualified Interpreter/Translator	7
Reentry Identification	7
Re-Identification Process	8
Unit of Study	8
English Language Learner Identification	9
Other Schools	10
Scenarios of English Language Learner Enrollment and Identification	10
Steps within the ELL Identification Process (8+2 Steps)	13
Step 1: Determine If Enrolling Student was in a New York State Public School within the Past Two Years	13
Step 2: Administer the Home Language Identification Survey	15
Step 3: Determination of NYSITELL Eligibility and Administration of NYSITELL	20
Step 4: Send Parent Notifications to Parent Regarding Entitlement and Non-Entitlement	24
Step 5: Administering the Spanish LAB	24
Step 6: Identification of Students with Interrupted/Inconsistent Formal Education	25
Step 7: Parent Agreement and Program Placement	26
Step 8: Student is Placed in ELL Program	28
Step 9: Re-Identification of ELL Status (only used as necessary)	28
Step 10: Review of Re-Identification of ELL Status Reversal (only used as necessary)	30
Summary of the English Language Learner Identification Steps	34
Continuation of Services	37
Annual Meeting with Parents	37
Proficiency Levels	38
Description of English Language Proficiency Level	40
ELL/LEP Flag Indicators	41
English Language Learner Programs Offered	42
Transitional Bilingual Education	42
Grades K to 8, CR Part 154-2, Transitional Bilingual Education Program	44
Grades 9 to 12, CR Part 154-2, Transitional Bilingual Education Program	45
Dual Language	46
English as a New Language (formerly English as a Second Language)	47
Commonalities of ELL Programs	48
English Language Learner Subgroups	50
Newcomer ELLs	50
Developing ELLs	50
Long-term ELLs	50
Students with Inconsistent/Interrupted Formal Education (SIFE)	50
ELLs with Disabilities	50
Former ELLs	51
Required ELL Data Recording and Reporting	51
ELL Parent Choice Update Screen (ELPC)	51
BNDC for SIFE Determination and Paraprofessional Services	52
STARS: ENL	53
STARS: Bilingual Programs	53
Bilingual Program Protocols	54
Background	54

Protocol to Request Approval to Reduce or Close a Bilingual Program	54
How to Submit a Request to Reduce or Close a Bilingual Program	55
Bilingual Program Reduction / Closure Form	56
Comprehensive Education Plan—LAP, Title III Plans, and Translation / Interpretation Plans	57
Exiting ELL Status (“Testing Out”)	58
Retention of Records	59
ELL Assessments	60
Required ELL-Related Tests	60
Optional ELL-Related Tests	62
NYSESLAT Administration Best Practices Overview	63
Q and A on Special Circumstances	65
Exemptions from the NYS English Language Arts Exam—Grades 3 to 8	66
Examples	66
ELL Testing Accommodations	67
Support Services for ELLs (RTI and AIS)	69
Professional Development	69
Promotion and Graduation Requirements—Grades K to 8	69
High School Credit Accumulation and Graduation Requirements	70
Grade and Cohort Placement for ELLs	70
New Arrival ELA Appeal	71
Appendix	72
Language Proficiency Team NYSITELL Determination Form	73
Similarities between Learning Disability and Language Acquisition	74
New York State Transfer ELL Data Request Form	75
Parent Notifications, Letters, and Forms	76
Parent Notification Letters	76
Parent/Guardian Home Language Identification Survey	77
HLIS Individual Interview Sample Questions Grades K-1	79
HLIS Individual Interview Sample Questions Grades 2-5	80
HLIS Individual Interview Sample Questions Grades 6-8	81
HLIS Individual Interview Sample Questions Grades 9-12	82
Entitlement Letter	83
Exit/Non-Entitlement Letter	85
ELL Parent Survey and Program Agreement	86
Default Program Placement Letter/Letter Not Returned From Parent	89
Non-Entitlement Letter (after NYSITELL)	90
School Resources	91
Suggested Helpful Hints and Next Steps for School Leaders and Staff Members	91
Checklist of 10 ELL-Related Items for a Successful Start of the School Year	97
2018-19 School ELL Compliance Calendar	101
10 Steps for ELL Data Verification, Review, and Update	104
Grades K-12 Language Allocation Policy Submission Form	107
Alternative Pathways to Support Former ELLs’ Language Development and Academic Progress	111
Family Authorization of Transfer Request (1st Authorization)	119
Family Authorization of Transfer (2nd Authorization)	120
New York State Blueprint for English Language Learner Success	121
.....	132
Division of English Language Learners	132
New York City, NY 10007	132

Letter from the Division of English Language Learners and Student Support

August 2018

Dear Colleagues:

The Division of English Language Learners and Student Support (DELLSS) is excited to present to you the fourth edition of the *English Language Learner Policy and Reference Guide—2018-19* for New York City public schools. In this updated and comprehensive guide for educators of English Language Learners (ELLs) we present all the critical federal, state, and city regulations that govern the education of ELLs, such as the New York State Commissioner's Regulations (CR) Part 154 which establishes the legal requirements for the education of ELLs in New York State. This guide also includes updated resources (see [appendix](#)), helpful hints, and directions on using the newly developed data systems (e.g., Automate the Schools (ATS) screens) to guide school leaders, central staff, and Field Support Center (FSC) staff on capturing the necessary data to create robust programs that accelerate ELL achievement. This guide should be used as a resource and kept nearby for frequent referencing when planning high-quality services and supports for your ELLs.

As educators, we know that there is one thing that is universal to all parents regardless of where they come from or the language they speak at home: parents want their children to succeed in school. Our goal to provide pathways for students to become college-and career-ready, continues to be a guiding force within DELLSS. Chancellor Carranza is committed to bringing all partners to the table by fostering collaboration and out-of-the-box thinking that will ensure positive outcomes for ELLs.

As you develop your plan for ELLs (via the Language Allocation Policy), keep the following in mind:

- NYS CR Part 154, as amended by the Aspira Consent Decree, continues to require a school to open a bilingual program when the following thresholds of enrolled students have been reached:
 - 15 or more ELL students in grades K to 8 who speak the same language in one or two contiguous grades
 - 20 or more ELL students in high school who speak the same language in one grade
- Students are to be placed in the school's bilingual program if one is available or offered an opportunity to transfer to one if available in the district.
- Former ELLs must receive 90 minutes of integrated ENL per week or be provided one of the alternative pathways (see [appendix](#) for details)

Every school is expected to adhere to the guidelines in this document. DELLSS, in collaboration with the superintendents, Field Support Center directors, and field staff will support you with implementing the requirements. DELLSS will continue to provide professional development, grants and funding, instructional coaching, and online tools and resources.

In the spirit of collaboration, I ask you to join us in raising the bar, setting high expectations, and having every English Language Learner achieve success.

Sincerely,

Division of English Language Learners and Student Support

Definitions and Terms

The following definitions are based on the amended [New York State Education Department Commissioner's Regulations Part 154](#).

Aspira Consent Decree

A consent decree signed in 1974 between the New York City Board of Education and Aspira of New York, which established bilingual instruction as a legal entitlement for New York City's Spanish-speaking ELL students.⁴

Bilingual Education Program

A research-based program comprised of 3 components: (1) home language arts and English language arts, (2) English as a new language (ENL), (3) and a bilingual content area instructional component (i.e., math, science, and social studies). The number of content areas taught in the home language can vary depending on the model and level of proficiency of the students; however, at the entering and emerging levels, a bilingual program must have at a minimum 2 core content areas taught bilingually. In New York City, there are 2 types of bilingual education programs offered to parents: dual language and transitional bilingual education. In a bilingual Integrated Co-Teaching (ICT) class, it is best practice that both teachers in the ICT model hold bilingual extensions; however, only one of the teachers must hold a bilingual extension. See [Transitional Bilingual Education](#).

Commissioner's Regulations (CR) Part 154

Commissioner's Regulations of New York State that govern education and services for ELLs. There are 3 sections of CR Part 154: CR Parts 154.1 and 154.2 describe previous and amended requirements that go into effect in the 2015-16 school year; CR Part 154.3 describes the requirements of ELL services specific to ELL students with disabilities. The *English Language Learner Policy and Reference Guide* details the implementation of CR Part 154, (and the Aspira Consent Decree) for New York City Department of Education schools. See [New York State Education Department website](#) for more information.

Commissioner's Regulation (CR) Part 200

Commissioner's Regulations of New York State that govern education and services to students with disabilities. See [New York State Education Department website](#) for more information. All ELLs, regardless of their Individualized Education Program (IEP)/disability status, must be programmed for the mandated number of minutes of ENL as outlined in CR Part 154.

English as a New Language (ENL)

Formerly known as English as a second language (ESL); research based-program comprised of (1) content area instruction in English with home language supports and appropriate scaffolds, and (2) an English language development component. ENL is delivered through a stand-alone model or integrated ENL. See [Transitional Bilingual Education](#).

Stand-alone English as a New Language

An ENL delivery model in which students receive instruction in order to acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.

Integrated English as a New Language

An ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers.

⁴ For more information visit [Aspira of New York v. New York Board of Education 1974](#).

English Language Learner Subgroup/ Subpopulation

Because ELLs are not a monolithic group but rather have different linguistic and academic needs, there are categories to better identify their needs. The categories are newcomer, developing, long-term, students with disabilities, students with inconsistent/interrupted formal education (SIFE), and former. See [English Language Learner Subgroups](#).

Home Language Arts (HLA)

Formerly known as Native Language Arts (NLA); a unit of study or its equivalent in language arts in the student's home language. Such units of study are aligned to the Common Core Learning Standards.

Language Assessment Battery-Revised (LAB-R)

Former assessment used to determine ELL status prior to implementation of the New York State Identification Test for English Language Learners (NYSITELL); the Language Assessment Battery-Revised (LAB-R) was discontinued by New York State Education Department on January 31, 2014. See [ELL Assessments](#).

Lau v. Nichols

A 1974 landmark decision, *Lau v. Nichols*, the United States Supreme Court established the right of English Language Learner (ELL) students to have “a meaningful opportunity to participate in the educational program.” That same year, an agreement between the New York City Board of Education and ASPIRA of New York (called the [ASPIRA Consent Decree](#)) assured that ELL students would be provided Bilingual Education. As such, ELLs must be provided with equal access to all school programs and services offered to non-ELL students, including access to programs required for graduation. Education Law §3204 and Part 154 contain standards for educational services provided to ELL students in New York State.⁵

Licensed Pedagogue

An individual who holds a valid New York State teaching license. As per [State law](#), teachers who hold professional licenses are required to receive 100 hours of professional training every 5 years, of which, 50% must be ELL-focused for bilingual and ENL teachers, and 15% must be for non-bilingual and non-ENL teachers.

Qualified Interpreter/Translator

A person who is fluent in the language in which he or she is communicating and in English, has a demonstrated ability to employ the mode of interpretation appropriate to the given situation (e.g., simultaneous interpretation for hearings or large-group parent meetings), and has received training in specialized issues, such as confidentiality and any applicable technical vocabulary. School staff members who meet this criteria, such as a bilingual teacher, certified pursuant to State regulations, may be qualified to serve as an interpreter/translator.⁶

Reentry Identification

The process to determine if a student is an ELL who is reenrolling in a New York State public school after not having been enrolled in a New York State public school at any time during the preceding immediate two years (less than 24 months). See [Step 1: Determine If Enrolling Student was in a New York State Public School within the Past Two Years](#).

⁵ <http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learnersmultilingual-learners>

⁶ [Subpart 154-2 Services for English Language Learners for Programs Operated in the 2015-2016 School Year and Thereafter](#).

Re-Identification Process

The process created to allow schools, parents, and students who believe that a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Identification Process be administered a second time. See [Step 10: Review of Re-Identification of ELL Status Reversal](#).

Unit of Study

180 minutes of instruction per week. See [Grades K to 8, CR Part 154-2, Transitional Bilingual Education Program](#), [Grades 9 to 12, CR Part 154-2, Transitional Bilingual Education Program](#).

English Language Learner Identification

The English Language Learner (ELL) Identification Process includes eight mandated steps for students enrolling in grades kindergarten to 12, including:

- the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language;
- determination of to take the New York State Identification Test for English Language Learners (NYSITELL);
- the administration of the NYSITELL⁷; and
- the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

When parents enroll their child in a school, the school must determine the enrollment status category to which the student belongs.

Category	Enrollment Status	Next Steps
1	Enrolling as a new student to New York City and was never in a New York City or New York State public school.	Students who have never been to any NYC or NYS public school must complete the entire ELL Identification Process outlined in this document by beginning with the determination of the home language.
2	Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding two years)	Schools are required to obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school (see Students Entering DOE Schools Who Were Enrolled in NYS Public Schools within the Preceding Two Years). Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than two years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.
3	Enrolling as a former New York City or New York State public school student	Students who are reentering after having been enrolled in a school outside of NYS public schools for 2 or more years must complete the entire ELL Identification Process outlined in this document by beginning with the determination of the home language. Students who reenter NYC public schools after having been enrolled in a school outside of NYS public schools for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the

⁷ Prior to February 1, 2014, ELLs were identified through the Language Assessment Battery—Revised (LAB-R).

Helpful Hints: English Language Learner Identification

If a student enrolls at the end of the school year and there are less than 10 days of school enrollment, the Enter NYC Date restarts the following school year if the ELL status was not determined.

If a student enrolls in the middle of the school year and the student is discharged prior to 10 days of enrollment (regardless of the number of days that the student attended), the Enter NYC Date continues where it left off upon re-enrollment in the same year or restarts the following school year.

Category	Enrollment Status	Next Steps
		time of discharge from the NYC and/or NYS public schools.

Other Schools

Charter schools are New York State public schools; therefore, applicable procedures should be followed by NYCDOE schools in accordance with policies outlined in this document for students entering New York City public schools from charter schools.

Non-public schools (NPS), which include private and parochial schools, are non-public schools. Because some NPS administer the NYSITELL, New York City public schools may contact the prior NPS to obtain the NYSITELL and NYSESLAT scores if the student attended the NPS within NYS within the two years. However, such outreach is optional. Additionally, once the NYC public school administers the NYSITELL, subsequent receipt of NYSITELL and NYSESLAT scores from the NPS will not be accepted. Receipt of NYSITELL and NYSESLAT scores from the NPS will not be accepted.

Scenarios of English Language Learner Enrollment and Identification

A	Aligns to Category # (Enrollment Status)	1	Enrolling as a new student to New York City and was never in a New York City or New York State public school.
	Description		Maria is a student entering kindergarten. She has never been to any public school before. She is a first time admit to NYC public schools. She is admitted to PS 567. The school determines that her home language is Spanish. The school gives her a more in-depth interview and determines that she should take the NYSITELL to determine ELL status.
B	Aligns to Category # (Enrollment Status)	1	Enrolling as a new student to New York City and was never in a New York City or New York State public school.
	Description		Ming is a student entering kindergarten. He was in a special education PreK program and is entering kindergarten with an

IEP (he is a “turning five” student). His home language is Chinese. Because he is entering with an IEP and his home language is Chinese, the principal has the Language Proficiency Team (LPT) determine the child’s eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee).

C	Aligns to Category # (Enrollment Status)	2	Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years)
	Description		Christopher is entering grade 4 to NYC PS 456 from the William Floyd Public School District in Suffolk County on Long Island. Because Christopher is coming directly from another NYS public school district, PS 456 reaches out to Christopher’s prior school in Suffolk County. They get his ELL status, NYSITELL /NYSESLAT scores, SIFE status, home language, parent choice, and ELL program served in. If, however, the William Floyd School District does not respond within 5 days, PS 456 must contact their borough assessment implementation director for assistance. The most recent score determines the student’s proficiency level.
D	Aligns to Category # (Enrollment Status)	2	Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years)
	Description		Jose enrolled at PS 222 as a kindergarten student in September 2014. Jose was discharged to a California district in January 2015, where he remained in school. Jose returned to the NYCDOE public schools in September 2015. The NYCDOE school continues this student’s ELL status where he left off because he was out of NYS for less than 2 years.
E	Aligns to Category # (Enrollment Status)	2	Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years)
	Description		Yun-ying was enrolled at HS 999 as a first time admit to NYCDOE schools from Taiwan in September 2013. She remained at HS 999 until March 2014 and was discharged to Yonkers HS. Yonkers HS gave Yun-ying the NYSESLAT in April 2014. In January 2015, Yun-ying returns to HS 999. Because Yun-ying was never out of NYS public schools, HS 999 reaches out to Yonkers HS to get Yun-ying’s NYSESLAT results and HS 999 serves Yun-ying as an ELL based on those results. If the NYSESLAT results indicate that Yun-ying tested at the commanding level, she is considered a former ELL and served as such.
	Aligns to Category # (Enrollment Status)	3	Enrolling as a former New York City or New York State public school student

F

Description Chloe enrolled in grade 2 at PS 777 for the first time in NYC public schools in September 2010. She was administered the LABR and was identified as an ELL. She left the DOE to Florida in September 2011. She returned to the DOE public schools in grade 7 in September 2015. Because she was out of the DOE and NYS public schools for more than 2 years, she goes through the entire ELL identification process again, including determination of her home language code, determination of NYSITELL-eligibility, and SIFE status.

G

**Aligns to Category #
(Enrollment Status)**

2

Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding two years)

Description Ali entered Rochester School System in September 2013 and was identified as an ELL. He was discharged from Rochester School System to Georgia in February 2014. He was discharged from Georgia in June 2014. He then entered MS 444 in Brooklyn in September 2014. Though he was a first time admit to NYC public schools, he was in NYS public schools less than 2 years ago. Therefore, MS 444 reaches out to the Rochester School System. They get his ELL status, NYSITELL/LABR/NYSESLAT scores, SIFE status, home language, parent choice, and ELL program served in. As per [State memo](#), however, the Rochester School System does not respond within 5 days, MS 444 should contact the borough assessment implementation director.

H

**Aligns to Category #
(Enrollment Status)**

3

Enrolling as a former New York City or New York State public school student

Description Boris entered Albany School System in September 2011 and was identified as an ELL. He was discharged from Albany School System to Idaho in February 2012. He was discharged from Idaho in June 2015. He then entered MS 555 in Queens in September 2015. He left the NYS public schools as an ELL. Because he was out of the NYS public schools for more than 2 years, he goes through the entire ELL identification process again, including determination of his home language code, determination of NYSITELL-eligibility, and SIFE status.

Steps within the ELL Identification Process (8+2 Steps)

Steps 1 to 8 must be completed within 10 school days (20 school days for students entering with IEPs). Steps 9 and 10 are used on an “as necessary” basis.

Step 1: Determine If Enrolling Student was in a New York State Public School within the Past Two Years

Students who have been outside of the New York State public school system for more than two years must be re-administered the entire ELL Identification Process; for students reentering from the NYS public school system, schools are required to obtain NYSITELL / NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. See [English Language Learner Identification](#), categories 2 and 3 of enrollment status.

Schools readmitting students who previously attended a NYC public school or charter school/program using the [ATS Transfer Student \(TRAF\)](#) function will be asked if the student was enrolled in a NYS public or charter school within the last two years. The question, “Enrolled in NYS school w/in last two years:” contains two values:

- Enter *N* (for no) if the student has not been enrolled in a NYS public or charter school within the last two years. This response will reset the student's previous ATS ELL/LEP flag so that your school is responsible for and can proceed with administering the entire ELL Identification Process.
 - As the ELL Identification process is completed, and the [Home Language Identification Survey \(HLIS\)](#) is administered, if the student's home language is other than English, the student's ELL status will become ‘E’ which means they are eligible to be administered the NYSITELL. If a student's previous home language was English (ATS code: "NO"), you or a designee can make the modification to the home language using the ATS [Student Biographical Update \(BIOU\)](#) function or by submitting the most current HLIS form to your FSC ELL director and requesting a home language change. All ‘E’ students will appear on the ATS [Print NYSITELL Answer Documents \(RLBA\)](#) function, where the school can generate the student's NYSITELL answer document for test administration.
- Enter *Y* (for yes) if the student attended a NYS public or charter school within the previous two years. This will retain the student's previous ATS ELL/LEP flag. You or your designees must contact the student's previous NYS public or charter school to obtain their home language designation as well as their NYSITELL (or LAB-R) and NYSESLAT results within five business days in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. If the data are not received within five school days of enrollment, contact your [Borough Assessment Implementation Directors \(BAID\)](#) for assistance. See below for more details.

Helpful Hint: NYSITELL Eligibility

Contact your FSC ELL director in the event of a clerical error for any data entry.

These related documents must be placed in the student's cumulative folder after the data is updated on the respective ATS functions.

PROFILE 99-M-999 New York City Public Schools 06-29-18 10:26:39
 BIOG0150 Transfer Student (TRAF) 02226-TEST

==>

STUDENT ID: 999 Enter code here and press F2 to save. N will allow a NYSITELL scan sheet to be generated, printed, and scanned. Y will not allow a second NYSITELL scan sheet and the school must reach out to the NYS public school sending the student to obtain proficiency level and other crucial information.

LAST NAME: BRO
 FIRST: PAU
 DOB: 07 / 23 /

HOUSE NO: 999

CITY: PHILADELPHIA STATE: PA ZIP: 19133 PHONE: _____
 BORO CODE: Z HOME DIST: 99 ADDR STAT: C NON-RES TUITION: _____
 GEO CODE: 88 HOUSING ST: _____ UNAC YOUTH: _____
 HOME LANG: SP ETHNICITY: A HISPANIC: Y RACE: F IMMUN: W
 HEALTH ALERT: N HEALTH INS: N RECORDS RECEIVED: _____
 ADMIT CODE: _____ ADMIT DATE: / / ADMIT REASON: _____
 ENROLLED IN NYS SCHOOL W/IN LAST 2 YRS: -

SCHOOL LOCATION:	BORO	DIST	SCHOOL	GRADE	GR LVL	OFF CLASS
CURRENT:	M	99	999			
PREVIOUS:	X	99	999	140	04	403

ENROLL NYS must be Y or N

F1/Help F2/Save F3/Quit-return F4/Lookup F5/Cont F6/
 F7/ F8/Sped F9/Refresh F10/ F11/ F12/Exit

Figure 1: TRAF Screen in ATS

Students Entering DOE Schools Who Were Enrolled in NYS Public Schools within the Preceding Two Years

For students coming from a NYS public school (outside of the NYCDOE), the NYCDOE school must contact the sending NYS public school to obtain home language designation, NYSITELL (or LAB-R) and NYSESLAT results within five business days. The data request must be made for any student entering a NYCDOE school (grades K to 12) who has been enrolled in a NYS public school within the previous two years. The data sent from the NYS public school must be on school letterhead and signed by the school principal. These data and related documents must be placed in the student's cumulative folder and inputted into designated ATS screens.

If the data are not received within five school days of enrollment, schools must contact their [Borough Assessment Implementation Directors](#) for assistance.⁸

If the student is an ELL and has a home language of Spanish, skip to Step 5 (administration of the Spanish LAB). If the NYS public school indicates the student is an ELL, the school must provide the parent orientation meeting (see [Step 7: Parent Agreement and Program Placement](#)).

The NYC public school should request from the NYS public school the following:

- Home language code and copy of the Home Language Identification Survey used
- LAB-R score and proficiency level
- NYSITELL score and proficiency level
- NYSESLAT score and proficiency level
- SIFE status

⁸ As per NYSED memo http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/memo_nysitellscoretransfer.pdf

To request that this information be inputted into the DOE's data collection system, complete the [New York State Transfer ELL Data Request Form](#) and email it to ELLTransfersNYS@schools.nyc.gov.

If the home language code differs from the current NYCDOE's home language code, a request to change the home language code should be sent to the FSC ELL director from the principal of the NYCDOE school.

Note: only students whose home language is not English can have LAB-R, NYSITELL, and/or NYSESLAT scores. For information on requesting a change of the home language code in ATS, see [Home Language Code Inputting Errors and Changes](#).

Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than two years are not eligible to go through the ELL Identification Process. These students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for two or more years must complete the ELL Identification Process described in this guide.

Step 2: Administer the Home Language Identification Survey

The school must administer the [Home Language Identification Survey](#) student's home language as part of general intake procedures.

Home Language Entry for Students Progressing from PK to K

During the pre-K enrollment period, pre-K students who are enrolling in kindergarten in the following school year can be administered the HLIS to determine their HL codes. If the school administers the HLIS in June, the school should enter a "Y" in the HLIS field on the [Update Biographical Information \(BIOU\)](#) screen in ATS.

The HL entry process for students articulating from PK to K may be utilized for students who meet the following criteria:

1. Student's grade level is PK
2. Student is active during PK enrollment period (e.g., in 2017-18, June 1 – July 6)

During the PK enrollment period, PK students articulating into K can be administered the HLIS to determine their HL codes. Please note the following changes to ATS' [BIOU](#) screen during this period:

1. The field label of SURVEY has been changed to HLIS
2. Both the HOME LANG field and HLIS field will blink yellow until
 - a. a valid HL code is entered for the student **AND** the HLIS field is updated to Y (Y indicates that the school confirms it used the HLIS to determine the home language of the student)
 - b. the last day of the PK enrollment period
3. Once a valid HL code is entered for HOME LANG and Y is entered for HLIS, then both fields will stop blinking yellow and change to constant green
4. If a HL code other than English is entered, the ELL/LEP Flag will immediately change to reflect the student's ELL status

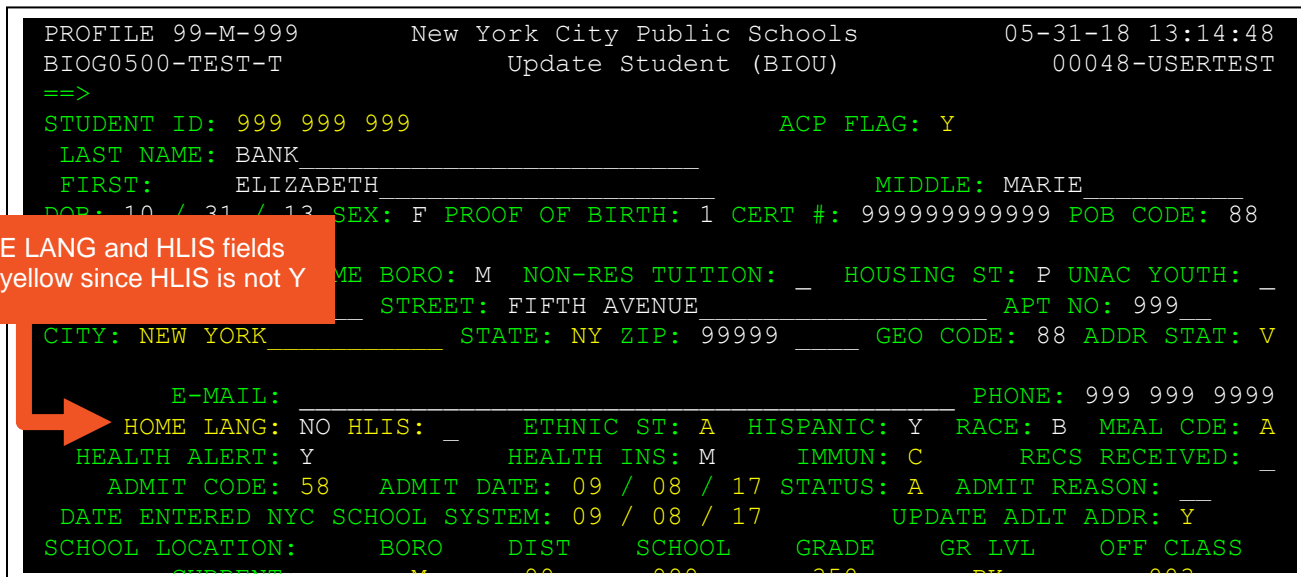
5. Both the HOME LANG field and HLIS field will only be allowed to be updated for one day
 - a. Any changes made to HOME LANG or HLIS may affect ELL/LEP Flag
 - b. The fields lock after one day; in the event of a clerical error, contact your FSC ELL director
6. If the HLIS field is not Y on the last day of the PK enrollment period, the HOME LANG field will be blanked out and the HL code will need to be reentered in August.

These students whose HL is not English may be administered the [NYSITELL](#) on or after June 1. However, these students will not appear on the [ELLO](#) screen until the end of July.

Note: A HL code should only be entered for a student that has been properly administered the HLIS in accordance with NYS and NYCDOE policy. Download the Home Language Identification Surveys from the [Instructional and Compliance Resources](#) NYCDOE Intranet webpage.

BIOU – Update Student (before HL update)

A feature has been added (HOME LANG and HLIS blinking yellow). This feature is available for active preK students during the preK enrollment period as long as the HLIS field is not “Y.” Schools must administer the HLIS to students as defined in this guide.



```

PROFILE 99-M-999          New York City Public Schools          05-31-18 13:14:48
BIOG0500-TEST-T          Update Student (BIOU)                00048-USERTEST
==>
STUDENT ID: 999 999 999          ACP FLAG: Y
LAST NAME: BANK
FIRST: ELIZABETH          MIDDLE: MARIE
DOB: 10 / 31 / 13 SEX: F PROOF OF BIRTH: 1 CERT #: 999999999999 POB CODE: 88
HOME BORO: M NON-RES TUITION: _ HOUSING ST: P UNAC YOUTH: _
STREET: FIFTH AVENUE          APT NO: 999
CITY: NEW YORK          STATE: NY ZIP: 99999          GEO CODE: 88 ADDR STAT: V
E-MAIL:          PHONE: 999 999 9999
HOME LANG: NO HLIS: _          ETHNIC ST: A HISPANIC: Y RACE: B MEAL CDE: A
HEALTH ALERT: Y          HEALTH INS: M IMMUN: C RECS RECEIVED: _
ADMIT CODE: 58 ADMIT DATE: 09 / 08 / 17 STATUS: A ADMIT REASON: _
DATE ENTERED NYC SCHOOL SYSTEM: 09 / 08 / 17          UPDATE ADLT ADDR: Y
SCHOOL LOCATION: BORO DIST SCHOOL GRADE GR LVL OFF CLASS
  
```

Figure 2: BIOU Screen in ATS

BIOD – Display Student (before HL update)

```

PROFILE 99-M-999          New York City Public Schools          05-31-18 13:27:38
BIOG0260-TEST-T          Display Student (BIOD)                00048-USERTEST
==>
NAME: BANK, ELIZABETH      DOB: 10/31/13  SEX: F  STUDENT ID: 999 999 999

                                AIS SERVICES
- BILINGUAL                FOSTR HOME M ELA ELIG      - SCHOOL A      - INTV
- ESL                      - ELA PART      - SCHOOL B      - POST GRD PL
- LEP                      - MATH ELIG     - SCHOOL C      - MAINSTRM
- SPEC ED                  - MATH PART    - DIST A        7 YTD ATTEND
- IEP SPEC ED              - REL TIME    - DIST B        - ELA PROF
- RES ROOM                 - EXTEND DAY  - DIST C        - MATH PROF
- ADD'L RS                 - CHAP 53     - SUPP SVC      C 407 FLAG
- COUNSEL                  - PLUS PROG    - ELA AT RISK    - ONGNG SVC      Y HEALTH ALRT
- SPCH SVC                 - PID          - CELL PH XMT    - SECT 504       - FUT EX INST
- CTT PART                 A MEAL CODE    - BESIS ST       - SL COMM        - RETAIN FLAG
- SETSS                   C IMMUN STATUS - TEST MOD       - COHORT YR      - EX INSTR PD
- SPED PROG1              - SPED PROG2


```

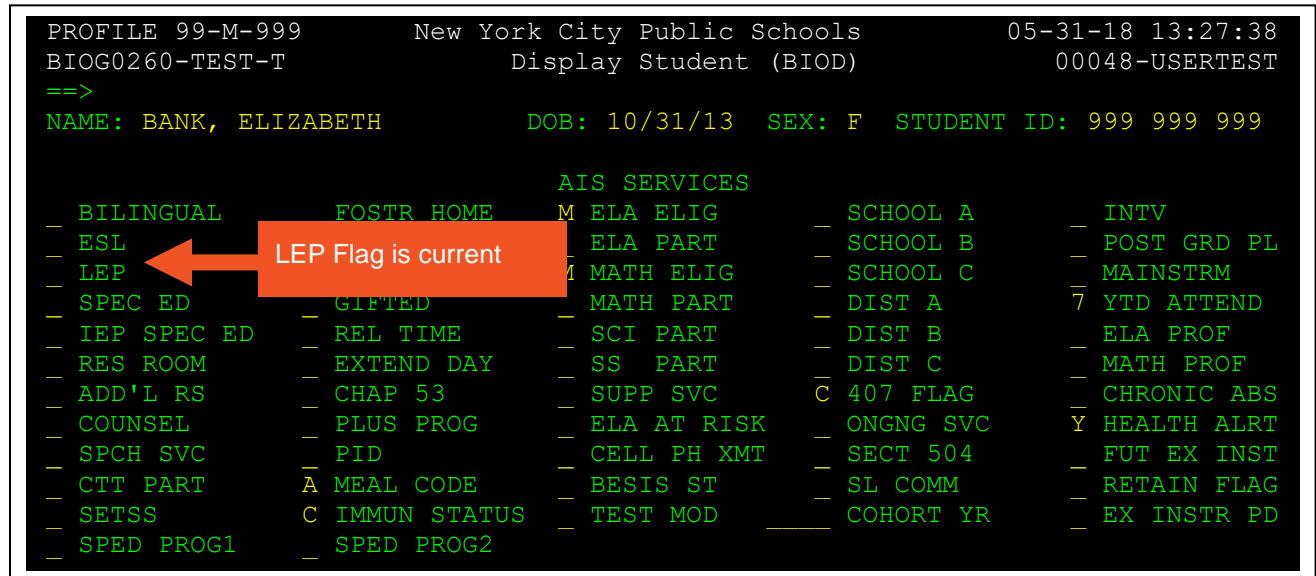


Figure 3: BIOD Screen in ATS

BIOU – Update Student (after HL update)

Once a valid HL code is entered for HOME LANG and Y is entered for HLIS, both fields will stop blinking yellow and change to constant green. Both the HOME LANG field and HLIS field will only be allowed to be updated for one day. Any changes made to HOME LANGE or HLIS may affect ELL/LEP Flag.

```

PROFILE 99-M-999          New York City Public Schools          05-31-18 13:14:48
BIOG0500-TEST-T          Update Student (BIOU)                00048-USERTEST
==>
STUDENT ID: 999 999 999    ACP FLAG: Y
LAST NAME: BANK
FIRST: ELIZABETH          MIDDLE: MARIE
DOB: 10 / 31 / 13  SEX: F  CERT #: 999999999999  POB CODE: 88

HOME DIST: 99  HOME E      TION:      HOUSING ST: P  UNAC YOUTH:
HOUSE NO: 999  STREET: FIFTH AVENUE  APT NO: 999
CITY: NEW YORK  STATE: NY  ZIP: 99999  GEO CODE: 88  ADDR STAT: V

E-MAIL:
HOME LANG: SP  HLIS: Y
HEALTH ALERT: Y  HEALTH
ADMIT CODE: 58  ADMIT DATE: 0
DATE ENTERED NYC SCHOOL SYSTEM: 09 / 08 / 17  UPDATE ADLT ADDR: Y
SCHOOL LOCATION: BORO  DIST  SCHOOL  GRADE  GR LVL  OFF CLASS


```

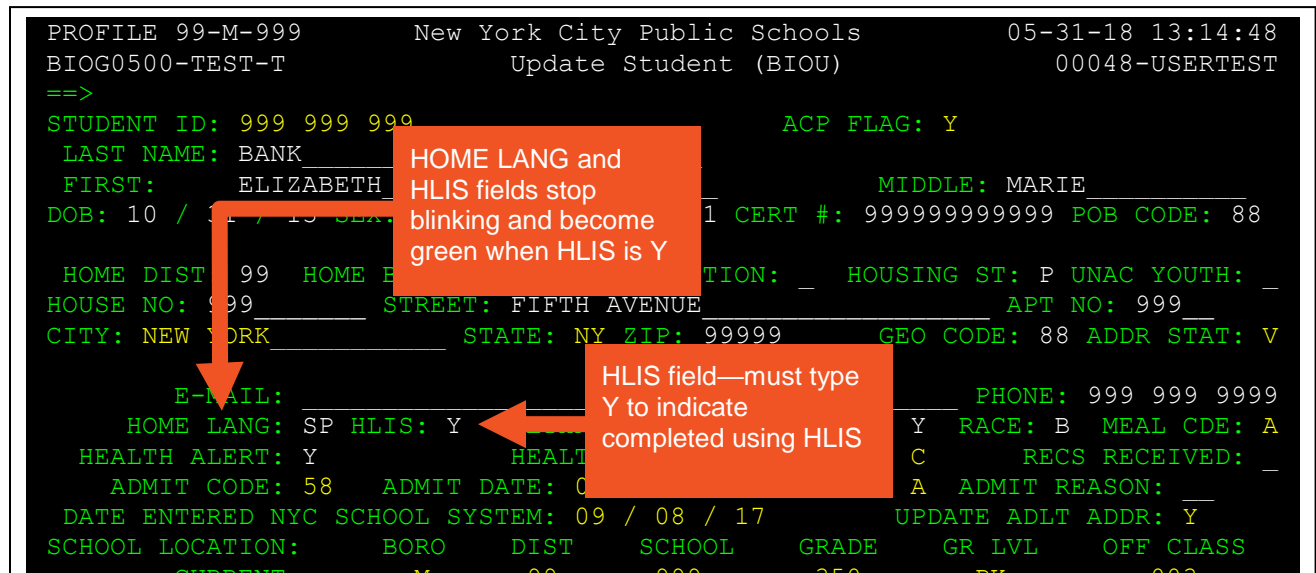


Figure 4: BIOU Screen in ATS

BIOD – Display Student (after HL update)

If a HL code other than English is entered, the ELL/LEP Flag will immediately calculate.

The screenshot shows the BIOD (Display Student) screen in the ATS system. At the top, it displays the profile number (99-M-999), school name (New York City Public Schools), and date/time (05-31-18 13:27:38). Below this, it shows the student's name (BANKS, ELIZABETH), DOB (10/31/13), SEX (F), and STUDENT ID (999 999 999). The screen is divided into sections for AIS SERVICES and various flags. A red callout box with an arrow points to the 'LEP' flag, stating: 'LEP Flag becomes E when HOME LANG is other than English and HLIS is Y'. The 'LEP' flag is currently set to 'E'. Other flags include BILINGUAL, ESL, SPEC ED, IEP SPEC ED, RES ROOM, ADD'L RS, COUNSEL, SPCH SVC, CTT PART, SETSS, SPED PROG1, and various school and district flags.

Figure 5: BIOD Screen in ATS

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English as determined by the licensed and trained pedagogue administering the HLIS. The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's [Translation and Interpretation Unit](#) so that parents can receive language assistance and have their questions answered in their preferred languages.

A licensed pedagogue (e.g., the school's ELL coordinator) must complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens (e.g., [QADM](#), [BIOU](#)). As per CR Part 154, the licensed pedagogue must be:

- Trained in cultural competency, language development, and the needs of English language learners, and
- Proficient in the home language of the student or parent or guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

The completed HLIS forms must be placed in the student's cumulative file and remain a part of the student's permanent record if:

- The student's home language is English, the ELL Identification Process terminates at this step.
- The student's home language is not English, the ELL Identification Process continues to Step 3.

Helpful Hints: NYSITELL Administration

Students who registered to enter kindergarten the following year may be administered the NYSITELL beginning June 1; all other grades may be administered the NYSITELL beginning July 15 (prior to the beginning of the school year in September).

10 (and 20) school calendar days (1) refers to days the students are in session, (2) begins the first day of school or the first day the student is enrolled at the school (whichever is later), and (3) includes days the student was absent. The “clock” cannot begin before the first day of school (e.g., if a student enrolls on July 7 for the fall, the clock will still begin the first day of school in September). The timeliness is based on the day on which the NYSITELL and Spanish LAB (if applicable) answer documents are scanned.

Print the [RLCB](#) Scan Report from ATS, which indicates the students’ levels of proficiencies and any scanning errors; scanning errors should be addressed immediately. See the [NYSITELL Scanning Handbook](#) for directions.

Home Language Code Inputting Errors and Changes

The Home Language Identification Survey is administered one time during the enrollment process. Therefore, upon enrollment and entry of the home language code, the home language code field is locked. In the event that a clerical error is made, send the following information and documentation to the FSC ELL director for review:

- Copy of the original, completed, and signed Home Language Identification Survey
- A request to change the home language code

These requests can only be made by the principal or by the assistant principal with a cc to the principal.

The home language may also be changed as a result of one of the following:

- Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding two years), or
- Enrolling as a former New York City or New York State public school student after having been outside a New York State public school for two or more years

Relevant information, documentation, and the completed [New York State Transfer ELL Data Request Form](#) should be sent to the FSC ELL director for review.

Step 3: Determination of NYSITELL Eligibility and Administration of NYSITELL

For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student's primary (dominant) language is English. As a result, schools must determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained pedagogue must do the following:

1. Interview the student in both English and the home language (see [HLIS Individual Interview Sample Questions](#))
2. Review student's prior schoolwork in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners

Helpful Hint: Determination of NYSITELL Eligibility

If the student should take the NYSITELL, print and provide parents the [NYSITELL Parent Information Brochure](#).

If the student should take the NYSITELL, print the answer document using the [RLBA](#) function in ATS. If the student should NOT take the NYSITELL, indicate this via the ELL Options ([ELLO](#)) screen in ATS.

Print the [RLCB](#) Scan Report from ATS, which indicates the students' levels of proficiencies and any scanning errors; scanning errors should be addressed immediately. See the [NYSITELL Scanning Handbook](#) for directions.

A school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; indicate the NYSITELL ineligibility through the ELL Options ([ELLO](#)) screen in ATS (see codes for correct indicator). If the student is eligible to take the NYSITELL, continue to step 4.

Note: If the student is determined to be an ELL, the information gathered in steps 1 and 2 should be used to determine if the student requires further assessments for SIFE status (see [Step 6: Identification of Students with Interrupted/Inconsistent Formal Education](#) for more information on SIFE).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of:

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages

- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after two years (see categories 1 and 3 under [English Language Learner Identification](#)).

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of [Step 2](#)
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in [CR Part 200.4\(b\)\(6\)](#), which includes assessments administered in the student's home language
- Information provided by the [Committee on Special Education](#)⁹ (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English if:

- The LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- The LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review
 - The principal must accept or reject this recommendation
 - If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student
 - If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee and is entered into the [ELLO](#) screen by the school after receiving the decision. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has five additional school

⁹ [Committees on Special Education](#) (CSEs) coordinate and carry out the special education process for students who are not enrolled in DOE schools. This includes:

- Students attending a private, parochial, charter, State Supported or State Approved Non-Public school
- Students attending non-public schools outside New York City and New York State
- Students who receive home or hospital instruction as their placement on their IEP (this does not include students on temporary home instruction, as these students are expected to return to their prior school)
- Students who are being home-schooled
- Students who are non-attending

There are 10 CSEs. If your child is enrolled in school, your CSE is the one in the same geographical district as that school.

calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled [Language Proficiency Team NYSITELL Determination Form](#) must be completed and placed in the student's cumulative folder.

It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. It is vital to distinguish this so that schools are appropriately meeting the needs of their students—referring them for special education services only when an actual disability is suspected. For more information on similarities between learning disability and language acquisition, see [Similarities between Learning Disability and Language Acquisition](#) or the [Minimum Requirements of a Response to Intervention Program](#) on the New York State Education Department's website.

The LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE. For more information on determining special education language of instruction and/or service, refer to [Special Education Policy Guidance: Language of Assessment for Students in the Special Education Assessment Process](#).

Non-Eligibility to Take the NYSITELL—ELLO Screen in ATS

ELLO screen should only be used for students

- whose home language is other than English, and
- who have been determined to not have English language acquisition needs

These students, therefore, are not ELLs. These students do not need to take the NYSITELL.

However, if the student was appropriately and accurately identified as an ELL through the established ELL identification process, which includes the NYSITELL, *no further action is necessary and no data needs to be entered into the ELLO screen*. In addition, if the student was appropriately administered the NYSITELL and scored proficient (and is not an ELL), no data needs to be entered into the ELLO screen.

Helpful Hint: NYSITELL Eligibility and ELLO Screen

Schools should access the ELLO screen *only* for students whose home language is *not* English and should *not* be administered the NYSITELL; otherwise no information is required in the ELLO screen.

Decision indicating that a student does not require ELL acquisition needs can be determined by the school for general education students or a Language Proficiency Team (LPT), principal, and superintendent for students with an Individual Education Plan (IEP). This decision needs to be entered within 10 days of a student's admit date, and it only applies to new students to NYC DOE or student's being re-admitted that have not been enrolled in a NYS public school in the past two years.

For current Prek students who will be entering kindergarten in September: If you have a Prek student entering kindergarten in September, the student will not appear on the ELLO screen

until mid-July, at which time you can exercise this option. In the meantime, it is not necessary to administer the NYSITELL to these students.

PROFILE 99-M-999 New York City Public Schools 07-17-18 13:09:37
 ELLO0050 Ell Options (ELLO) 02266-ATSTEST2
 => PAGE 1 OF 2

STUDENT NAME LAST, FIRST	STUDENT ID	LEP HM FLG LN	NYS <2Y	OPT	ADMIT DATE
AWE, ANA	123456789	SP		A	09/07/17
BUTLER, TIMOTHY	987654321	Y AR	Y		07/02/18
CRUZ, ARIE	123789456	SP		B	09/07/17
DANCY, AVEN	123654987				09/07/17
DIAZ, SUMMER	456123789	SP		C	09/07/17
JAMES, BRETT	456789123	Y AR			07/02/18
LAYNE, JOHN	789456123	FR		D	07/02/18
MANN, JAYLEE	789123456	Y UK		-	09/07/17
MUKHLIS, DALANI	452178956	Y VN			09/07/17
NICHOLS, SANYIA	654123987	Y FR			09/07/17
PAUL, ADLER	693258741	Y PO			07/02/18
QUINN, MUZAZ	857412369	Y SP			

Make changes as required, F2 to save changes.

F1/Help F2/Save F3/Quit-return F4/Lookup F5/ F6/ F7/ F8/Forward F9/Refresh F10/ F11/ F12/Exit

Enter code here and press F2 to save.

Figure 6: ELLO Screen in ATS

Code	Description
A	The student was determined not to have ELL acquisition needs by the current NYC public school.
B	The student was determined not to have ELL acquisition needs by the current NYC public Language Proficiency Team (LPT).
C	The student was determined not to have ELL acquisition needs by the previous NYS public school.
D	The student was determined not to have ELL acquisition needs by the previous NYS public Language Proficiency Team (LPT).

Figure 7

Schools must print [NYSITELL](#) answer documents using the [RLBA](#) function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond 10 school calendar days will result in noncompliance (20 school days for students entering with IEPs).

The NYSITELL may be administered to students entering kindergarten the following school year no earlier than June 1 and to all other students no earlier than July 15. Compliance is determined by the NYSITELL scan date, not the bubble date. An administration of the NYSITELL that has a bubble date that predates the end of the 10-day testing window, but a scan date that exceeds the 10-day testing window will be considered out of compliance.

Principals must order NYSITELL exams through the NYSED portal. Ordering is ongoing throughout the year. Along with the exams, schools will receive directions for administration. Answer documents must be generated and printed via ATS printers. For more information on generating these answer documents, see the [NYSITELL Scanning Handbook](#). All information needed to identify students will automatically print on the answer documents. For more

information on ordering and administering the NYSITELL, or printing and scanning the answer documents, see the DOE's NYSITELL memorandum, *Administration Handbook*, *Scanning Handbook*, and other useful resources on the [NYSITELL Intranet site](#).

ELLO Screen Inputting Errors and Changes

The ELLO code is entered once the determination has been made by the appropriate personnel. This field is locked upon entering of the code. In the event that a clerical error is made, send the following information and documentation to the FSC ELL director for review:

- Copy of the original, completed, and signed Home Language Identification Survey
- All relevant documentation that indicates a clerical error or technical issue, which shows an ELLO Option Code different than that which was entered on the HLIS and subsequently entered into ATS.

These requests can only be made by the principal or by the assistant principal with a cc to the principal.

Note: a clerical or technical error for the purpose of this protocol is defined as a failure to execute a task or the execution of the task was an error; however, the task or intent was clearly within the timeframe as stipulated in the [ELL Policy and Reference Guide](#). For information on entering data into the ELLO screen, see **Error! Reference source not found.**

Step 4: Send Parent Notifications to Parent Regarding Entitlement and Non-Entitlement

Within five school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download on the [Instructional and Compliance Resources](#) Intranet page.

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

If the student is 18 years or older, the student must also receive a copy of the letter. Copies of dated and signed letters must be retained in the student's cumulative folder.

Step 5: Administering the Spanish LAB

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the [Spanish LAB](#) at the time of initial enrollment during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. The Spanish LAB is not administered to students re-entering the DOE after two years. The Spanish LAB is administered only once.

Schools must print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond this window will result in noncompliance. For more information on ordering and administering the Spanish LAB, or printing and scanning the answer documents, see the DOE's [Spanish LAB Scanning Handbook](#).

Compliance is determined by the Spanish LAB answer document scan date, not the bubble date. An administration of the Spanish LAB that has a bubble date that predates the end of the 10-day testing window, but a scan date that exceeds the 10-day testing window will be considered out of compliance.

Step 6: Identification of Students with Interrupted/Inconsistent Formal Education

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such 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 mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are:

- Newly identified ELLs, *and*
- In grades 3 to 9, *and*
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. NYSED Oral Interview Questionnaire
2. NYSED Multilingual Literacy SIFE Screener (MLS)
3. Writing Screener

Visit the [NYSED website](#) for a full description of resources, guidance documents, and the SIFE identification tools. NYSED tools replace those that were previously available only to NYCDOE schools (LENS).

Initial SIFE status must be indicated in the DOE's data collection systems ([BNDC](#)) no later than 30 days from initial enrollment (see [BNDC for SIFE Determination and Paraprofessional Services for data entry directions](#)). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at

Helpful Hints: SIFE Identification

Once SIFE status is determined, enter this information into the [BNDC](#) screen in ATS.

Schools have 30 school days to determine ELL status; however, they have up to one year to change the SIFE status if necessary.

A SIFE will automatically be declassified as SIFE if the student attains transitioning level or higher on the NYSESLAT.

intermediate/transitioning level or higher on the NYSESLAT. For further information on SIFE, visit the [SIFE Resources](#) Intranet page.

Step 7: Parent Agreement and Program Placement

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Schools must notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages), following the steps outlined below. Schools may not refuse admission to zoned students or students assigned by the DOE's Office of Student Enrollment based on their ELL status or program needs.

When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City (see [English Language Learner Programs Offered](#)), regardless of whether the preferred model is currently offered in the school.

When a student is identified as an ELL, he/she must first be placed in a bilingual program, prior to the orientation meeting, if one exists. Newly identified ELLs who do not speak a common

language and for whom a bilingual program cannot be formed (because minimum thresholds have not been met) must be placed in ENL.

Helpful Hint: Available Bilingual Programs

To view the latest list of available bilingual programs, click [here](#)

To inform parents of these options, schools must provide parents of newly enrolled ELLs with a parent orientation where they can view the [Parent](#)

[Orientation video](#) (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session must also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation must be in a language or mode of communication that the parent or guardian best understands. Schools should contact the [Translation and Interpretation Unit](#) if they require an interpreter for any language that is not spoken by the school staff.

After parents are informed of all three program models at the parent orientation, schools must provide parents with a [Parent Survey & Program Agreement Form](#) (in the parents' preferred language), where parents can indicate their program choice.

Helpful Hint: Parent Selection

Though it is discouraged, if a parent changes the ELL program selection, subsequent requests are entered into the [BNDC](#) screen in ATS.

The parent must return the completed and signed form within five school calendar days. If the parent does not return the form within five school calendar days, the student remains in the bilingual program if one exists at the school; otherwise, the student remains in ENL. The school must document and include attempts to gather initial parent selection preference; documentation

should be maintained using existing procedures established by the school.

Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades
- In grades 9 to 12, 20 or more ELL students who speak the same language in one grade

Schools are responsible for entering parent choice as indicated on the Parent Survey & Program Agreement Form in the designated screen in ATS (ELL Parent Choice ([ELPC](#))) within 20 school days of enrollment (30 days for students entering with IEPs). The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. For more information on the ELPC screen, see [ELL Parent Choice Update](#).

[Parent Survey & Program Agreement Form](#) is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Agreement Form can be provided to the parent upon request.

Transfer Option

ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available in the school, the school must place the student in that program immediately and provide the student with a full schedule.

If a parent's program choice is not currently available in the school, the school must inform the parent that the selection is not available at the school, provide the parent with the following two options, and maintain a record of the parent's response.

- Keep the student enrolled at the current school in an available program; if the parent chooses this option, the school should immediately place the student in that program and begin serving him/her; OR
- Transfer the student to a different school where the parent's selection is currently available (view the [bilingual program list](#)). To do so, schools must submit an ELL transfer request on behalf of the student by taking all of the following actions:
 - Indicate that the parent has selected a bilingual program in the BNDC (see [BNDS for SIFE Determination and Paraprofessional Services](#)) screen (if the BNDC screen indicates ENL as parent choice, the transfer request will not be accepted)
 - Submit the online [School Transfer Request form](#)
 - Obtain [family authorization](#)¹⁰ to request the transfer; and
 - Scan the completed [Family Authorization of Transfer Request \(1st Authorization\)](#) and send it to ELLProgramTransfers@schools.nyc.gov
 - If transfer is approved, notify the family using [Family Authorization of Transfer \(2nd Authorization\)](#)¹¹ and begin the transfer
- While the school awaits the transfer, the student should temporarily be placed in an ENL program in the school until the transfer is complete. Students placed in ENL due to the unavailability of bilingual programs at the current school count toward minimum thresholds for opening a bilingual program.

¹⁰ All steps in this process must be completed before a transfer can be approved.

¹¹ These forms are available in 10 languages; see appendix for English versions of the forms.

- Every effort should be made to ensure that parents complete the Parent Survey & Program Agreement Form, and outreach attempts must be tracked and maintained at the school using existing procedures established within the school. While waiting for a parent to complete the form, the school should place the student in a bilingual program if available, or at a minimum, provide mandated ENL services based on the student's [proficiency level](#).¹²
- Parent choice is recorded in the ELPC screen. Schools may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment.
- Once the student's program has been determined based on the steps outlined above, schools send parents a [placement letter](#) (in the parents' preferred language) indicating the program in which their child has been placed. See [Retention of Records](#) for more information.

Step 8: Student is Placed in ELL Program

Program all ELLs for the minimum number of minutes of English as a new language. For students placed in a bilingual program, program for bilingual classes. The number of minutes of ENL per student is based on proficiency level and grade level. See [Proficiency Levels](#) for chart of mandated number of minutes of ENL. See [STARS: ENL](#), [STARS: Bilingual Programs](#) for programming ENL and bilingual programs in STARS.

The ELL identification procedures outlined above must be completed within 10 school calendar days of enrollment or reentry (20 school days for students entering with IEPs), including placement in an ELL program, if applicable.

Note: Proceed to steps 9 and 10 only if the ELL status is requested to be reviewed and considered for reversal (due to possible misidentification). Steps 9 and 10 are used only on an "as necessary" basis.

Step 9: Re-Identification of ELL Status (only used as necessary)

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-Identification Process. The Re-Identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-Identification Process may be utilized for students who:

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

¹² For tracking purposes, students without completed Parent Survey & Program Agreement Forms should be recorded as "No Parent Survey & Program Agreement Form" in ATS but should be counted as a selection for a bilingual program for the purposes of placement and program opening.

The Re-Identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Helpful Hint: Re-Identification of ELL Status Process

Principals use the [RQSA](#) in ATS.

Superintendents use the [RQGA](#) in ATS.

Schools should establish protocols and assign qualified and trained staff manage both the initial and Re-Identification Process.

If a student's ELL status is determined to be a non-ELL as a result of the Identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take NYSESLAT.

The Re-Identification Process consists of the following steps:

1. School receives written request to initiate the Re-Identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-Identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)3F¹³, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. The principal's decision is entered into the [RQSA](#) screen in ATS. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

¹³ A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. Superintendent's decision is entered into the [RQGA](#) screen in ATS. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Step 10: Review of Re-Identification of ELL Status Reversal (only used as necessary)

Between six and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12-month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

ATS Screens for Re-Identification of ELL Status

Principal's Role

RQSA – School Action Request Screen

An option has been added (12 – ERI – Request ELL Re-identification). This option is to be used if the principal's recommendation is to change the ELL status (request must be made within 45 school days of enrollment). To access the screen, enter the student ID in the top right corner and enter 12 in the top left corner and hit enter. If the principal's recommendation is NOT to change the ELL status, then NO action is necessary on this screen.

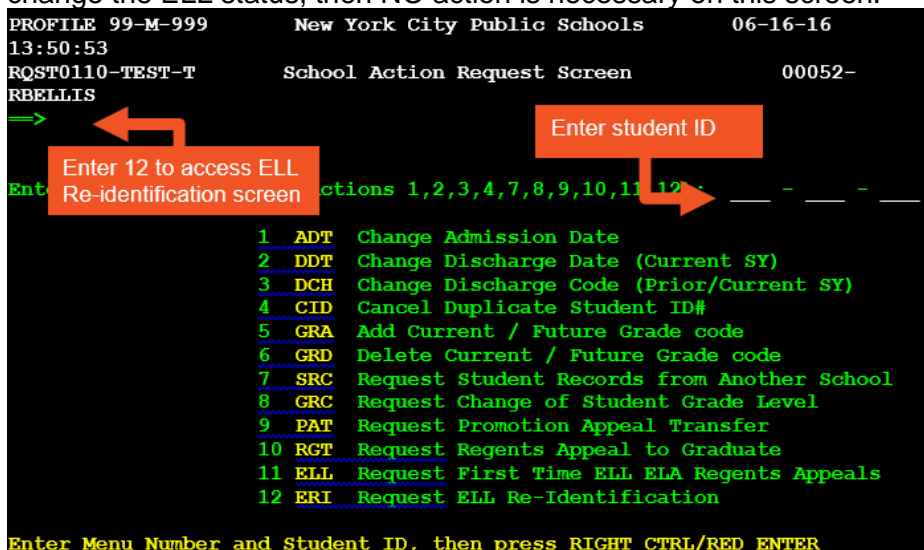


Figure 8: School Action Request Screen in ATS

On the following screen, enter the date the parent requested the ELL Re-identification and a rationale for the recommendation to change the ELL status. Press F6 to submit request. Upon completion of this screen, the principal must notify the superintendent (or designee) of the recommendation and send all relevant documents for review and final decision.

```

PROFILE 99-M-999          New York City Public Schools          06-16-16 13:48:45
RQST0120-TEST-T          Request Ell Re-Identification (RQSA)    00052-RBELLIS
==>

NAME      : DOE, JOHN
DOB       : 01/01/01
GRD-LV-CLS: 447-10-147
ADMIT DATE: 09/09/15
ADMIT CODE: 58

SCHOOL/STATUS : 99-M-999 A
CURRENT LEP.FLG: Y
HOME LANGUAGE : FR

DATE REQUEST RECEIVED:    06 / 16 / 2016
RATIONALE:
_____
_____
_____

Enter Date and press F6 to submit request
F1/Help   F2/      F3/Quit-return F4/      F5/      F6/Submit
F7/      F8/      F9/Refresh  F10/     F11/     F12/Exit
  
```

Enter the date the parent requested the ELL Re-identification

Enter rationale for the recommendation to change the ELL status

Figure 9: RQSA Screen in ATS

Superintendent's (or Designee's) Role

RQGA – Action Requests

This screen will give a preview to the following:

- Total of All ELL Re-identification requests
- Total Pending ELL Re-identification requests
- Total Completed ELL Re-identification requests
- Total Rejected ELL Re-identification requests

Enter the appropriate corresponding letter (P – Pending, C – Completed, or R – Rejected) to view those students' requests. Press F6 to submit the request. Unlike the principal's procedure, the superintendent must complete the process on this screen to capture the decision

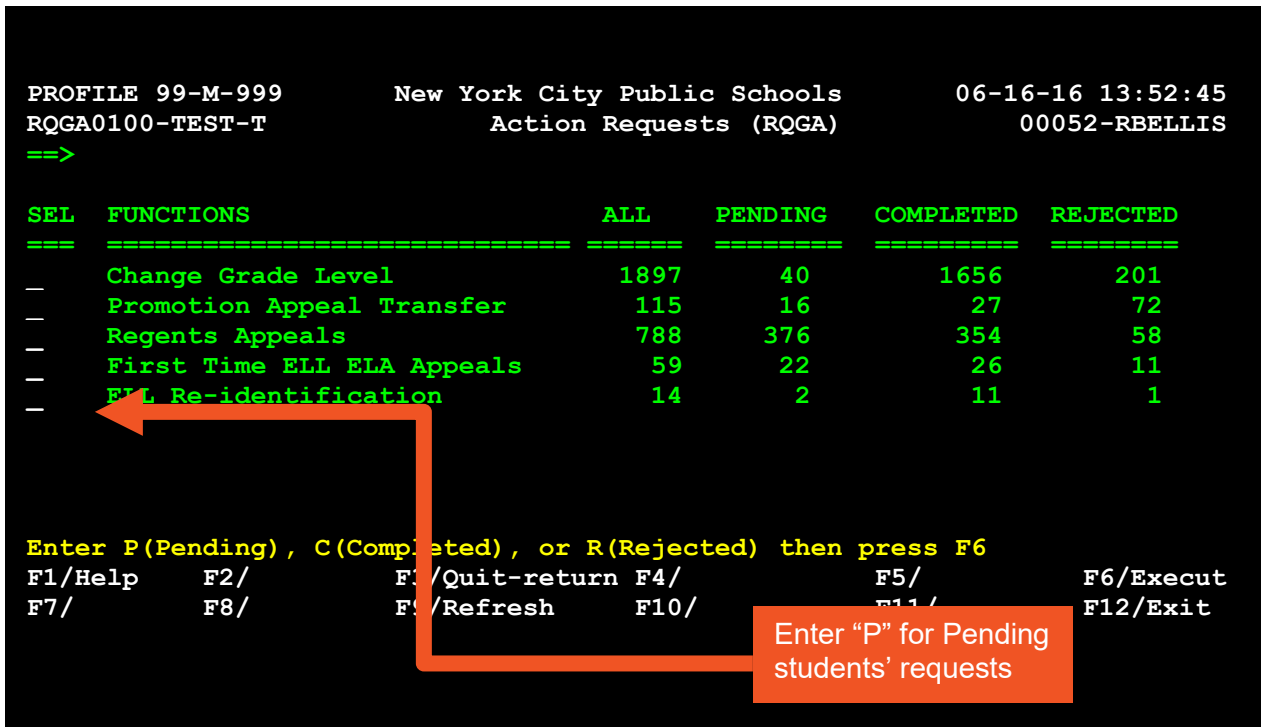


Figure 10: RQGA Screen in ATS

The screen below shows the example of the two students that have a pending ELL Re-Identification Request from the above screen. The superintendent (or designee) must enter the District, DBN, and student ID along with entering X next to the student row in order to begin the process for a student.

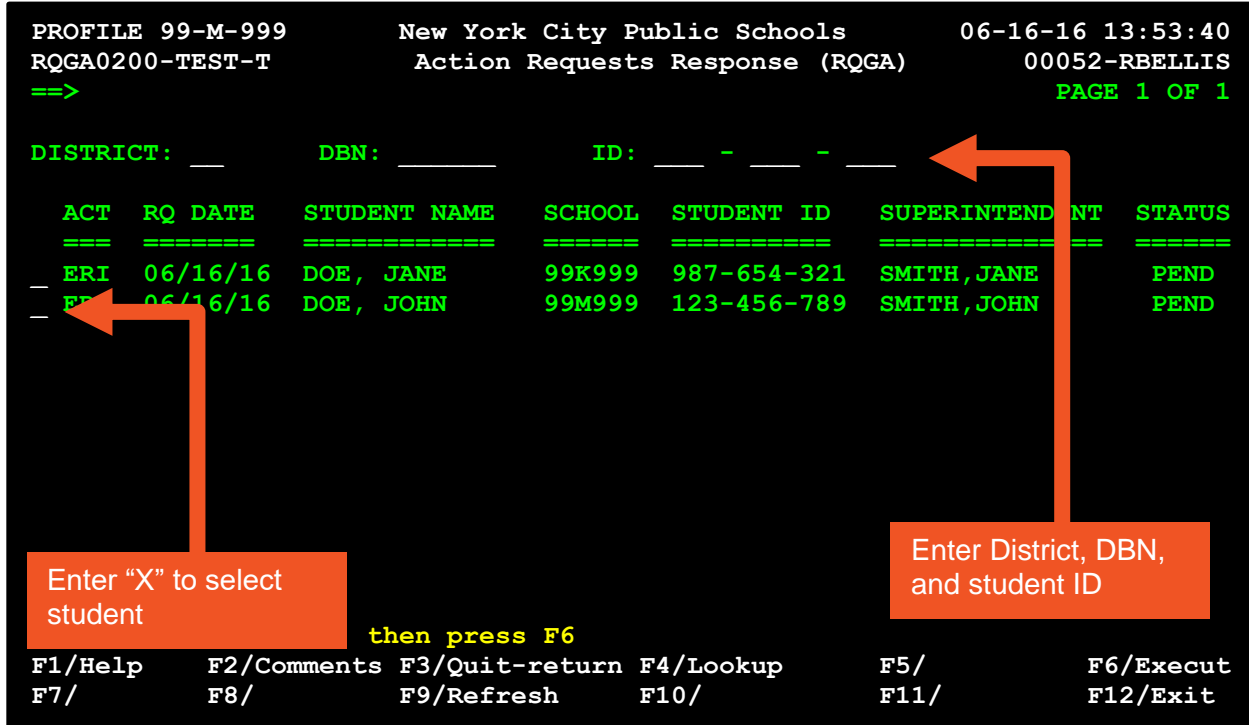


Figure 11: RQGA Screen in ATS

On this screen, the superintendent (or designee) is able to review the information the principal entered from the RQSA – Request ELL Re-identification screen. This is also, where the final decision is entered (A –Approve or R – Reject). A comment to document the rationale for the decision should be entered. Press F6 to submit decision.

```

PROFILE 99-M-999          New York City Public Schools          06-16-16 13:54:27
RQST0120-TEST-T Ell Re-Identification Action Request Response  00052-SSMITH
==>

NAME       : DOE, JOHN          STUDENT ID       : 123 456 789
DOB        : 01/01/01          SEX                : F
GRD-LV-CLS : 447-10-147        SCHOOL/STATUS    : 99-M-999 A
ADMIT DATE : 09/09/15          CURRENT LEP.FLG : Y
ADMIT CODE : 58               HOME LANGUAGE    : FR

DATE REQUEST RECEIVED:      09 / 09 / 2015
RATIONALE:
THIS IS MYRATIONALE! _____

ENTER STATUS      :  P  (Pending Approval)
OPTIONAL COMMENT  :

Enter A(approve) or R(reject) and press F6
F1/Help    F2/      F3/Quit-return F4/      F5/      F6/Submit
F7/      F8/      F9/Refresh  F10/     F11/     F12/Exit

```

Figure 12: ELL Reidentification Screen in ATS

Summary of the English Language Learner Identification Steps

1

Determine if enrolling student was in a NYS public school within past 2 years

Schools are required to obtain NYSITELL / NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school.

- Enter reentry status into the [ATS Transfer Student \(TRAF\)](#) function.
- Send received test scores to ELLTransfersNYS@schools.nyc.gov. Complete *New York State Transfer ELL Data Request Form*. See [ELL Policy and Reference Guide](#).



Stop if student was enrolled in a NYS public school within past 2 years. Contact previous school to obtain NYSITELL and/or NYSESLAT scores, HL code, and SIFE status.



Proceed to next step if student is entering as a new student to NYS public schools or returning to NYS public schools after more than 2 years.

2

Parent completes Home Language Identification Survey with a licensed and trained pedagogue¹⁴.

The home language code is determined by the licensed and trained pedagogue.

- Print the HLIS in parents' preferred languages.
- Enter HL code into BIOU screen in ATS.



Stop if home language is English.



Proceed to next step if home language is other than English.

¹⁴ 10 (and 20) school calendar days (1) refers to days the students are in session, (2) begins the first day of school or the first day the student is enrolled at the school (whichever is later), and (3) includes days the student was absent. The "clock" cannot begin before the first day of school (e.g., if a student enrolls on July 7 for the fall, the clock will still begin the first day of school in September). The timeliness is based on the day on which the NYSITELL and Spanish LAB (if applicable) answer documents are scanned.

3

Determine eligibility for NYSITELL.

Done through in-depth interview with general education students. Begins with Language Proficiency Team recommendation for students with disabilities.

If student should NOT take the NYSITELL, go to [ELLO](#) in ATS.

If student should take the NYSITELL, go to [RLBA](#) in ATS.

4

Send parent notifications to parent regarding entitlement and non-entitlement.

These letters let parents know whether their child is eligible for ELL services. Keep copies of parent letters on record at school.

Print the [parent notification letters](#) in parents' preferred languages.



Stop if student attains commanding level (not an ELL).



Proceed to next step if student does not attain commanding level.

5

Administer Spanish LAB to students whose home language is Spanish and do not attain “commanding level” on the NYSITELL.

Spanish LAB is administered once to newly identified ELLs whose home language is Spanish, regardless of whether student is placed in a bilingual program or not.

Print the Spanish LAB answer documents via [RSLA](#) in ATS. For information and directions on administering and printing the Spanish LAB, refer to the [Spanish LAB Scanning Book](#).

6

Determine if ELL is a student with interrupted/inconsistent education (SIFE).

[SIFE](#) status is determined within 30 school days of enrollment. SIFE status may be modified within 12 months of enrollment. Grades 3 to 9 only.

Enter SIFE status in the [BNDC](#) screen in ATS.

7

Invite parents to parent orientation meeting.

At this meeting, which is conducted by a trained pedagogue with translation services available, parents are provided with information on the 3 ELL programs (dual language, transitional bilingual education, and English as a new language) in NYC.

The student must be placed in the bilingual program if one is available. Parents complete the survey indicating their agreement (or not) of the placement in the ELL program for their child.

Note: if a bilingual program is not available, schools must open one if thresholds are met. See [Bilingual Program Protocols](#).

Print the [parent notification letters](#) in

parents' preferred languages. [ELL Parent Brochure and Parent Orientation Videos](#) are available. Enter initial parent choice into the [ELPC](#) screen in ATS.

8

Student is placed in ELL program.

Program all ELLs for the minimum number of minutes of English as a new language. For students placed in a bilingual program, program for ENL and bilingual classes.

Enter [ENL](#) programming and [bilingual programming](#) into STARS.



Stop. The ELL Identification Process is complete.



Proceed to next step *only if* the ELL status is requested to be reviewed and considered for reversal (due to possible misidentification)

9

Administer the Re-Identification Process as necessary.

A parent, student (age 18), or teacher (with parent's approval) may appeal the ELL status within 45 school days of enrollment.

- Principals use the [RQSA](#) in ATS.
- Superintendents use the [RQGA](#) in ATS.
- Follow procedures outlined in the ELL Policy and Reference Guide. Also, see this guidance document.



Stop if student's ELL status is not reversed.



Proceed to next step if student's ELL status is reversed.

10

Within 6 to 12 months, review progress of student whose ELL status was reversed.

The principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal's recommendation can be to provide additional services or to reverse the ELL status back to its originally determined status.

- Principals use the [RQSA](#) in ATS.
- Superintendents use the [RQGA](#) in ATS.
- Follow procedures outlined in the [ELL Policy and Reference Guide](#). Also, see [Request ELL Status Reversal](#) document

Continuation of Services

Each spring, ELLs are tested to evaluate their English proficiency using the [New York State English as a Second Language Achievement Test](#) (NYSESLAT). All students who are English language learners must take the NYSESLAT (see [NYSESLAT Administration Best Practices Overview](#)). The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status.

Schools must send [Continued Entitlement Letters](#) to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters must be sent in the preferred language of the parent. Schools that receive articulating ELLs should review student records in order to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).

Annual Meeting with Parents

Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, 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 additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Schools should record attendance using existing procedures. Schools are encouraged to print and distribute the New York State Education Department's [Parent's Backpack Guide to the Common Core State Standards](#) and the [Parents' Bill of Rights for New York State English Language Learners](#).

Proficiency Levels

Prior to the 2015-16 SY, ELLs were initially designated as beginner, intermediate, or advanced based on their outcomes on the NYSITELL, NYSESLAT, or LAB-R (prior to February 2014). Scoring at proficient level on these exams determined that the student was not an ELL. Proficiency levels were revised for the 2015-16 SY as follows:

CR Part 154 Requirements for English as a New Language*						Grades K to 8
Breakdown of Total # Minutes ENL	Levels	Beginner Entering	Low Intermediate Emerging	Intermediate Transitioning	Advanced Expanding	Proficient Commanding**
	Total # Min. ENL	360	360	180	180	90
	Minimum # Min. Standalone ENL	180	90	0	0	0
	Minimum # Min. Integrated ENL	180 integrated ENL/ELA	180 integrated ENL/ELA	90 integrated ENL/ELA	180 integrated ENL/ELA or other content area	90 integrated ENL/ELA or other content area
	Flexibility: Minimum # minutes standalone OR integrated ENL (with ELA or any other content area)	0	90	90	0	One of the alternate pathways outlined in Alternative Pathways to Support Former English Language Learners' Language Development and Academic Progress.

Figure 13: CR Part 154 Requirements for ENL minutes, Grades K to 8

*As per CR Part 154, integrated English as a new language shall mean a unit in of study or its equivalent in which students receive core content area (i.e., English language arts, math, science or social studies) and English language development instruction. Personnel qualified to teach Integrated English as a new language means a dually certified teacher, certified pursuant to CR Part 80, (i.e., English to speakers of other languages certification and content area certification) or a certified English to speakers of other languages teacher and a certified content area teacher, who co-teach a class.

**As per CR Part 154, students who reach the proficient/commanding level are former ELLs and entitled to at least a half unit of integrated ENL

CR Part 154 Requirements for English as a New Language*						Grades 9 to 12
Breakdown of Total # Minutes ENL	Levels	Beginner Entering	Low Intermediate Emerging	Intermediate Transitioning	Advanced Expanding	Proficient Commanding**
	Total # Min. ENL	540	360	180	180	90
	Minimum # Min. Standalone ENL	180	90	0	0	0
	Minimum # Min. Integrated ENL	180 integrated ENL/ELA	180 integrated ENL/ELA	90 integrated ENL/ELA	180 integrated ENL/ELA or other content area	90 integrated ENL/ELA or other content area
	Flexibility: Minimum # minutes standalone OR integrated ENL (with ELA or any other content area)	180	90	90	0	One of the alternate pathways outlined in Alternative Pathways to Support Former English Language Learners' Language Development and Academic Progress.

Figure 14: CR Part 154 Requirements for ENL minutes, Grades 9 to 12

*As per CR Part 154, integrated English as a new language shall mean a unit in of study or its equivalent in which students receive core content area (i.e., English language arts, math, science or social studies) and English language development instruction. Personnel qualified to teach Integrated English as a new language means a dually certified teacher, certified pursuant to CR Part 80, (i.e., English to speakers of other languages certification and content area certification) or a certified English to speakers of other languages teacher and a certified content area teacher, who co-teach a class.

**As per CR Part 154, students who reach the proficient/commanding level are former ELLs and entitled to at least a half unit of integrated ENL

Description of English Language Proficiency Level¹⁵

Level	Entering (Beginning)
Description	A student at the entering level has great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
ELL Status	This student is an ELL
Level	Emerging (Low Intermediate)
Description	A student at the emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
ELL Status	This student is an ELL
Level	Transitioning (Intermediate)
Description	A student at the transitioning level shows some independence in advancing academic language skills but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
ELL Status	This student is an ELL
Level	Expanding (Advanced)
Description	A student at the expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
ELL Status	This student is an ELL
Level	Commanding
Description	As measured by the NYSITELL, a student at the commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within his or her grade level. If a student attains commanding level on the NYSITELL, the student is <u>NOT</u> an ELL and is <u>NOT</u> considered a former ELL; this student is not entitled to former ELL testing accommodations or services. If a student scores commanding on the NYSESLAT, this is a student who has exited ELL status, and he or she is mandated for two years of former ELL testing accommodations and services and is designated a former ELL. See the Alternative Pathways to Support Former English Language Learners' Language Development and Academic Progress .

¹⁵ As per definitions provided by [NYSED](#).

ELL/LEP Flag Indicators

The DOE utilizes a number of ELL/LEP flag indicators (in ATS and other data repositories) to indicate ELL status:

ELL/LEP Code	ELL Status	Definition
E	Potential ELL	Student must take the NYSITELL. After 30 school calendar days, the student is no longer eligible to take the NYSITELL (unless for Re-Identification Process purposes) and must be served as an ELL. Parent notification letters must be sent. This student must take the NYSESLAT in the spring.
Y	ELL	Student became an ELL as a result of taking the NYSITELL. School must administer the NYSESLAT in order to determine continued ELL status. School must serve this student as an ELL.
P	Former ELL	This student was an ELL but tested out as per the NYSESLAT or other ELL exit criteria. This student may continue to be eligible for ELL testing accommodations and 90 minutes per week of ENL (former ELLs up to 2 years after testing out are eligible for ELL testing accommodations and 90 minutes of ENL) or another alternative support as outlined in Alternative Pathways to Support Former English Language Learners' Language Development and Academic Progress .
D	Never an ELL or Former ELL	Not an ELL as per English Language Acquisition Needs Determination (ELAND) process; this process was discontinued February 2015. Students whose ELL status was removed prior to the first eligible administration of the NYSESLAT are considered never ELLs; all others are former ELLs.
R	Never an ELL	This student is not an ELL and was never an ELL as a result of scoring proficient on the LAB, LAB-R, or NYSITELL.
NULL (Blank)	Never an ELL	A student who was never evaluated for ELL identification because of a home language of English.

English Language Learner Programs Offered

In New York City, there are three ELL programs offered to parents at the time of initial ELL identification:

- Dual language (DL)¹⁶
- Transitional bilingual education (TBE)⁶
- Freestanding English as a new language (formerly known as ESL)

Regardless of program type, in order to ensure that ELLs receive their full complement of mandated units of ENL and subject area content, schools must strategically program students so that teacher time is maximized in the classroom engaged in providing instruction. To make any adjustment (reducing or closing) of a bilingual program requires prior approval through an established process. See [Bilingual Program Protocols](#) for more details. Schools may choose to extend their school day beyond the required hours with the help of community-based organizations/non-profits and special grant opportunities; however, schools must deliver their mandated instruction and services, including for English language learners and the IEP-recommended program and related services for students with disabilities, during the regular mandated school day.

Highlights: Transitional Bilingual Education Program

A transitional bilingual education program includes the following:

- An ENL component designed to develop skills in listening, speaking, reading, and writing in English
- A minimum of two content-area courses/subjects in the home language and English at the entering and emerging levels
- A home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture
- All of the students in a TBE program share the same home language

Transitional Bilingual Education

Transitional bilingual education (TBE) programs are designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievement.

As students (all ELLs or former ELLs) develop English language skills, time in the home language decreases. When ELLs reach commanding on the NYSESLAT, they are placed in a monolingual class in English with home language supports. Parents may also request that their child continue in a TBE program for up to two years after testing out. Schools that offer this model must have a consistent plan for the use of each language for instruction, and a supportive transition plan for students when they are transferred into the monolingual English program, as required in CR Part 154.

TBE programs are predicated on transferring literacy skills from a student's home language to a student's new language (English). Students acquire literacy most effectively in the language most familiar to them. Skills used in home language acquisition (e.g., making sense of print, using writing to communicate, playing with language structure, developing vocabulary) are skills that a student can use for faster and more successful acquisition of English literacy—a concept known as “linguistic interdependence.”

¹⁶ As per CR Part 154, a bilingual education program [including DL and TBE] is a research-based program comprised of three components: (1) a language arts instruction component, including home language arts and English language arts; (2) an English as a new language component; and (3) a bilingual content area instructional component (i.e., math, science, and social studies).

In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. The ratio of languages that is programmed into STARS is for the class and not individual students. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the rigor of instruction, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. When determining the amount of home language and English language used in instruction, teachers should consider a number of factors including, but not limited to students' proficiency levels, educational backgrounds content knowledge, and home language literacy skills. This allows for differentiated instruction that meets the individual student's needs.

Transitional Bilingual Education Language Allocation

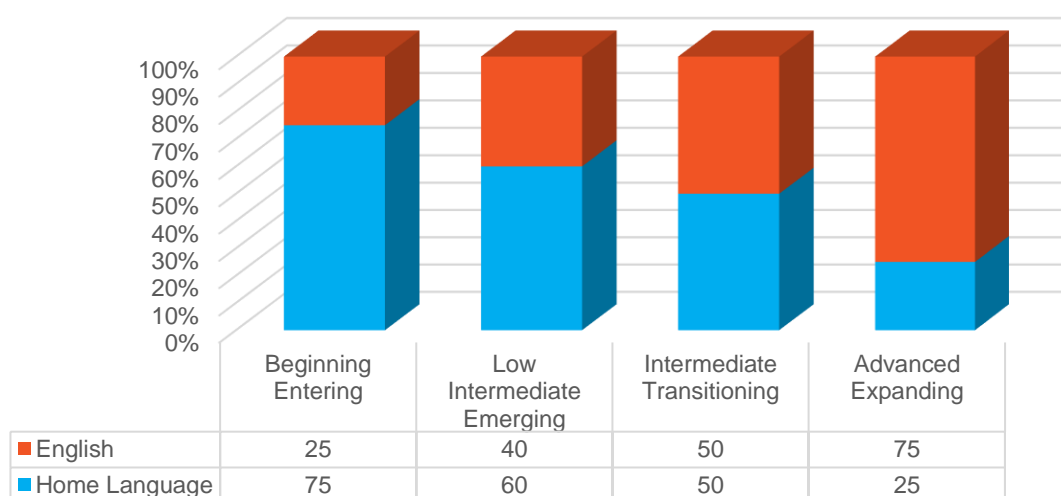


Figure 15: Transitional Bilingual Education Language Allocation by Proficiency Level

TBE teachers are critical to ELLs' transition from home language to English since they serve as language models for both; therefore, they must demonstrate strong academic language proficiency when delivering instruction in either language. Successful TBE teachers help students cultivate a strong appreciation for reading. These teachers ensure that ELLs are familiar and comfortable with reading by helping them develop strong literacy skills in their home language first. In addition, TBE teachers are likely to instruct students with various levels of content mastery and literacy development. While variations are similar to those found in general education classrooms, TBE teachers face the additional challenge of gauging and instructing students with different proficiency levels in their home language as well as in English. See charts [Grades K to 8, CR Part 154-2, Transitional Bilingual Education Program](#), and [Grades 9 to 12, CR Part 154-2, Transitional Bilingual Education Program](#) for more information on transitional bilingual education programs and State requirements. To make any adjustment (reducing or closing) of a bilingual program requires prior approval through an established process. See [Bilingual Program Protocols](#) for more details.

CR Part 154-2 (K-8) Transitional Bilingual Education 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	
BILINGUAL INSTRUCTION	HOME LANGUAGE ARTS	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	
	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
STAFFING/ PERSONNEL	K-8 BILINGUAL EDUCATION PROGRAM			K-8 ENGLISH AS A NEW LANGUAGE 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.]			<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.						

*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.

Content Area shall mean ELA, Math, Science, and Social Studies.

Figure 16: CR Part 154 TBE Requirements, Grades K to 8

¹⁷ [CR Part 154-2 \(K-8\) Transitional Bilingual Education Program](#)

Grades 9 to 12, CR Part 154-2, Transitional Bilingual Education Program¹⁸

CR Part 154-2 (9-12) Transitional Bilingual Education 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	
BILINGUAL INSTRUCTION	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
	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) Bilingual Content Area 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) Stand-alone ESOL certified teacher						
• (9-12) 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.						

Core Content Area shall mean ELA, Math, Science, and Social Studies

Figure 17: CR Part 154 TBE Requirements, Grades 9 to 12

¹⁸ CR Part 154-2 (9-12) Transitional Bilingual Education Program

Dual Language

Dual language programs are designed to continue developing students' home languages, as well as English language skills, throughout schooling. In addition, English-proficient students are given the opportunity to learn a new language. Dual language programs serve both ELL students in need of English language development and monolingual English-proficient students who are interested in learning a second language. Both groups provide good linguistic role

Highlights: Dual Language Program

A dual language program includes the following:

- An ENL component designed to develop skills in listening, speaking, reading, and writing in English
- All content-area courses/subjects are taught in the home language and English
- A home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture
- 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs)

models for each other and, through their interactions, support language development in both languages. Students in a dual language program should remain in the program during their tenure in the NYCDOE schools. Therefore, even after the student reaches the commanding level on the NYSESLAT (former ELL status), the student should continue to remain in the dual language program.

In regard to student composition, there are two types of dual language programs: one-way and two-way.

1. One-Way Dual Language Program is primarily composed of students who come from the same home/primary language and/or background. The teacher provides instruction in both English and the home/target language.
 - a. At least 80% of the students' home language is the same as the target language.
2. Two-Way Dual Language Program includes both native English speakers and ELLs. The teacher or teachers provide instruction in both English and the home/primary language. In the majority of Dual Language Programs, the students receive half of their instruction in their home/primary language and the remainder of their instruction in the target language.
 - a. Less than 80% of the students' home language is the same as the target language.

Dual language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the other/target language. Language is taught through content areas as well as through literacy. In dual language programs, the new language is often referred to as the target language (e.g., Spanish, Chinese, Russian). New York City dual language programs are designed to have students spend 50% of their instructional time with a target language immersion teacher who uses only the target language. The remaining part of the time is spent with a teacher who instructs only in English.

The side-by-side model is strongly recommended in the elementary grades; however, schools should evaluate the students' needs and progress to determine which model best meets the educational needs of the students. For example, some schools use alternating-day models in which language use for content areas alternates from day to day or in two-week cycles.

Students learn to read and write and receive instruction in other disciplines in both languages. (However, for emergent literacy, extra time is dedicated to the rules and concepts of each language. Students receive dedicated reading time in each language.) While the ELLs receive discrete English as a new language, the English-proficient students must also receive comparable target language instruction to develop all four modalities: reading, writing, speaking and listening. The primary language acquisition goals of dual language programs are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and the target language for all students. To make any adjustment (reducing or closing) of a bilingual program requires prior approval through an established process. See [Bilingual Program Protocols](#) for more details.

English as a New Language (formerly English as a Second Language)

Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are two types of ENL:

1. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
2. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

For directions on programming ENL in STARS, [STARS:ENL](#).

At the secondary level, ENL is often departmentalized; however, at the elementary level, ENL can be delivered in the following three ways:

1. **Push-in model:** an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the two teachers and/or prior collaborative lesson planning.
2. **Pull-out model:** ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ENL teachers need to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction.
3. **Self-contained model:** ELLs are grouped together in an ENL class, usually for the entire school day and for all content instruction.

New York City schools promote the push-in and self-contained models based on research that suggests that they are more effective than pull-out programs alone. According to Honigsfeld and Dove (2008), "An [ENL] program should enhance student understanding of English while learning classroom content, as well as offer English-proficient peers to serve as language models." Push-in programs promote collaboration between the classroom teacher and the ENL teacher, decrease in-class instruction time loss, and decrease student travel time to and from

the ENL classroom. School leaders and teachers in schools that are currently using a pull-out model should consider the staffing and professional development required to transition to either push-in programs or self-contained classes. In addition, school leaders who use the pull-out model should allocate time for general education and ENL teachers to plan curricular alignment and instructional improvement for transitioning ELLs into a push-in model.

Providing a self-contained program in an elementary school requires a teacher who has dual certifications in ENL and common branches. This teacher must be able to use ENL strategies as well as provide the core content that elementary school students receive from self-contained common branch classroom teachers. Secondary school teachers need to be credentialed in the content area and have an ENL license. Such dually certified teachers can also provide the mandated integrated ENL units required for all ELLs. In a secondary school, the math, science, and social studies classes must be taught by a teacher credentialed in a content area in order for students to receive the proper credits for graduation. All teachers should be trained in ENL strategies. Therefore, principals interested in strong self-contained programs should seek an ENL teacher credentialed in a content area or a content teacher with an ENL license. Instructional ENL methodologies and content-area expertise can complement one another to facilitate and accelerate both English language and content learning for ELLs. In addition, ENL teachers may require professional development on differentiating instruction, especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise.

When planning for a strong ELL team, it is important to consider the diverse expertise that teachers bring to your school. Teachers with multiple credentials, licenses, and extensions offer the school community additional flexibility to meet student needs. To implement each program model, it is important to use the multiple human and fiscal resources that can accelerate ELLs' academic English language proficiency and content-area mastery. For instance, each program model should tap into and enhance ELLs' existing home language skills. Programming that clusters cohorts of ELLs with the same home language background in subject area classrooms allows students to access content by interacting with each other at varying levels of language proficiencies. Teachers with groups of ELLs who have a common home language can organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks should be enriched with academic English language development. In addition, home language resources (libraries, texts, technology, primary resource materials) available in the classroom and in the school's library are additional resources that can accelerate learning. Schools are strongly encouraged to organize and offer home language arts (HLA) classes whenever possible. The more literate students are in the home language, the stronger and more expedient their transition to academic English proficiency. Even schools with ELLs served through freestanding ENL classes can group students who share a common language together for a home language arts class.

Commonalities of ELL Programs

Though the goals of the models of instruction for each program type described above vary to meet the diverse needs of students as well as honor parent selection, there are some common elements. For example, in addition to meeting all mandates outlined in CR Part 154, all program models must be aligned to the Common Core State Standards and to the [New York State Blueprint for English Language Learner Success](#).

English as a new language is provided in all three models. Beginning in the 2015-16 school year, ELLs are required to receive all or part of their ENL through an integrated model, which refers to a unit of study or its equivalent in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development

instruction. There cannot be more than two grades within one classroom (unless the student has an IEP).

The integrated ENL along with a subject area taught are dependent upon the student's proficiency level. In grades K to 8, at the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any content area that best meets the needs of the student. In grades 9 to 12, at the entering and emerging levels, integrated ENL with ELA is provided; at the transitioning and expanding levels, the integrated ENL is with any content area that best meets the need of the student. See [Proficiency Levels](#) for number of units of ENL for ELLs at different levels of proficiencies and grades.

In grades K to 6 only, certified bilingual common branch teachers are permitted to provide the ENL component of a bilingual program under the following circumstances:

- The teacher that holds the bilingual certification is teaching in a bilingual program; and
- The teacher is providing ENL to his/her students in his/her bilingual classroom

Certified bilingual teachers are not permitted to provide ENL to students not in their bilingual program.

Students are placed in one of the three ELL programs based on parent selection. The initial parent selection is recorded in the ELPC based on the Parent Survey and Program Agreement Form. Parents should be discouraged from changing their choice as research shows that students that change ELL program model may not achieve at the same level as their peers who remain consistently in the same ELL model. However, parents may change their choice at any time by writing to the principal or designee. Regardless of program type, in order to ensure that ELLs receive their full complement of mandated units of ENL and subject area content, schools must strategically program students so that teacher time is maximized in the classroom engaged in providing instruction.

New York State Education Department (NYSED) mandated and required courses (e.g., ENL) must be provided during the regular school day. Some schools may elect to have an extended day. At schools where the extended day (extra period or hour) is required of all students (all students are mandated to stay an additional period), the school is permitted to use that additional time for mandated and required courses. However, if before school, after school, or an additional period at the beginning/end of the day is optional, that time cannot be used to fulfill NYSED mandates.

English Language Learner Subgroups

Newcomer ELLs

These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of zero (0) to three (3) enrolled school years in the NYCDOE. There is often a misconception that newcomer ELLs are only those who arrived very recently and exhibit little or no knowledge of English. While newly arrived ELLs are represented among the group of newcomer ELLs, many others are US-born and are at the emerging, transitioning, or higher levels.

Developing ELLs

These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of four (4) to six (6) enrolled school years in the NYCDOE.

Long-term ELLs

These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for seven (7) or more enrolled school years in the NYCDOE.

Students with Inconsistent/Interrupted Formal Education (SIFE)

These are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such 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 mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner. See [Step 6: Identification of Students with Interrupted/Inconsistent Formal Education](#) for identifying SIFE. See [BNDC for SIFE Determination and Paraprofessional Services](#) for entering data into the BNDC screen. In ATS, Y=SIFE, N=not SIFE, Z=former SIFE.

ELLs with Disabilities

ELLs with disabilities are English language learners who have Individualized Education Programs (IEPs). An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test accommodations as listed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). ELL status cannot be a factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not seen after a reasonable time period.

The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation are described in the [Standard Operating Procedures Manual](#) of the NYC Department of Education. ELLs with disabilities must receive

the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings. IEP teams may not exempt ELL students with disabilities from ENL. All ELLs, including those with disabilities, must be programmed for ENL (at a minimum) for the mandated number of units of ENL as per CR Part 154.

Former ELLs

These are students who had been identified as English language learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of integrated English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations (see [ELL Testing Accommodations](#)). For ELL exit criteria, see [Exiting ELL Status \("Testing Out"\)](#).

Required ELL Data Recording and Reporting

In order to meet federal, state, and local reporting requirements, schools must report on ELL identification, services, and parent choice. As a result, the DOE has created a number of mechanisms to capture required data. As the leader of their schools, principals should verify all data entered to ensure accuracy. In the event that a clerical error is committed, schools should correct the data immediately. For further questions on data entry and addressing clerical errors, contact the school's FSC ELL director.

ELL Parent Choice Update Screen (ELPC)

The *initial* parent choice is recorded in the ELL Parent Choice Update screen ([ELPC](#)) in ATS. After the initial parent choice is documented in ELPC, parents may change their choice at any time by writing to the principal or designee. All subsequent changes to parent choice, after capture of initial parent choice, can be made on the [BNDC](#) screen. The Parent Survey and Program Agreement Form must be completed and placed in the student's cumulative folder (along with any subsequent written consent to change ELL program choice).

The DOE monitors implementation of the required ELL program parent choice process. The ELPC screen was created in ATS for schools to record the initial ELL program parent choice for all new admits who are identified as ELLs.

This function lists students admitted within the current school year whose ELL/LEP Flag is either "Y" or "E." For students who are administered the NYSITELL and identified as ELLs, the school needs to enter whether the parent was provided an parent orientation explaining the three ELL programs offered in New York City and the parent's initial choice of program. This screen must be completed for each newly identified ELL. Schools have 10 school calendar days to identify ELLs (20 school days for students entering with IEPs), to administer the Spanish LAB when appropriate, to conduct the parent orientation, and to place the student in the ELL program that was selected by the parent/guardian. Schools have an additional 10 school calendar days to complete the ELPC screen. Since only ELLs must have a parent choice and ELL status is determined by a valid NYSITELL score, any parent choice provided without the supported assessment data will be considered out of compliance.

PROFILE 99-M-999		New York City Public Schools				07-17-18 13:29:31		
ELPC0050-TEST-T		Elpc Student Select (ELPC)				00051-ATSTEST2		
==>		PAGE 1 OF 1						
		-----ELPC PARENT-----						ENTRY/
STUDENT NAME	STUDENT	LEP	HM	CHOICE	CHOICE	REENTRY		
LAST, FIRST	ID	FLG	LN	DBN	DATE	CHOICE	INFORM	DATE

BUTLER, MUAZ	123456789	E	AC	01M015	07/17/18	E	N	
BUTLER, LEAH	123789456	E	AY					
CHEN, DALANI	456123789	Y	CH					09/07/17
COTTINGHAM, DONNA	456789123	E	BS					
CRUZ, MAHOGANY	789456123	Y	SP	01M015	07/10/18	D	Y	09/07/17
JAMES, MINSA	789123456	E	SP					
MOLINA, AVEN	963852741	Y	SP	01M015	07/12/18	D	Y	09/07/17
MUKHLIS, ARIE	14							

Responses can be entered through this screen or the screen below.

Make changes as required			
F1/Help	F2/Save	F5/	F6/
F7/	F8/	F11/	F12/Exit

Figure 18: ELPC Screen in ATS

There are two data points that need to be entered on the [ELPC](#) screen:

1. Was the parent provided an orientation explaining the three ELL programs offered in NYC? (Y, O, I, N)
 - Y=Parent was provided an orientation
 - N=Parent was NOT provided an orientation
 - O=Offered, but parent did not come to parent orientation
 - I=Offered at IEP meeting
2. What was the parent choice of ELL programs? (E, B, D)
 - E=ENL/ESL
 - B=TBE
 - D=Dual Language
 - N=Parent did not return survey (denotes a bilingual program by default)

For further information on the ELPC, refer to the DOE's [wiki page](#).

BNDC for SIFE Determination and Paraprofessional Services

The BNDC serves three functions:

1. Determination of SIFE status
2. Number of paraprofessionals working under ENL and/or bilingual teachers
3. Initial parent choice of ELL program is entered in the ELPC screen (see [Step 7: Parent Agreement and Program Placement](#)); however, subsequent changes to parent choice are entered into the BNDC screen.

After schools determine SIFE status, the decision is entered into the BNDC screen. For information on SIFE and determination criteria, see [Step 6: Identification of Students with Interrupted/Inconsistent Formal Education](#).

Schools must also enter the number of paraprofessionals who are working under the direct

supervision of a licensed ENL or bilingual teacher for academic purposes (linguistic and/or content area). Record paraprofessionals regardless of whether they are mandated as part of a

PROFILE 55-Q-555 New York City Public Schools 12-17-14 22:09:27
 BNDC0010-TEST-T Besis Data Collection (BNDC) 00047-FBURGOS
 => PAGE 1 OF 23

PARAS/T.A. SUPPORTING BILINGUAL PROGRAMS: ESL PROGRAM

D	STUDENT NAME	GD LV	HOME LANG	PRF LVL	PAR OPT	S F
—	AHMED, IBRAHIM	01	UD	BEG	—	*
—	AHMED, SOMI	04	BG	INT	—	*
—	AHMED, WAQAR	04	UD	INT	—	Y
—	AL-AWDI, SALWA	05	AR	BEG	E	*
—	ALEX THOPRAM, DAWNY	11	MY	INT	E	N
—	ALGHAITHI, MUHEEB	09	AR	BEG	E	—
—	ALI, AZZOM	01	BG	INT	E	N
—	ALI, SYED	05	BG	ADV	—	Y
—	ALLAN, AMANDA	06	FR	ADV	E	N
—	AMIN, SAKIB	10	BG	ADV	E	N

Press F2 to save this data
 F1/Help F2/Save F3/Quit-return F4/Lookup F5/ F6/
 F7/ F8/Forw F9/Refresh F10/ F11/ F12/Exit

Number of paras working under a bilingual or ENL teacher. Each number must be entered separately.

Subsequent parent choice (of ELL program) changes.

Figure 19: BNDC Screen in ATS

student's Section 504 Plan (for academic purposes), or special education Individualized Education Program (IEP). Note that for students with IEPs, paraprofessionals may not always be explicitly written on the IEP in SESIS but must be reported in this field. Paraprofessionals working with ELLs in general education settings must also be reported.

STARS: ENL

See the NYCDOE [Wiki](#) for the latest information on programming ENL in STARS.

STARS: Bilingual Programs

See the NYCDOE [Wiki](#) for the latest information on programming dual language and transitional bilingual education programs in STARS.

Note: Schools may choose to extend their school day beyond the required hours with the help of community-based organizations/non-profits and special grant opportunities; however schools must deliver their mandated instruction and services, including for English language learners and the IEP-recommended program and related services for students with disabilities, during the regular mandated school day.

Bilingual Program Protocols

Background

All public schools in New York State (NYS) are required to provide English as a New Language (ENL) services to all ELLs, and Bilingual Education [dual language (DL) and/or transitional bilingual education (TBE)] in accordance with New York State Education Department (NYSED) [Commissioner's Regulation Part 154](#) and as stated in the Division of English Language Learners and Student Support's (DELLSS) [ELL Policy and Reference Guide](#). All bilingual programs are tracked by the New York City Department of Education (NYCDOE) to ensure students' needs are met. Any school closing or reducing an existing program must follow the protocols outlined below. These protocols apply only to general education bilingual programs.

Protocol to Request Approval to Reduce or Close a Bilingual Program

Reduce is defined as a reduction of grades or classes in an existing bilingual program or not growing a grade level (e.g. K class becoming one with no entering K class). *Closure* is defined as the elimination of a bilingual program.

Schools cannot reduce or close an existing bilingual program without following the steps below and without receiving written approval from the executive director of the Division of English Language Learners and Student Support or designee. Principals must proactively submit requests if they plan to reduce or close a program. Closures or reductions to take effect for school year 2018-19 must be submitted no later than April 26, 2019. In subsequent years, the form must be submitted by the last Friday of April on which schools are open.

If the reduction or closure is approved, parents of students who will no longer be served in the bilingual program the following school year must be offered the opportunity to transfer to another bilingual program. If the parent declines or none are available, the student will receive ENL services.

- Circumstances when a principal can submit a request include, but are not limited to:
 - Shortage/lack of certified teachers
 - Low enrollment of students in the program
 - Lack of classroom space

How to Submit a Request to Reduce or Close a Bilingual Program

To submit a request, principals must complete a Bilingual Program Adjustment Form (included below) and email it to their Field Support Center director for English Language Learners and superintendent for review.

- 1** Principal should assess if one of following circumstances apply to them:
1. shortage/lack of certified teachers
 2. low student enrollment
 3. lack of classroom space

Does the school's assessment indicate a need for an adjustment request?

 Yes

No  X

- 2** Principal emails their FSC director for ELLs, with a copy to the superintendent, the adjustment form with rationale for adjustment request.

- 3** The FSC director for ELLs, in collaboration with the superintendent, will review and analyze the school's request. After review, director of ELLs and superintendent will determine if the school can be supported locally to maintain the program.

Can the FSC and/or superintendent support the school to maintain program?

 Yes

No 

- 4** FSC and/or superintendent provides support to sustain the bilingual program.

The FSC and superintendent notifies the executive director of DELLSS via email of the request for further review.

- 5** The executive director of DELLSS (or designee) reviews request. If necessary, DELLSS will work with central divisions/offices (Office of Student Enrollment, Division of Human Resources, Office of District Planning) to provide the school with the support and/or resources needed to maintain the program.

Can DELLSS/Central provide schools with a solution to maintain the program?

 Yes

No 

- 6** DELLSS/Central provides support to school to maintain program.
- DELLSS will work with the school and community to provide transitioning support to staff, students, and parents in the bilingual program. School will receive written approval of program closure.

Bilingual Program Reduction / Closure Form

DBN and School Name:			
Principal Name:			
Principal Phone and Email:			
Type of Program (<i>check all that apply</i>)	Reduction of grade, class or elimination of program?	Language of Instruction	Grade(s) to be reduced / eliminated
<input type="checkbox"/> Dual Language (DL)			
<input type="checkbox"/> Transitional Bilingual Education (TBE)			
Rationale for Bilingual Program Reduction / Closure Request:			
<p>Please include the following:</p> <ul style="list-style-type: none"> - Reason for applying to reduce / close the bilingual program - Data and evidence in support of the decision to reduce / close the bilingual program - Plan for students currently enrolled in the bilingual program if approval is granted 			

Comprehensive Education Plan—LAP, Title III Plans, and Translation / Interpretation Plans

The Comprehensive Education Plan (CEP) serves as a school's blueprint for implementing instructional strategies, professional development opportunities, and parent involvement activities that promote continuous school improvement. The CEP is meant to be used as a tool to facilitate continuous improvement planning—to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. Additional information is available in the Comprehensive Educational Planning Memorandum.

There are three ELL-related sections of the CEP:

- [Language Allocation Policy](#) (LAP)
- [Title III Plans](#)
- [Translation and Interpretation Plans](#)

The LAP is a systemic plan for language development which guides programmatic and curricular decisions for students until they acquire academic proficiency in English. See [Grades K-12 Language Allocation Policy Submission Form](#) for the template. It is a school-originated document submitted every two years in consultation with all ELL community partnerships, administrators, teachers, parents and support personnel to ensure proper implementation within each school community. The LAP is understood by all school partnerships and enacted by all practitioners so that all stakeholders understand how, why, and when the students receive ELL services. The educational programs for ELLs within a school are detailed within the document. The document describes the various program models (dual language, transitional bilingual education, and freestanding English as a new language), the identification of ELL subgroups in the school, the interventions they receive, and parent engagement. In addition, professional development provided and the high quality certified teachers of ELLs that staff these programs are described in the LAP. The form used to complete the LAP and LAP resources are available on the DOE's [website](#).

The Title III Limited English Proficient (LEP) supplemental program is provided through federal funds supported by the No Child Left Behind Act. This funding (subject to revision annually) is based on the previous year's ELL reporting in each individual school. It provides federal allocations to schools with the mandated minimum of ELLs for supplemental services for English language learners before school, after school, and on Saturdays. These wholly supplemental services are based on students' needs and provide teachers with ongoing professional development to support the ELL population within the school. A plan must be submitted every two years and based on the following ratio: 60% to direct instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

The three main components for the use of Title III funds are as follows:

1. Direct Instruction activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or other core academic areas
2. High quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms

3. Parent engagement activities and supports must ensure that there are appropriate translation and interpretation services to meet community needs

School allocations are announced annually in the respective school allocation memorandum, which is available on the DOE's [website](#).

The Language Translation and Interpretation plan is a document which must be submitted every two years. This plan is put in place to assist schools in communicating with their non-English speaking parents in their preferred languages in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement. This plan is based on the number of ELLs as well as how many different languages are present within a school. School allocations are announced annually in the respective school allocation memorandum, which is available on the DOE's website.

It is important to note that a student's home language code is not necessarily the same as the parent's preferred language. The Translation and Interpretation Unit and the school's designated language access coordinator can be used as resources to assist with parent communication. For more information, e-mail translations@schools.nyc.gov or visit the unit's intranet site.

Exiting ELL Status (“Testing Out”)

Beginning in the 2015-16 SY, there are multiple ways for students to test proficient and no longer be considered ELLs:

1. Score at “proficient/commanding” level on the NYSESLAT.
2. Score at “advanced/expanding” level on the NYSESLAT **and** level 3 or 4 on the grades 3 to 8 NYS ELA exams
3. Score at “advanced/expanding” level on the NYSESLAT **and** 65 or above on the NYS ELA Regents exam

For options 2 and 3 above, the scores must be the result of test administrations that occur within the same school year; the August Regents results may be used in conjunction with the previous school year's spring administration of the NYSESLAT (e.g., Spring 2016 NYSESLAT results with August 2016 Regents results).

Students who test out and become former ELLs as a result of one of the above 3 options are entitled to the following transition services for up to 2 years:

1. A half unit of ESL/ENL or services that monitor and support the student's language development and academic progress, **or**
2. An option as outlined in the [Alternate Pathways for Former ELLs](#), **and**
3. [ELL testing accommodations](#)

Schools must send [Non Entitlement/Transition Letters](#) to parents of students who have exited ELL status. Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student is no longer entitled. Letters must be sent in the preferred language of the parent.

Retention of Records

All ELL-related documents (including but not limited to those listed below) must be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Additionally, schools are encouraged to maintain an *ELL Folder of Critical Documents* which contains these documents in a central location for ease of review. Due to the various sizes of schools' populations, some schools may opt to have an electronic folder through scanning. Regardless of the method, schools should refer to all applicable laws and regulations pertaining to the retention of records, including but not limited to [Chancellor's Regulations A-820](#) and the Family Educational Rights and Privacy Act (FERPA).

Critical ELL documents include the following:

- Dated and signed copies of each student's
 - Home Language Identification Survey
 - Parent Survey and Selection Form
 - Program Placement Letter
 - Entitlement letter (newly identified ELLs)
 - Continued entitlement letter (continuing ELLs)
 - Non-entitlement letter
 - Language Proficiency Team NYSITELL Determination Form

ELL Assessments

Required ELL-Related Tests

The New York State Identification Test for English Language Learners ([NYSITELL](#)) is the exam that determines ELL status. It is administered throughout the school year as necessary to all students entering grades K to 12 who are first time entrants and reentrants (see [Step 9: Re-Identification of ELL Students](#) for more information on reentry). There are five levels, the last of which indicates the student is not an ELL. See [Proficiency Levels](#) for more information.

The NYSITELL has eight administration levels. In grades K to 3, the levels are different between the fall and spring administrations for each grade to account for the significant developmental changes between semesters. Students entering in the middle of the school year are expected to perform different developmentally appropriate tasks with different language expectations. Therefore, the NYSITELL provides level tests to determine students' language proficiency relative to the expectations at that point in the school year. In the later grades, the tasks are more aligned between fall and spring; therefore, the language expectations do not differ as significantly as in the earlier grades. As such, students are administered the same NYSITELL level regardless of the time of year. See SED's [website](#) for additional guidance regarding the NYSITELL assessments.

The table shows the eight NYSITELL levels and identifies which level is administered to each new entrant, depending upon the grade in which the student is enrolling and the date on which the test administration begins.

Level	Grade in which student is enrolling	Dates on which test will be administered
I	Grade K	June 1 – January 31
II	Grade K Grade 1	February 1 – June 30 July 15– January 31
III	Grade 1 Grade 2 Grade 3	February 1–June 30 July 15–June 30 July 15–January 31
IV	Grade 3 Grade 4	February 1 – June 30 July 15– January 31
V	Grade 4 Grade 5	February 1 – June 30 July 15– June 30
VI	Grade 5 Grade 6 Grade 7	February 1–June 30 July 15–June 30 July 15–January 31
VII	Grade 7 Grade 8 Grade 9	February 1–June 30 July 15–June 30 July 15–January 31
VIII	Grade 9 Grades 10 – 12	February 1–June 30 July 15–June 30

Figure 20: NYSITELL Levels by Grade

Note: The Level I test may be administered during the month of June only to those new entrants who will not begin kindergarten until September.

The Level II test must be administered to any new entrants who are enrolling in kindergarten for the current school year at any time between February 1 and June 30. The testing of new entrants who are enrolling in New York State schools in Grade 1 and above for the fall semester may begin no earlier than July 15. Schools that are registering students prior to June 1 for enrollment in kindergarten for the upcoming school year may not administer the NYSITELL to eligible students until that date. With the exception of Level I, NYSITELL should be administered during the month of June only to students entering school for the remainder of the current school year and/or students enrolling in a summer school program. Schools are not permitted to administer Levels II–VIII of NYSITELL from July 1–July 14.

For more information about the NYSITELL, see SED's [website](#) on the NYSITELL.

The New York State English as a Second Language Achievement Test ([NYSESLAT](#)) is the exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Schools are not penalized for administering the speaking section during the last 2 weeks. Schools are encouraged to send the [NYSESLAT Parent Information Brochure](#) to parents of ELLs (in their preferred language) prior to the administration of the NYSESLAT.

In the event that a NYSITELL-eligible student enters the school during the NYSESLAT administration window, the student should first be administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student should also be administered the NYSESLAT to the extent possible.

See [NYSESLAT Administration Best Practices Overview](#).

The [Spanish LAB](#) is administered to all new entrants in grades K to 12 whose HLIS responses indicate a home language of Spanish *and* who are newly identified as ELLs based on NYSITELL results. It is administered throughout the year as necessary. The Spanish LAB must be administered at the time of initial enrollment during the same testing window as the NYSITELL. The Spanish LAB is used to support schools in instructional planning in providing bilingual and ENL services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. Schools that are late or out of compliance in administering the NYSITELL will be considered out of compliance by default for those students whose home language is Spanish since the Spanish LAB cannot be administered until the NYSITELL has been administered and scanned into the system. For more information, see [Step 5: Administering the Spanish LAB](#).

The Chinese Reading Test is administered to all students in grades 3 to 12 in Chinese transitional bilingual education and dual language programs. English-proficient students in Chinese DL programs should also take the Chinese Reading Test. It is designed to assess students' reading achievement in Chinese. This exam is administered one time in mid-May. See the DOE's testing calendar for specific dates and times.

Optional ELL-Related Tests

The ELL Periodic Assessments are a supplemental component of the [Periodic Assessment portfolio](#). These assessments are designed to provide teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction.

Students' knowledge of the English language is assessed in three modalities: reading, writing, and listening. The assessment is offered in the same grade bands as the New York State English as a Second Language Achievement Test (NYSESLAT) beginning in grade 3 (grades 3–4, 5–6, 7–8, and 9–12). These assessments do not include oral response or constructed response sections. They are administered in paper/pencil format and contain only multiple choice questions. The assessments are not timed, but they are designed to be administered in one class period.

ELL Periodic Assessments are specifically designed for English language learners and may provide more instructionally relevant data about these students than ELA periodic assessments. Schools may use these assessments in addition to their other periodic assessments. Schools that are focusing on ELL students as part of their inquiry work may find these assessments, and the timely, detailed data they provide, to be especially valuable.

Schools can elect to administer the assessment during either or both of these windows:

- Fall: September to October
- Spring: February to March

For specific dates or more information, see the DOE's assessment [website](#) or contact the borough assessment implementation director.

Bilingual programs (TBE and DL) in Spanish will administer to all students in grades K to 12 the Home Language Arts (HLA) Spanish Performance Assessment. The HLA Spanish Performance Assessment includes a pair of open-ended assessments that are administered at the beginning and end of the school year. They require students to read Spanish texts and write evidence-based responses to text-based prompts. They are designed to provide teachers with detailed information about their students' strengths and needs in Spanish-language academic literacy and to serve as a resource to help plan individual and group instruction. The Beginning-of-Year (BOY) and End-of-Year (EOY) assessments are scored using the same rubric and cover comparable discipline-specific skills. Students are not required to bring outside knowledge of content or topic to demonstrate mastery of the skills identified in the rubrics. Schools are encouraged to use the rubrics throughout the school year with classroom-based assessments and work to track and monitor progress throughout the school year. The recommended administration time is approximately 90 minutes.

Task Structure by Grade:

- Kindergarten: Read-aloud text, inventory, and informational writing
- Grades 1-2: Read-aloud text, independent reading, and informational writing
- Grades 3-5: Independent reading of multiple passages and opinion writing
- Grades 6-12: Independent reading of multiple passages and argumentative writing

For more information including administration dates, see the DOE's [Periodic Assessment Intranet page](#) or contact the borough assessment implementation director.

NYSESLAT Administration Best Practices Overview

Schools must administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. In order for students to receive a valid score, schools must administer all sections (speaking, reading, listening and writing) of the NYSESLAT to students. The NYSESLAT is administered from April to May. See annual School Administration Manual for specific dates.

To ensure that schools are administering all parts of the NYSESLAT to all eligible students, principals should work with their test coordinators to complete the following steps:

1

Identify Eligible Students

- Print out the [RLER report](#) from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.
- Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.
- Upon receipt of your NYSESLAT [materials](#) count the number of booklets. Schools print answer documents from ATS; for more information see the Scanning Handbook.
- If you do not have sufficient numbers of materials, contact your [Borough Assessment Implementation Director \(BAID\)](#).
- Identify students who reentered the NYCDOE public schools after having been outside NYS public schools for more than 2 years
- For students who were identified as ELLs but current ATS ELL/LEP codes indicate otherwise, administer the NYSESLAT by completing blank NYSESLAT scan sheets
- For students who were identified as English-proficient but current ATS ELL/LEP codes indicate otherwise, do not administer the NYSESLAT.
- Do not administer the NYSESLAT to students who, as a result of the Language Proficiency Team process for students entering with IEPs, were not eligible for the NYSITELL

2

Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion

- ELL-SWDs are entitled to receive the accommodations listed on their IEPs for the NYSESLAT for all subtests. This includes students whose IEPs include tests read including tests of reading comprehension. For further information, on this accommodation, refer to SED's memo on allowable testing accommodations on the NYSESLAT.
- Note that staff administering the NYSESLAT are not required to hold a bilingual or ESL license, but must be able to carry out standard examination procedures, including the provision of testing accommodations, and must have been trained in administering the NYSESLAT.
- To administer the speaking subtest during the administration window, do the following:
 - Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer all NYSESLAT-eligible students the speaking subtest during the administration window.
- To administer the reading, listening, and writing subtests during the administration window, do the following:
 - Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer all NYSESLAT-eligible students the reading, listening, and writing subtests.
 - Note that there are only 10 school days (usually first two weeks in May) during which you may administer the non-speaking subtests; please plan accordingly.
- Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

3

Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ESL and/or bilingual services the following school year, and contributes to promotion decisions.

Q and A on Special Circumstances

1

Q What should I do with answer documents for students enrolled in GED/TASC programs?

A These students do not need to be tested; you do not need to print or scan any answer documents for these students.

2

Q What should I do with answer documents for students who recently were determined to have exited ELL status through CR Part 154's alternate exit criteria?

A They do not need to submit an answer document. You do not need to print or scan any answer documents for these students.

3

Q On what grade should NYSAA-eligible students be administered the NYSESLAT?

A For NYSESLAT administration purposes, NYSAA eligible students are considered ungraded. Therefore, the grade bubbled in on the answer document should be based on the NYSAA [Birthdate Chart](#).

4

Q What should I do with answer documents for students who tested but do not respond to any questions in a modality/session?

A Fill in the NO response bubble on the answer document and submit.

5

Q What should I do with answer documents for NYSAA eligible students who, based on the NYSAA Birthdate Chart, will take the NYSESLAT in a different grade band?

A Before printing answer documents, indicate which students are NYSAA-eligible (there is a column to do this on the print screen). Documents will be generated for those students for the appropriate grade based on the NYSAA birthday chart.

For general information about administering the NYSESLAT, including rubrics, see the [NYSESLAT School Administrator's Manual](#). For information on NYC-specific administration and scoring procedures, see the [NYSESLAT memo](#). For questions regarding NYSESLAT administration or materials, contact your BAID. For questions regarding ELL policy, contact your FSC ELL director.

Exemptions from the NYS English Language Arts Exam—Grades 3 to 8

Some ELLs are eligible for a one-time exemption from the New York State English Language Arts Exam in grades 3 to 8. ELLs, who on April 1 of the year in which the ELA is administered, have been attending school in the United States for less than one year may use the NYSESLAT in lieu of the ELA. For this purpose, the United States School System (USSS) is defined as schools in the 50 States and the District of Columbia and does not include Puerto Rico, the outlying areas, or the freely associated States. Students may be exempted from only one administration of the ELA.¹⁹

The one-year exemption window does not have to be 12 consecutive months. In addition, students enrolled anytime during a month, including July and August, are considered enrolled for that month. As such, eligible students may be exempted from taking the ELA for the first year in which they are enrolled during the ELA test administration period. Such students may not be exempted in subsequent years, even if they have been enrolled in a USSS for less than 12 months. Months in which students are enrolled in a USSS as prekindergarten to grade 8 or ungraded elementary are counted toward this 12-month exemption window.

Helpful Hints: Business Rules for Calculating Months Enrolled in a United States School System (USSS)

Admission/discharge on the same day = no enrollment.

1 day of enrollment in the month = 1 month of enrollment.

If the student is still active in September, count July and August as months of enrollment.

Months in which students are enrolled as prekindergarten to grade 8 or ungraded elementary are counted toward determining ELA exemption status.

If a student discharges to a non-US school, their enrollment in US schools does not start over. Upon discharge, the months of enrollment will stop accruing and when they reenroll in NYCDOE, their months of enrollment resume from where they left off.

Examples

1

An ELL student enrolls for the first time in a United States school in grade 3 in March 2014 and ends enrollment by leaving the United States in June 2014 (four-month enrollment). The student re-enrolls in a United States school in March 2015 as a grade 4 student and remains enrolled through the end of the school year. If the one-time exemption occurred in 2013–14, even though the student has been enrolled in a United States school for only six months as of the 2014–15 NYS ELA test

¹⁹ See [NYS SIRS Manual](#)

administration window (test is given in April), the student may not be exempted again in 2014–15, as the one-time exemption already occurred in 2013–14.

2

An ELL student enrolls for the first time in a United States school in grade 3 on May 1, 2014 and does not end enrollment. The student may be exempted from taking the NYS ELA test in 2014–15, as the student has only been enrolled in a school in the United States for 11 months, May 1, 2014 – March 31, 2015. (Note that the month of April 2015 is not counted in determining if the student has been enrolled for 12 months in a school in the United States.)

There are no Regents exemptions permitted based on ELL status. For more information, refer to the DOE's [High School Academic Policy Guide](#).

ELL Testing Accommodations

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. Schools should determine which accommodations are required in order to maximize the potential for achievement on all exams for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated. ELLs are not entitled to ELL testing accommodations on the NYSESLAT (unless the student has an IEP).

Schools may provide testing accommodations to ELLs, as needed, on all NYS ELA and content-area assessments (i.e., mathematics, science and social studies). Schools must make all necessary arrangements to make these accommodations available for ELLs who need them. A list of NYS-approved accommodations may be found in the [School Administrator's Manual](#) (SAM) for each respective test.

ELLs with IEPs and 504 plans are always provided with the accommodations on their IEPs and 504s. All ELLs are entitled to the following accommodations:

- Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.
- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.
- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are [available](#) for downloading.
- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides

written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.

- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.
- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

Support Services for ELLs (RTI and AIS)

For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school must determine the additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- Bilingual education or English as a second language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability

The support services provided must be aligned to any intervention plans (e.g., Academic Intervention Services) the school is already providing to all students. There are RTI resources for ELL educators on the [DELLSS' website](#). RTI must be provided to a student prior to referral in particular in cases where there is a suspected learning disability as opposed to a language acquisition need or the student exhibits need for additional academic supports. Refer to the guidance provided by [New York State Education Department](#).

Professional Development

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners.

A minimum of fifteen percent (15%) of the 100 required professional development hours for all teachers who hold a professional license prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers who hold a professional license, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Promotion and Graduation Requirements—Grades K to 8

NYC promotion standards are outlined in Chancellor's Regulation [A-501](#). Additional information regarding how these policies pertain to ELLs is described in the [Promotion Guide](#), as well as in the [Elementary](#) and [Middle School Academic Policy Guides](#).

High School Credit Accumulation and Graduation Requirements

There are some policies that schools should pay particular attention to when scheduling ELLs and considering graduation requirements. While all ELLs are expected to fulfill the course and exam requirements necessary to earn a diploma in New York State, some students are entitled to services and supports, including testing accommodations.

In addition, ELLs who enroll in any United States school for the first time in grades 9-12 and who meet other specific eligibility requirements may appeal to graduate with a lower score on the ELA exam. For more information, refer to the [High School Academic Policy Guide](#).

Also, note that students arriving from a foreign country may, in certain situations, receive credit for living and attending school in a country where a language other than English is spoken. See the [Transfer Credit FAQs](#) for information on this policy.

Grade and Cohort Placement for ELLs

Like all students, English language learners are placed into graduation cohorts based on the first time they entered high school (or the equivalent) anywhere in the world. A student's cohort year is fixed, and represents the 9th grade school year.

However, in special circumstances, an ELL can be placed in a cohort other than his or her actual high school entry year. This exception applies only to English language learners who fulfill certain criteria, outlined in the [High School Academic Policy Guide](#). Schools are encouraged to review these criteria and the policy to determine if an ELL would benefit from a change in cohort.

Though cohort year is locked at the end of a student's first year of NYCDOE high school based on his or her grade level in ATS, schools may request a change to a student's cohort using the [UGNO](#) command in ATS for the following reasons:

- The student's cohort does not accurately reflect his or her ninth grade entry year due to error (e.g., the student was assigned to an incorrect grade level at the end of the school year).
- The student is a transfer student whose cohort was locked prior to the receipt of adequate academic records to make a grade level determination, recognizing the guidelines provided in Chancellor's Regulation A-101.
- The student is an English language learner who fulfills the criteria below. In this case, the school may make a one-time request to move the student to the cohort corresponding to the year prior to his or her ninth grade entry year, provided that:
 - The student has never had such a request granted before;
 - The student was newly arrived to the United States in his or her first year of high school and placed directly into ninth grade;
 - The student is in exactly his or her second year of enrollment in high school;
 - The student is an English language learner and has a low level of literacy in his or her native language; **and**
 - The school has determined, before the end of the second year of enrollment, that the proper grade level of the student is still ninth grade.

UGNO requests must be accompanied by an explanation in the comment field. Note that students may not be assigned to cohorts whose four-year graduation rate has already been

reported to New York State and on the Progress Report (i.e., “closed cohorts”). See the [Graduation Accountability FAQ](#) for more information.

New Arrival ELA Appeal

English Language Learners (ELLs) who entered the United States for the first time in grades 9–12 can appeal to graduate with a score of 55–59 on the ELA Regents exam. ELL students can earn a local diploma if they successfully appeal a score of 55–59 on the ELA Regents exam and score a 65 or above on the four remaining exams; or successfully appeal a score of 55–59 on the ELA Regents exam and successfully appeal one other exam score of 60 to 64 and score 65 or above on the remaining three exams.

In addition, the Low Score Appeal is an appeal to graduate with a score of 60–64 on Regents Exams. In March 2016, the New York State Board of Regents passed an [emergency amendment](#) to State Commissioner’s Regulations Section 100.5 that allows students to appeal scores of 60–64 (expanded from 62–64) on up to two Regents examinations, provided that they pass the remaining Regents exams with a score of 65 or above and meet the additional criteria. Students can earn a Regents diploma if they successfully appeal one exam score of 60–64 and have a score of 65 or above on the four remaining exams; students can earn a local diploma if they successfully appeal two exam scores of 60–64 and have a score of 65 or above on the three remaining exams.

For more information, on this and other high school academic policies, refer to the [Overview of Appeals to Graduate with Low Scores on Regents Examinations](#) document and other pertinent documents on the DOE’s Teaching and Learning [website](#).

APPENDIX

Language Proficiency Team NYSITELL Determination Form

Directions: This form is completed and kept in the student's cumulative record as well as in the school's recordkeeping location. If the final determination is to NOT administer the NYSITELL, enter this information into the ELLO screen in ATS. If the final decision is to administer the NYSITELL, print the NYSITELL answer document through the RLBA function in ATS.

Student's First Name		Student's Last Name	
DBN		Date of Initial Enrollment/Reentry	
Principal's Name			
Names and Titles of Language Proficiency Team			
Name		Title	
LPT Recommendation (check one)			
<input type="checkbox"/> Student should take the NYSITELL (Stop here; does not need to proceed) <input type="checkbox"/> Student should not take the NYSITELL			
Date of LPT Recommendation: _____ Date sent to Principal: _____			
Principal Determination (check one)			
<input type="checkbox"/> Student should take the NYSITELL (Stop here; does not need to proceed) <input type="checkbox"/> Student should not take the NYSITELL			
Date of Principal Determination:			
Principal's Signature:			
Date sent to Superintendent:			
Superintendent Signature:			
Date of letter sent to parent notifying parent of status:			
Superintendent Determination (check one)			
<input type="checkbox"/> Student should take the NYSITELL <input type="checkbox"/> Student should not take the NYSITELL			
Date of LPT Recommendation: _____ Date sent to Principal: _____			
Date of final status notification sent to parent:			
Date entered into ELLO screen (in ATS):			
Code entered into ELLO screen (check one):		<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	

Similarities between Learning Disability and Language Acquisition

It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. Care must be taken to ensure that issues of language differences are not conflated with language disability, and that a student's educational background or lack of formal education (i.e., SIFE status) is not mistaken for signs of a disability. Some of the characteristics are listed in the table below:

Some Similarities Between Learning Disability and Language Acquisition	
Behaviors Associated with Learning Disability	Behaviors Related to Acquiring a Second Language
Difficulty following directions	Difficulty following directions
Difficulty with phonological awareness	Difficulty distinguishing between sounds not in native language
Slow to learn sound-symbol correspondence	Confusion with sound-symbol correspondence when different than in native language; difficulty pronouncing sounds not in native language
Difficulty remembering sight words	Difficulty remembering sight words when word meanings not understood
Difficulty retelling a story in sequence	May understand more than able to convey in English
Confused by figurative language	Confused by figurative language in English
Slow to process challenging language	Slow to process challenging English
May have poor auditory memory	May have poor auditory memory in English
May have difficulty concentrating	May have difficulty concentrating
May seem easily frustrated	May seem easily frustrated

New York State Transfer ELL Data Request Form

As per CR Part 154, for students coming from a NYS public school (outside of the NYCDOE), upon enrollment, the DOE school must contact the sending NYS public school to obtain home language designation, NYSITELL (or LAB-R) and NYSESLAT results. These data and related documents must be placed in the student's cumulative folder and inputted into designated ATS screens. The data request must be made for any student entering a NYCDOE school (grades K to 12) who has been enrolled in a NYS public school within the previous 2 years. Send this completed form to ELLTransfersNYS@schools.nyc.gov.

Current DOE School:		Contact Person at Current DOE School:						
Name of NYS School District that was contacted:		Date Received this information from the NYS public school:						
Name, title, and phone number of NYS school district contact person:								
Name of Student:		Date of Birth:						
Student ID:		Current Grade:	<div>SIFE status:</div> <input type="checkbox"/> Yes <input type="checkbox"/> No					
Which program was the <u>student served</u> in while in the last NYS public school?	<input type="checkbox"/> Freestanding ENL <input type="checkbox"/> Dual Language <input type="checkbox"/> Transitional Bilingual Education <input type="checkbox"/> Student is not an ELL	Which program did the parent select while in the last NYS public school?	<input type="checkbox"/> Freestanding ENL <input type="checkbox"/> Dual Language <input type="checkbox"/> Transitional Bilingual Education <input type="checkbox"/> Student is not an ELL					
	Most Recent Overall Proficiency Level	Most Recent Test Date	Tested Grade (the grade the student was in when this test was administered)	Total Score	Reading Score	Writing Score	Speaking Score	Listening Score
LAB-R								
NYSITELL								
NYSESLAT								
Additional information / comments:								

Parent Notifications, Letters, and Forms

All of the following documents and their corresponding translated versions can be downloaded from the [NYCDOE Intranet](#).

Parent Notification Letters

Home Language Identification Survey

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [French](#) | [Haitian-Creole](#) | [Korean](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

ELL Parent Survey and Program Agreement

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [French](#) | [Haitian-Creole](#) | [Korean](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

Entitlement Letter

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [French](#) | [Haitian-Creole](#) | [Korean](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

Continued Entitlement Letter (After NYSESLAT)

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [French](#) | [Haitian-Creole](#) | [Korean](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

Non-Entitlement Letter (Exit after NYSESLAT)

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [French](#) | [Haitian-Creole](#) | [Korean](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

Non-Entitlement Letter (After NYSITELL)

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [French](#) | [Haitian-Creole](#) | [Korean](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

Placement Letter After Receiving Parent Survey

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [French](#) | [Haitian-Creole](#) | [Korean](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

Program Placement Default Letter - Selection Form Not Returned

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [French](#) | [Haitian-Creole](#) | [Korean](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

Parent/Guardian Home Language Identification Survey²⁰

The New York City Department of Education Parent/Guardian Home Language Identification Survey

PAGE 1

TO BE COMPLETED BY SCHOOL PERSONNEL Please do not place student information sticker on this form					
District: _____		Borough: _____			
School Number: _____		Date: _____			
Student Last Name: _____		Student First Name: _____			
Student ID#: _____		Grade: _____			
Official Class: _____					
RELATIONSHIP OF PERSON PROVIDING INFORMATION FOR SURVEY (check one):					
<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Self (Student 18 years or older) <input type="checkbox"/> Other (specify): _____					
MANDATED INTERVIEW WITH STUDENT AND PARENT (Interview must be in English and, if applicable, the parent's preferred language)					
<input type="checkbox"/> English <input type="checkbox"/> Specify home language: _____					
Print full names and titles of trained pedagogue(s) conducting interview in English and home language with student and parent:					
_____		_____			
Last, First Name	Title	Last, First Name	Title		
_____		_____			
Last, First Name	Title	Last, First Name	Title		
If an interpreter other than the above pedagogue(s) is used, print full name and title or relationship to student, if applicable.					
_____		_____			
Last, First Name	Title/Relationship				
<input type="checkbox"/> Check here if over-the-phone Translation & Interpretation Unit services were used in lieu of school-based personnel.					
TWO-LETTER OTELE ALPHA CODE					
<table border="1"> <tr> <td> </td> <td> </td> </tr> </table>					
NYSITELL-ELIGIBILITY					
Print full name and title of trained pedagogue determining NYSITELL eligibility (if student has an IEP, indicate date the <u>Language Proficiency Team NYSITELL Determination Form</u> was sent to the Language Proficiency Team). NOTE: Only students whose home language is other than English are eligible for NYSITELL-eligibility determination.					
_____		_____			
Last, First Name	Title				
_____		_____			
Signature	Date				
Eligible for NYSITELL testing: <input type="checkbox"/> YES <input type="checkbox"/> NO					
<input type="checkbox"/> Check here if this student has an IEP. Date <u>Language Proficiency Team NYSITELL Determination Form</u> was sent to LPT: _____					
FURTHER SIFE SCREENING					
Is the student eligible for further SIFE screening? (OTEL Code must be other than "NO")					
<input type="checkbox"/> YES <input type="checkbox"/> NO					

²⁰ <http://intranet.nycboe.net/SpecialPopulations/ELL/Resources/ParentLetters.htm>.

The New York City Department of Education
Parent/Guardian Home Language Identification Survey

PAGE 2

Dear Parent or Guardian,

In order to provide your child with the best education possible, we need to determine how well he or she understands, speaks, reads, and writes English. In order to keep you informed, we would like to know your language preference when receiving important information from the school. Your assistance in answering the questions below is greatly appreciated.

Thank you.

PART 1. NYSITELL ELIGIBILITY This information provided below will be used along with other information provided to determine your child's home language and eligibility for the New York State Identification Test for English Language Learners (NYSITELL). Check (✓) the box that applies. If another language is used, please specify.

1. What language(s) does the child <u>understand</u> ?
<input type="checkbox"/> English <input type="checkbox"/> Specify other language(s): _____
2. What language(s) does the child <u>speak</u> ?
<input type="checkbox"/> English <input type="checkbox"/> Specify other language(s): _____
3. What language(s) does the child <u>read</u> ?
<input type="checkbox"/> English <input type="checkbox"/> Specify other language(s): _____ <input type="checkbox"/> Does not read
4. What language(s) does the child <u>write</u> ?
<input type="checkbox"/> English <input type="checkbox"/> Specify other language(s): _____ <input type="checkbox"/> Does not write
5. What language is spoken in the child's home or residence <u>most of the time</u> ?
<input type="checkbox"/> English <input type="checkbox"/> Specify other language(s): _____
6. What language does the child speak with parents/guardians <u>most of the time</u> ?
<input type="checkbox"/> English <input type="checkbox"/> Specify other language(s): _____
7. What language does the child speak with brothers, sisters, or friends <u>most of the time</u> ?
<input type="checkbox"/> English <input type="checkbox"/> Specify other language(s): _____
8. What language does the child speak with other relatives or caregivers (e.g., babysitters) <u>most of the time</u> ?
<input type="checkbox"/> English <input type="checkbox"/> Specify other language(s): _____

PART 2. PRIOR EDUCATIONAL INFORMATION Responses to these questions will be used for instructional planning. Enter the information for each of the following questions concerning your child.

1. Is this the first time the child has attended a school in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No If NO, answer questions below:
• Where did he/she go to school?
• How long did he/she attend school?
○ How many hours each day?
○ How many years of school did he/she attend?
• Which language was used for instruction?
• Has there ever been a time when your child missed school for an extended time? If yes, please describe.
2. Has the child attended school in <u>another country</u> ? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, answer questions below:
• Where did he/she go to school?
• How long did he/she attend school?
• Which language was used for instruction?
3. Did the child participate in any group experience prior to entering school (e.g., daycare, pre-school)? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, what language was used? _____
4. Does the child use any other form(s) of communication, such as American Sign Language or Augmentative Communication Device (e.g., communication board-manual/electronic)? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, specify: _____

PART 3. PARENT INFORMATION Responses to these supplementary questions will be used so that the NYC Department of Education can communicate with you in the language of your choice.

1. In what language would you like to receive written information from the school?
2. In what language would you prefer to communicate orally with school staff?

Parent/Guardian Signature _____

Date _____

HLIS Individual Interview Sample Questions Grades K-1

The following sample questions may be used during the ELL Identification Process. They are provided by the New York State Education Department and were created by practitioners in the field.

**New York State Education Department
CR Part 154 ELL Identification Process
Individual Interview Sample Questions**

Grades K-1

Student Name: _____ Date: _____

1. What is your name?
2. How old are you?
3. Can you tell me about someone in your family?
4. What do you like to do with your friends?
5. What shows do you like to watch on TV?
6. What foods don't you like? Why?
7. How is a dog different from a cat? How is a dog the same as a cat?
8. What is your favorite story? Can you tell me about it?
9. What would you do if you fell down and hurt your knee?

HLIS Individual Interview Sample Questions Grades 2-5

The following sample questions may be used during the ELL Identification Process. They are provided by the New York State Education Department and were created by practitioners in the field.

**New York State Education Department
CR Part 154 ELL Identification Process
Individual Interview Sample Questions**

Grades 2-5

Student Name: _____ Date: _____

1. What is your name?
2. How old are you?
3. When is your birthday? What would you want to do on your next birthday?
4. What is your favorite game? Tell me how to play it.
5. What do you like to do with friends and family?
6. What foods don't you like? Why?
7. How is a banana different from an orange? How is a banana the same as an orange?
8. What is your favorite story? Can you tell me about it?
9. If you could have one wish, what would it be? Why?

HLIS Individual Interview Sample Questions Grades 6-8

The following sample questions may be used during the ELL Identification Process. They are provided by the New York State Education Department and were created by practitioners in the field.

New York State Education Department CR Part 154 ELL Identification Process Individual Interview Sample Questions

Grades 6-8

Student Name: _____ Date: _____

1. What is your name?
2. Where do you live?
3. Please tell me about someone in your family.
4. What do you like to do on the weekends?
5. What shows do you like to watch on TV?
6. What kind of music do you not like to listen to?
7. How is a television different from a computer? How is a television the same as a computer?
8. Tell me about a special place you have been to. What made it special?
9. Your best friend is crying. What would you do?

HLIS Individual Interview Sample Questions Grades 9-12

The following sample questions may be used during the ELL Identification Process. They are provided by the New York State Education Department and were created by practitioners in the field.

**New York State Education Department
CR Part 154 ELL Identification Process
Individual Interview Sample Questions**

Grades 9-12

Student Name: _____ Date: _____

1. What is your name?
2. Where do you live?
3. Tell me about a special person in your life.
4. What kind of stories do you like to read?
5. What is your favorite TV show? Why?
6. What job would you never want to do? Why?
7. How is a car different from a motorcycle? How is a car the same as a motorcycle?
8. Tell me something I might not know about the place you were born.
9. What would you do if there was a fire in the house?



**Department of
Education**
Chancellor Richard A. Carranza

Entitlement letter

Date: _____

Dear _____:

Based on your responses to the Home Language Identification Survey 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 level	Level	Description of English Language Proficiency Level
	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.
	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.
	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.
	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.

If you feel your child's ELL status should be reviewed and / or reassessed, contact _____ at _____ at your earliest convenience to further discuss this matter. You must make this contact within 45 days of your child's enrollment in school if you want your child's ELL status to be reviewed or reassessed.

The PARENT ORIENTATION will be held as follows:

Date: _____

Time: _____

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: _____

²¹ <http://intranet.nycboe.net/SpecialPopulations/ELL/Resources/ParentLetters.htm>



**Department of
Education**

Chancellor Richard A. Carranza

Entitlement letter

Date: _____

Dear _____:

Based on your responses to the Home Language Identification Survey 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 level	Level	Description of English Language Proficiency Level
	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.
	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.
	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.
	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.

If you feel your child's ELL status should be reviewed and / or reassessed, contact _____ at _____ at your earliest convenience to further discuss this matter. You must make this contact within 45 days of your child's enrollment in school if you want your child's ELL status to be reviewed or reassessed.

The PARENT ORIENTATION will be held as follows:

Date: _____

Time: _____

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: _____



Exit / non-entitlement 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 two years of former ELL services and two years of testing accommodations on assessments. The former ELL services selected for your child is based on his/her progress and academic needs. Your child will receive the following service:

- ☐ Option A: Small-group learning
- ☐ Option B: Individualized targeted learning
- ☐ Option C: Project-based learning
- ☐ Option D: A minimum of 90 minutes per week of integrated ENL
- ☐ Option E: Scheduled for Advanced Placement class (high school only)

Your child's teacher will keep you updated on his/her progress. Please feel free to make an appointment to speak with your child's teacher.

Thank you.

Sincerely,

Principal

²² <http://intranet.nycboe.net/SpecialPopulations/ELL/Resources/ParentLetters.htm>

ELL Parent Survey and Program Agreement²³



ELL Parent Survey and Program Agreement

School District/Borough/Number (6-digit): _____ Student ID #: _____ Today's Date: _____

ELL Parent Survey and Program Agreement

Your child _____ who is enrolled in grade _____ at _____
(first name) (last name)

(school name) has been identified as entitled to receive English language learner (ELL) services (bilingual education and/or English as a new language).

There are 2 types of bilingual education: dual language and transitional bilingual education:

- In **dual language (DL)** programs, students are taught in two languages: English and their home language, such as Spanish, Chinese, or French, among others. The goal of this program is for students to be able to read, write, and speak in both English and their home language. In dual language classes, the home language and English are used equally. Even after your child is no longer an English language learner, he/she will remain in the program to continue to learn in and develop both languages. This program includes an English as a new language class.
- In **transitional bilingual education (TBE)** programs, include reading, writing, and other classes in English and in your child's home language. As students' English improves, time spent learning in English increases and time spent learning in the home language decreases. Once your child is no longer identified as an English language learner, he or she will exit the program. This program includes an English as a new language class.

All ELLs receive the following:

- In **English as a new language (ENL)** programs, students are provided instruction in English with support in the students' home language so that they can learn to read, write, and speak English. Students in this program can come from many different language backgrounds, and English may be the only common language among them.

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 there is no bilingual education program available, your child will be placed in an English as a new language program. If there is a bilingual program available in your school, your child will be placed in that program unless you choose to opt out of the bilingual program. **ENL is mandated and you may not opt out of ENL as per New York State Education Department.**

School DBN	Program Type (TBE, DL, both)	Language	Grade(s)	Address

²³ <http://intranet.nycboe.net/SpecialPopulations/ELL/Resources/ParentLetters.htm>

School completes this section	STEP 2: Provisional Placement
	Your child has been provisionally placed in: <input type="checkbox"/> English as a new language only program (ENL) <input type="checkbox"/> Transitional bilingual education (TBE) <input type="checkbox"/> Dual language program (DL)

Parent/Guardian completes STEPS 3, 4, and 5

Parent completes this section	STEP 3: Parent Agreement
	Please complete the following (check <u>ONE</u>): I have received ELL program information and... <input type="checkbox"/> accept my child's placement in a transitional bilingual education (TBE) program. <input type="checkbox"/> accept my child's placement in a dual language (DL) program. <input type="checkbox"/> I am exercising my right to place my child in an English as a new language program. <input type="checkbox"/> I understand that currently there is no bilingual program in my school, and I understand that my child will receive ENL only. However, I would like to be placed on <u>a list</u> so that when there is enough students to form the bilingual program, my child will be placed in that bilingual program. I want my child to remain in this school. <input type="checkbox"/> I understand that currently there is no bilingual program in my school, and I understand that my child will receive ENL. However, I would like to request a <u>bilingual transfer</u> . I understand that before my child is transferred, I will receive more information on where the bilingual program is and if there are available seats. Once I receive the information, I will grant final authorization to proceed with the transfer. (NOTE: Principal will initiate bilingual program transfer)

Parent completes this section	STEP 4: Parent Information									
	<input type="checkbox"/> I have read all information above and I understand that if I do not return this form by _____ my child may be placed in a bilingual program (transitional bilingual education or dual language) at the current school. Otherwise, my child will be placed in an English as a new language (ENL) program at the current school. <table border="1" style="width: 100%;"> <tr> <td colspan="2">Parent/Guardian Name:</td> </tr> <tr> <td colspan="2">Address:</td> </tr> <tr> <td>Telephone:</td> <td>Alternate Telephone:</td> </tr> <tr> <td colspan="2">Email Address:</td> </tr> <tr> <td>Signature:</td> <td>Date:</td> </tr> </table>	Parent/Guardian Name:		Address:		Telephone:	Alternate Telephone:	Email Address:		Signature:
Parent/Guardian Name:										
Address:										
Telephone:	Alternate Telephone:									
Email Address:										
Signature:	Date:									

The New York City Department of Education considers your participation in your child's education a key to his or her success. This survey is crucial in confirming that you have received all of the information necessary to select the appropriate ELL program for your child as you make your selection (see page two). Please fill out the form completely and return it to *[name and title of person]* at your school.

Parent completes this section	STEP 5: Parent Survey	Check One	
	1. Did you receive information on the dual language, transitional bilingual education and English as a new language (ENL) programs available in your child's school and/or other schools in the district?	<input checked="" type="checkbox"/> Yes How was the information presented? <input type="checkbox"/> School orientation <input type="checkbox"/> phone call <input type="checkbox"/> One-on-one Meeting <input type="checkbox"/> Other (please explain)	<input type="checkbox"/> No What was the reason for not receiving the information? <input type="checkbox"/> It was not offered <input type="checkbox"/> It was offered but I could not attend <input type="checkbox"/> Other reason (please explain): <hr/> Was another date/time offered to you? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. Did you view the parent orientation video in your preferred language of communication?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Were you offered an interpreter? <input type="checkbox"/> Yes <input type="checkbox"/> No
3. Did you have the opportunity to ask questions and receive answers about the different programs available for your child?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
4. Were you informed that your child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of students with the same home language and grade level (if the parents have chosen a bilingual program)?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
5. Were you informed that if there are not sufficient students to form a bilingual program in your school, you have the option of transferring your child to another school in the district that has a Dual Language and/or Transitional Bilingual Education program; and if you choose not to transfer your child, he or she will remain at the school and be placed in an ENL program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
6. Were you informed that your child's placement is for the entire school year?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
7. Were you informed that staying in the same program that you select until your child is no longer entitled to receive services would help your child succeed?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
8. Were you informed that your child would be placed in an age-appropriate class for no longer than ten days until his or her service needs are identified?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

School completes this section	Step 6: School 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 and in accordance with CR Part 154 as outlined in the NYC DOE's <i>ELL Policy and Reference Guide</i> . I have accurately entered this information into the ELPC screen in ATS.	
	Print Name:	Print Title:
	Signature:	Date:

Default Program Placement Letter/Letter Not Returned From Parent²⁴

DEFAULT PROGRAM PLACEMENT LETTER/LETTER NOT RETURNED FROM PARENT

[School Letterhead]

[DATE]

Dear Parent/Guardian,

Recently you were provided with a *Program Survey and Program Selection Form* asking you to select the type of ELL program into which you prefer your child to be placed:

- ***Dual Language (DL)***
- ***Transitional Bilingual Education (TBE)***
- ***Freestanding English as a New/Second Language (ENL/ESL)***

You were asked to return the form to ***[Person's name]*** by ***[Date]***. As of the date of this letter there is no record of the form being returned or any indication of program choices made.

(School checks one box)

☐ As per the information on the *Program Survey and Program Selection Form*, your child ***[Student's name]*** has been placed in ***[Program model]***. As per New York State's Commissioner's Regulations Part 154, not selecting an ELL program is the equivalent of selecting a bilingual program. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to ELL services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics state tests and are more academically successful than those who alternate between different programs.

☐ As per New York State's Commissioner's Regulations Part 154, not selecting an ELL program is the equivalent of selecting a bilingual program. However, at the current time, due to insufficient numbers, our school only has ENL/ESL, which is the program your child was placed into. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to ELL services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs. However, you have the right to request a transfer to another school within our district if a bilingual program exists and there are available seats.

If you have any questions regarding the placement of your child in this program please contact ***[Person's name]*** at ***[Number]***.

Sincerely,

[Name and Title]

[Signature and date]

²⁴ <http://intranet.nycboe.net/SpecialPopulations/ELL/Resources/ParentLetters.htm>

Non-Entitlement Letter (after NYSITELL)



Non-Entitlement Letter
(after NYSITELL)

Date:

Dear _____:

Based on your responses to the Home Language Identification Survey 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. Therefore, your child 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 feel your child's ELL status should be reviewed and / or reassessed, contact _____ at _____ at your earliest convenience to further discuss this matter. You must make this contact within 45 days of your child's enrollment in school if you want your child's ELL status to be reviewed or reassessed.

If you have any further questions, please contact _____ at _____.

Sincerely,

Principal

School Resources



**Department of
Education**

Chancellor Richard A. Carranza

Division of English Language Learners and Student Support
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072

<https://www.schools.nyc.gov/multilingual-learners>

Suggested Helpful Hints and Next Steps for School Leaders and Staff Members

The guidelines below are based on the [English Language Learner Policy and Reference Guide](#), 2018-19. The purpose of these guidelines is to provide an overview of the amended New York State Commissioner's Regulations (CR) Part 154 which establish the legal requirements for the education of ELLs in NYS and provide suggestions for planning high-quality services and support for your ELLs. This document does not constitute a policy or directive of the Chancellor or the Department of Education but is designed to offer best practices for schools to meet the requirements of CR Part 154.

Topic	Suggested Helpful Hints and Next Steps		
	New CR Part 154	School Leaders	School Staff Members
ELL Identification	Administer Home Language Identification Survey to new NYS admits in grades K to 12 <i>as well as those who have not been in a NYS public school for 2 or more years</i> . Students who have not been in a NYC or NYS public school for 2 or more continuous years are eligible to go through ELL identification process again.	<ul style="list-style-type: none"> Assign qualified staff member to conduct research and collect documentation to determine eligibility for HLIS <ul style="list-style-type: none"> ATS Academic history Ensure licensed/trained pedagogue has ATS access to insure accuracy 	<ul style="list-style-type: none"> Licensed & trained pedagogue (e.g., ENL teacher) administers HLIS Complete form and submit to have non-DOE scores and ELL information entered into ATS
ELL Identification	Determine home language based on HLIS results, which include an interview with the student and parent in the language of preference (mandated in CR Part 154).	<ul style="list-style-type: none"> Ensure appropriate interpretation services are provided Assign pedagogical staff to be available for the administration of the HLIS 	<ul style="list-style-type: none"> Pedagogue conducts interview and reviews HLIS & student records/documents Inputs OTELE code in ATS Maintain appropriate records Maintain list of staff who are bilingual and can provide interpretation assistance as necessary

	Suggested Helpful Hints and Next Steps		
Topic	New CR Part 154	School Leaders	School Staff Members
ELL Identification	Administer the NYSITELL to only those students whose home language is not English <i>and who are eligible to take the NYSITELL</i> . (A more in-depth interview and review of work will be conducted to determine NYSITELL-eligibility.)	<ul style="list-style-type: none"> • Order NYSITELL test through NYSED portal • Supervise printing (RLBA function in ATS) and scanning of NYSITELL answer documents within 10 days of school enrollment • Address any NYSITELL scanning errors through the RLBU function 	<ul style="list-style-type: none"> • Licensed & trained pedagogue administers NYSITELL (as necessary) • Maintain appropriate records
ELL Identification	Parent, student (over 18) may request a Re-identification Process and review within 45 days of enrollment.	<ul style="list-style-type: none"> • Assign qualified and trained staff to review and oversee Re-identification Process • Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not for the Re-identification Process • Ensure all notifications and relevant documents are maintained throughout 	<ul style="list-style-type: none"> • Pedagogues gather and review student documentation in English and home language; make a recommendation to principal • Maintain appropriate records • Administer Spanish LAB to all newly identified ELLs whose home language is Spanish
ELL Identification	SIFE status must be determined within 12 months of enrollment. However, NYC requires that an initial determination be made within 30 days of enrollment, which can be modified up to 12 months of initial enrollment. SIFE consists of interrupted and/or inconsistent education.	<ul style="list-style-type: none"> • Assign qualified and trained staff to review and oversee SIFE identification process 	<ul style="list-style-type: none"> • Pedagogue administers oral interview questionnaire and/or SIFE identification procedure (if appropriate); determines initial SIFE identification within 30 days • Indicate SIFE status on BNDC ATS function • Gather and maintain appropriate records
ELL Identification	Once a SIFE scores at transitioning level on the NYSESLAT, SIFE status is removed.		<ul style="list-style-type: none"> • Ensures appropriate staff are aware of instructional needs

	Suggested Helpful Hints and Next Steps		
Topic	New CR Part 154	School Leaders	School Staff Members
ELL Identification for Students with Disabilities	Schools must form a Language Proficiency Team (LPT) for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL	<ul style="list-style-type: none"> Assign personnel as part of the LPT: 1) administrator, 2) certified ENL/bilingual/LOTE teacher, 3) director of special education or designated licensed/trained pedagogue, and 4) student's parent/guardian Secure appropriate interpretation services for each LPT meeting Gather and maintain appropriate records 	<ul style="list-style-type: none"> Pedagogue administers NYSITELL and Spanish LAB as necessary
Parent Notification and Information, Retention of Records, ELL Program Placement	Schools must determine ELL status, conduct parent orientation meeting, and send parent entitlement / non-entitlement letters along with parent survey within 10 school days. Schools must send the entitlement letter of ELL status notification within 5 school days of ELL identification, informing parents of the results and that they have the right to appeal the ELL status within 45 days of enrollment.	<ul style="list-style-type: none"> Sign entitlement letters 	<ul style="list-style-type: none"> Send parent notification letters to parents within 5 school days of ELL status determination Schedule and facilitate parent orientation meeting (facilitated by trained pedagogue)
Parent Notification and Information, Retention of Records, ELL Program Placement	ELL is placed within ELL program within 10 school days but parent (or student 18 or older) can appeal within 45 school days.	<ul style="list-style-type: none"> Principal or designated licensed/trained pedagogue supervises placement and scheduling based on parental selection 	<ul style="list-style-type: none"> Maintain records of parental selection Input parental selection on ELPC screen (ATS) Maintain parent notification records in student cumulative folders
Parent Notification and Information, Retention of Records, ELL Program Placement	Schools must provide parents annual and individual meetings to discuss their child's progress in addition to already existing meetings.	<ul style="list-style-type: none"> Ensure meetings are scheduled Maintain records and attendance 	<ul style="list-style-type: none"> Schedule and conduct individual meetings (facilitated by trained pedagogue)

	Suggested Helpful Hints and Next Steps		
Topic	New CR Part 154	School Leaders	School Staff Members
Program Requirements, Provision of Programs, Grade Span, Program Continuity	ELLs cannot be served in classes of more than 2 contiguous grades (except for special class)	<ul style="list-style-type: none"> Oversee programming and scheduling 	<ul style="list-style-type: none"> Schedule bilingual and stand-alone ENL classes with no more than two contiguous grades
Program Requirements, Provision of Programs, Grade Span, Program Continuity	<p>All students must receive a specified amount of standalone ENL and integrated ESL</p> <ul style="list-style-type: none"> Standalone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Integrated is instruction to build English language skills through content area instruction (e.g., social studies) It is delivered by <ul style="list-style-type: none"> A dually certified teacher (ESL+content area), OR Coteaching by an ENL teacher and content area teacher 	<ul style="list-style-type: none"> Oversee programming and scheduling based on appropriate certification 	<ul style="list-style-type: none"> Create a schedule to service all eligible students based on proficiency levels
Program Requirements, Provision of Programs, Grade Span, Program Continuity	Former ELLs must receive 90 minutes a week of integrated ENL for 2 years after testing out	<ul style="list-style-type: none"> Ensure appropriate placement and services for former ELLs 	<ul style="list-style-type: none"> Include former ELLs when creating school-wide ENL schedule. Monitor progress
Program Requirements, Provision of Programs, Grade Span, Program Continuity	<p>Bilingual programs consist of 3 parts</p> <ul style="list-style-type: none"> ENL/ESL Home language arts (NLA) At least 2 subjects in the native language at beginning levels (depending on bilingual program model and level of student proficiency) 	<ul style="list-style-type: none"> Supervise implementation of program requirements 	<ul style="list-style-type: none"> Implement program requirements

			Suggested Helpful Hints and Next Steps
Topic	New CR Part 154	School Leaders	School Staff Members
Students with Disabilities, Intervention Support for ELLs	Districts are required to annually identify ELLs not demonstrating adequate performance and provide additional support services aligned to district wide intervention plans.	<ul style="list-style-type: none"> Review data to ensure accuracy in DOE data systems 	<ul style="list-style-type: none"> Ensure data is accurate in DOE data systems (e.g., ATS, STARS, SESIS)
ELL Exit Criteria, Former ELL Services, Graduation Requirements	<p>ELLs can test out through one of three ways (prior was only first bullet below):</p> <ul style="list-style-type: none"> Test proficient on the NYSESLAT, OR Test advanced on the NYSESLAT and test at level 3 or 4 on the ELA, OR Test advanced on the NYSESLAT and test 65 or higher on the English Regents 	<ul style="list-style-type: none"> Ensure parental notification are signed, sent, and recorded for future reference 	<ul style="list-style-type: none"> Send parent notification letters
ELL Exit Criteria, Former ELL Services, Graduation Requirements	<p>Appeals to Graduate with Scores of 55–64 on Regents Examinations</p> <ul style="list-style-type: none"> Appeal to Graduate with a Score of 62–64 on Regents Examination Appeal to Graduate with a Score of 55–61 on the ELA Regents Examination (open to ELL students that meet the criteria) 	<ul style="list-style-type: none"> In conjunction with guidance counselor, principal or designated licensed/trained pedagogue oversees appeals process upon review of transcripts and test history 	
Professional Development, Certification	<p>Professional development requirements</p> <ul style="list-style-type: none"> 15% total hours ELL-specific PD for All Teachers 50% total hours ELL-specific PD for ENL/bilingual teachers 	<ul style="list-style-type: none"> Provide access to high-quality ELL-specific professional learning opportunities: <ul style="list-style-type: none"> District-based School-based 	<ul style="list-style-type: none"> Attend and keep records of attendance to professional learning opportunities
School District Planning and Reporting Requirements	Each school district must submit annual estimates of ELL enrollment for the following school year; districts must open bilingual programs the following year if sufficient numbers exist.	<ul style="list-style-type: none"> Monitor ELL enrollment (changes, updates) Provide district with ELL enrollment information 	<ul style="list-style-type: none"> Maintain accurate enrollment records

	Suggested Helpful Hints and Next Steps		
Topic	New CR Part 154	School Leaders	School Staff Members
School District Planning and Reporting Requirements	Each school district must provide program continuity for ELLs if there are sufficient numbers as per Aspira Consent Decree.	<ul style="list-style-type: none"> • Ensure appropriate certified staffing for bilingual programs • Plan for program continuity and logistics • Recruit appropriately certified teachers: <ul style="list-style-type: none"> ○ ENL ○ Bilingual ○ ENL + content 	<ul style="list-style-type: none"> • Send parental selection/program continuation letters • Monitor parental selection • Update program selection on ATS/STARS
School District Planning and Reporting Requirements	School districts are required to provide additional information in comprehensive plans regarding programs for subpopulations of ELLs, information provided to parents in the languages they best understand, methods to annually measure and track ELL progress, and systems to identify, assess, and exit students from ELL status.	<ul style="list-style-type: none"> • Form Language Allocation Policy Team • Ensure representation of all school stakeholders • Facilitate creation of CEP documents related to ELLs: LAP, LTI, Title III 	<ul style="list-style-type: none"> • Provide school-wide ELL information • Coordinate LAP team • Assist with creation of LAP, LTIP, and Title II documents • Apply to DELLSS-sponsored grants, such as SIFE and long-term ELLs grant
School District Planning and Reporting Requirements	School districts are required to provide additional information in reports regarding programs for subpopulations of ELLs including program information, if offered, by subpopulations and languages spoken in the school district.	<ul style="list-style-type: none"> • Form Language Allocation Policy Team • Ensure representation of all school stakeholders • Facilitate creation of CEP documents related to ELLs: LAP, LTIP, Title III 	<ul style="list-style-type: none"> • Provide school-wide ELL information regarding subpopulations and languages spoken • Coordinate LAP team • Assist with creation of LAP, LTIP, and Title II documents

Checklist of 10 ELL-Related Items for a Successful Start of the School Year

September 2018

	Action	Relevant Resources
1	<p>Assign Staff Responsible for Identifying ELLs</p> <p>Establish a team of trained pedagogues responsible for implementing the ELL intake process throughout the year as per procedures outlined in the <i>ELL Policy and Reference Guide</i>. Ensure that all students have a valid home language code entered into ATS based on the Home Language Identification Survey (HLIS). Create a list of pedagogues that speak languages other than English that can translate during the oral interview (as part of the HLIS). When staff is not available to translate, contact the Translation and Interpretation Unit for over-the-phone translations.</p> <p>Only licensed pedagogues may do the interview and determine home language code of the student.</p>	<p>ELL Policy and Reference Guide 2018-19</p> <p>Translation and Interpretation Unit</p> <p>Home Language Identification Surveys (HLIS) and Parent Information and Notification Letters</p>
2	<p>Determine NYSITELL Eligibility and Administer NYSITELL as Necessary</p> <p>Ensure that the testing coordinator orders the NYSITELL and the Spanish LAB. Determine who will administer and scan the NYSITELL and Spanish LAB. Determine NYSITELL eligibility for students whose home language is not English. Students whose home language is other than English must have an in-depth interview and review of any work to determine eligibility for the NYSITELL. For students entering with IEPs, this begins with the Language Proficiency Team. If the student is eligible to take the NYSITELL, print the NYSITELL via the RLBA in ATS. If the student is determined not eligible, indicate such in the ELLO screen in ATS. The ELLO screen is <u>only</u> used for students whose home language is not English but authorized personnel have determined the student does not need to be administered the NYSITELL and is not an ELL.</p>	<p>NYSITELL Information</p> <p>Memorandum #2: NYSITELL and Spanish LAB 2018-19</p> <p>List of Borough Assessment Implementation Directors (BAID) (July 2016)</p>
3	<p>Distribute Notification Letters to Parents</p> <p>Establish who will send entitlement, non-entitlement, and continuation letters to parents. Note: entitlement letters also include the invitation to the parent orientation meeting. Notifications of student ELL status must be sent within 5 school days.</p>	<p>Parent Notification Letters</p>

	Action	Relevant Resources
4	<p>Schedule Parent Orientation Meetings</p> <p>Determine the pedagogue(s) that will conduct the parent orientation including translation support (if necessary). Parents must receive all documents in their preferred languages. All documents, including agendas and parent attendance documents should be kept on file.</p> <p>NOTE: The entire ELL identification process, including parent orientation and student placement must be completed within 10 school days of enrollment (20 for students entering with IEPs).</p>	<p>ELL Policy and Reference Guide 2018-19</p> <p>Parent Information: (ELL Parent Brochure, Parent Orientation Video)</p> <p>Parent Orientation Videos</p>
5	<p>Maintain Records</p> <p>File copies of parent choice letters in an accessible and secure place in the school for later review. Review parent choice letters and plan for creating a bilingual program if there are sufficient parent requests for a Dual Language or Transitional Bilingual Education program. As per the <i>ELL Policy and Reference Guide</i>, completed HLIS forms and Parent Survey & Program Agreement forms must be placed in the student's cumulative file and remain a part of the student's permanent record. Throughout the entire year, review ELL parent surveys and keep records of numbers of parents that choose a bilingual program. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the school opens a bilingual program. Please contact the Division of English Language Learners and Student Support for more information.</p>	<p>New York City Transitional Bilingual Education (TBE) and Dual Language (DL) Programs</p>
6	<p>Identify Students with Inconsistent/Interrupted Formal Education</p> <p>Schools must administer the <i>SIFE Oral Interview Questionnaire</i> to all newly identified ELLs in grades 3 to 9 whom the school suspects may have a gap in education or may have inconsistent education. If a gap of two or more years is determined, the school must administer the NYSED Multilingual Literacy SIFE Screener (MLS) to those students whose home language is Arabic, Bengali, Chinese, Haitian Creole, Maay Maay, S'gaw Karen, Spanish, and Urdu in order to determine SIFE status. SIFE status must be determined within 30 school days of enrollment and entered into the BNDC screen in ATS.</p>	<p>ELL Policy and Reference Guide 2018-19</p> <p>NYSED Multilingual Literacy SIFE Screener (MLS)</p>

	Action	Relevant Resources
7	<p>Complete the ELPC Screen in ATS</p> <p>Ensure your staff records parent choice information in the ELPC screen in ATS (within 20 school days of enrollment; 30 days for students with IEPs), including whether the parent was provided with information about ELL programs and which program the parent selected.</p> <p>NOTE: regardless of ELL program type (dual language, transitional bilingual education, or freestanding ENL), all students must be programmed for the minimum amount of minutes of ENL as per CR Part 154 (see <i>ELL Policy and Reference Guide 2018-19</i>). Initial parent selection of ELL program is entered through the ELPC screen in ATS; though discouraged, subsequent changes to the parent selection are made through the BNDC screen.</p>	<p>ELL Policy and Reference Guide 2018-19</p> <p>ELPC Wiki</p> <p>ELL Transfer Process</p>
8	<p>Review Staffing and Programming</p> <p>Review staff certifications for personnel who can provide mandated ENL or bilingual services. Hire appropriately certified ENL and bilingual teachers. Schedule teachers and program students for integrated ENL and stand-alone ENL based on grade level and proficiency level. Regardless of program type, in order to ensure that ELLs receive their full complement of mandated units of ENL and subject area content, schools must strategically program students so that teacher time is maximized in the classroom engaged in providing instruction. Provide professional development opportunities for all teachers as per CR Part 154:</p> <ul style="list-style-type: none"> • 15% of total hours of PD must be ELL-specific for all teachers • 50% of total hours of PD must be ELL-specific for bilingual education and ENL teachers <p>For students who obtain commanding (“test out”) on the NYSESLAT, program students for 90 minutes per week of ENL or one of the options outlined in Alternate Pathways for Former ELLs.</p>	<p>CR Part 154</p> <p>ELL Policy and Reference Guide 2018-19</p> <p>Video Library of Best ELL Instructional Practices</p> <p>Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress</p>

	Action	Relevant Resources
9	<p>Analyze NYSITELL and NYSESLAT Scores</p> <p>Review NYSITELL and NYSESLAT scores as well as other relevant data and program ELLs according to parent choice and CR Part 154 requirements. Use the ELL Data Analysis Tool for a more detailed NYSESLAT analysis. Provide all staff with professional development on using this data to drive instruction, implement interventions, and create Title III plans if school qualifies for funds.</p> <p>For students who obtain commanding (“test out”) on the NYSESLAT, program students for 90 minutes per week of ENL OR one of the options outlined in Alternate Pathways for Former ELLs.</p>	<p>NYSITELL and NYSESLAT</p> <p>ELL Policy and Reference Guide 2018-19</p> <p>NYSESLAT – Determining an English Language Learner’s English Performance Level:</p> <p>ELL Data Analysis Tool</p> <p>Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress</p>
10	<p>Develop Language Allocation Policy (LAP), Translation and Interpretation Plans, and Title III Plans</p> <p>All schools that received Title III LEP funding must submit their plan through iPlan; Word versions will no longer be accepted. All schools are required to submit a LAP and a Translation/Interpretation Plan for the 2018-19 SY.</p>	<p>Title III LEP School Allocation Memo #31</p> <p>For questions on ELL-related matters, contact your FSC ELL director</p>

2018-19 School ELL Compliance Calendar

August

- ✓ Administer the [Home Language Identification Survey](#) (HLIS) to all new admits in grades K to 12 to NYC public schools in the parents' preferred language.
- ✓ All students whose home language is not English and are determined eligible for the [NYSITELL](#) (and [Spanish LAB](#) if the student's home language is Spanish and is identified as an ELL) are administered such within 10 days of school enrollment (20 days for students entering with IEPs); newly identified ELLs must be placed within ELL program based on parent's choice also within same time requirement. Parent notifications must be sent within 5 school days. See [NYSITELL](#) memo on printing and scanning Spanish LAB documents.
- ✓ Form a Language Proficiency Team to determine NYSITELL eligibility for new admits (grades K to 12) with IEPs.
- ✓ Identify Students with Inconsistent/Interrupted Formal Education. Schools should administer the SIFE Oral Interview Questionnaire to all newly identified ELLs in grades 3 to 9 whom the school suspects may have a gap in education or may have inconsistent education. If a gap of two or more years is determined, the school should administer the [NYSED Multilingual Literacy SIFE Screener \(MLS\)](#) to those students whose home language is Arabic, Bengali, Chinese, Haitian Creole, Maay Maay, S'gaw Karen, Spanish, and Urdu in order to determine SIFE status. SIFE status must be determined within 30 school days of enrollment and entered into the BNDC screen in ATS. Enter SIFE status within 30 school days into the [BNDC](#) screen.
- ✓ Send [parent notification letters](#) to parents, including entitlement, non-entitlement, and continuation letters. Invite newly identified ELL parents to parent orientation meetings to explain 3 ELL program options in NYC. Show [parent videos](#) in parents' preferred languages. See [the ELL Policy and Reference Guide](#) or more details. Enter initial parent choice into the [ELPC](#) screen in ATS.
- ✓ Schedule ELLs for ENL, as necessary, based on spring NYSESLAT results (use RLAT report in ATS) and other available data (e.g., NYSITELL for newly identified ELLs); use the [ELL Data Analysis Tool](#). Schedule former ELLs for 90 minutes of ENL OR one of the options outlined in the *Alternate Pathways for Former ELLs Document*.
- ✓ Ensure that all programming information is accurately recorded in [STARS](#). **NOTE:** regardless of ELL program type (Dual Language, Transitional Bilingual Education, or freestanding ENL), all students must be programmed for [the minimum amount of minutes of ENL](#) as per CR Part 154.
- ✓ Ensure your school has sufficient numbers of ENL teachers to serve all ELLs in a high quality program that meets all requirements under CR Part 154.
- ✓ Review ELL parent surveys; keep records of numbers of parents that choose a bilingual program. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the opening of a bilingual program. Contact the [Division of English Language Learners and Student Support](#) for more information.

September

- ✓ Review previous month's items.
- ✓ Administer the [Home Language Identification Survey](#) to all new admits to NYC public schools in the parents' preferred language (and to reentering students after being out of NYS public schools for more than 2 years); conduct parent orientations for all parents of newly identified ELLs.
- ✓ Send parent notification letters to parents, including entitlement, non-entitlement, and continuation letters within 5 school days. Invite newly identified ELL parents to parent orientation meetings to explain 3 ELL program options in NYC. Show [parent videos](#) in parents' preferred languages. Enter initial parent choice into the [ELPC](#) screen in ATS.
- ✓ Identify SIFE using the [NYSED Multilingual Literacy SIFE Screener \(MLS\)](#) within 30 school days. See [website](#) for more details. Enter SIFE status within 30 school days into the [BNDC](#) screen.
- ✓ Implement Title III plans as necessary.
- ✓ Complete [ELPC](#) screen (in ATS) for all newly identified ELLs within 20 days of first day of enrollment.
- ✓ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.
- ✓ Review NYSITELL-Eligibility report (RLER) which lists students who may be administered NYSITELL. Print the NYSITELL answer documents for eligible students using the [RLBA](#) function in ATS; enter information for ineligible students into the [ELLO](#) screen in ATS.
- ✓ Ensure that copies of HLIS and parent notification letters sent to parents are maintained in one central location, and the HLIS, the parent program selection form and parent notification letters are placed in student cumulative folders.
- ✓ New schools: begin developing the Language Allocation Policy ([LAP](#)) and [Translation and Interpretation Plan](#) in iPlan.
- ✓ Administer [ELL Periodic Assessments](#).
- ✓ Order translated versions of the math and other exams for grades 3 to 8 for ELLs as appropriate.
- ✓ Review ELL parent surveys; keep records of numbers of parents that choose a bilingual program. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the opening of a bilingual program. Contact the [Division of English Language Learners and Student Support](#) for more information.

October

- ✓ Review previous month's items.
- ✓ Ensure accurate ELL enrollment data in [STARS](#).
- ✓ Implement Title III plans and ensure funds have been scheduled appropriately and Title III plans have been implemented.
- ✓ Ensure [ELPC](#) screen (in ATS) is updated.
- ✓ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.
- ✓ Plan for implementation of testing accommodations for ELLs.
- ✓ Review potential NYSITELL-Eligibility report (RLER) which lists students who may be administered NYSITELL.
- ✓ Administer NYSITELL and Spanish LAB as necessary.
- ✓ Order translated versions of the Regents exams for ELLs as appropriate for the January administration.
- ✓ Administer [ELL Periodic Assessments](#).

November

- ✓ Review previous month's items.
- ✓ Plan for implementation of testing accommodations for ELLs.
- ✓ Administer NYSITELL and Spanish LAB as necessary within students' 10 days of school enrollment (20 days for students entering with IEPs). See [NYSITELL](#) memo on printing and scanning Spanish LAB documents.
- ✓ Review potential NYSITELL-Eligibility report (RLER) which lists students who may be administered NYSITELL.
- ✓ Monitor grant expenditures (e.g., Title III).
- ✓ Ensure that all Title III funds have been scheduled appropriately and Title III plans have been implemented.
- ✓ Ensure [ELPC](#) screen (in ATS) is updated.
- ✓ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.

December

- ✓ Review previous month's items.
- ✓ Administer NYSITELL and Spanish LAB as necessary within students' 10 days of school enrollment. See [NYSITELL](#) memo on printing and scanning Spanish LAB documents.
- ✓ Ensure [ELPC](#) screen (in ATS) is updated.
- ✓ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.
- ✓ Ensure all ELLs and former ELLs have been programmed for mandated number of minutes of ENL and bilingual classes (if applicable) in [STARS](#).
- ✓ Ensure that all Title III funds have been scheduled appropriately and Title III plans have been implemented. Ensure Title III LEP plans are implemented and funds are expended as per requirements outlined in the School Allocation Memorandum.

January

- ✓ Review previous month's items.
- ✓ Identify ELLs at risk for hold over. Review [promotional policy](#) for ELLs.
- ✓ Order NYSESLAT exams.
- ✓ Monitor grant expenditures (e.g., Title III).
- ✓ Ensure [ELPC](#) screen (in ATS) is updated.
- ✓ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.
- ✓ Ensure all ELLs and former ELLs have been programmed for mandated number of minutes of ENL and bilingual classes (if applicable) in [STARS](#).

February

- ✓ Review previous month's items.
- ✓ Administer NYSITELL and Spanish LAB as necessary within students' 10 days of school enrollment. See [NYSITELL](#) memo on printing and scanning Spanish LAB documents.
- ✓ Administer [ELL Periodic Assessments](#).
- ✓ Order translated versions of the Regents exams for ELLs as appropriate for the January administration.

March

- ✓ Review previous month's items.
- ✓ Administer ELL Periodic Assessments.
- ✓ Develop NYSESLAT testing schedule. Ensure that all Title III funds have been scheduled appropriately and Title III plans have been implemented.
- ✓ Ensure [ELPC](#) screen (in ATS) is updated.
- ✓ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.

April

- ✓ Review previous month's items.
- ✓ Administer NYSESLAT.
- ✓ Ensure all translated versions of relevant NYS exams have been ordered.
- ✓ Analyze ELL data and trends to begin planning for following year.
- ✓ Monitor grant expenditures (e.g., Title III).

May

- ✓ Review previous month's items.
- ✓ Administer NYSESLAT and begin scoring.
- ✓ Administer Chinese Reading Test and Spanish Reading Test (ELE) as necessary.
- ✓ Review promotional policy for ELLs.
- ✓ Review previous month's items.
- ✓ Ensure all ELLs and former ELLs have been programmed for mandated number of minutes of ENL and bilingual classes (if applicable) in [STARS](#).
- ✓ Plan for ELL programs for next year. Review ELL parent surveys on parent choice. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the opening of a bilingual program. Contact the Support for more information.

June

- ✓ Review previous month's items.
- ✓ Administer NYSITELL and scan answer documents. Begin administering NYSITELL to students entering kindergarten the following September.
- ✓ Prepare for ELL Summer Enrichment programs.
- ✓ Identify ELLs mandated for summer school, prepare letters, and finalize programs.
- ✓ Plan for ELL programs for next year. Review ELL parent surveys on parent choice. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the opening of a bilingual program. Contact the [Division of English Language Learners and Student Support](#) for more information.
- ✓ Initiate ELL teacher and student recruitment for SY16-17 as necessary.

For the latest information on ELL compliance and service requirements, refer to the [ELL Policy and Reference Guide](#).

July

- ✓ Review previous month's items.
- ✓ Commence Title III Summer Enrichment programs.
- ✓ Order translated versions of the Regents exams for ELLs as appropriate for the August administration. Begin (on July 15) administering the NYSITELL to students entering grades 1 to 12 in September.

10 Steps for ELL Data Verification, Review, and Update

(Updated July 2018)

In order to ensure proper support is provided to schools (fiscal and other resources), the DOE requires schools to review their data and make updates as necessary to reflect accurate services provided to ELLs and former ELLs (for up to 2 years after testing out). Please review the checklist below and the accompanying spreadsheets (if applicable) and update data as necessary. Schools are encouraged to review all students' data in STARS and ATS on a regular and ongoing basis, to ensure accurate programming.

In order to facilitate this process, below is a checklist of items to review. Along with this checklist, you may receive one or more lists of students whom the DOE has identified as requiring reviewing and/or updating.

Check (✓)	Item #	System	Review Item	Next Steps	Policy/Resource
<input type="checkbox"/>	1	ATS	Identify students who have a home language other than English but do not have English language acquisition needs and should not take the NYSITELL, and therefore, are not ELLs. This includes general education students (via the in-depth interview) and students entering with IEPs whose NYSITELL-eligibility was determined by the Language Proficiency Team (LPT), principal, and superintendent.	Enter non-eligibility for the NYSITELL information into the ELLO screen.	See page 22 of the ELL Policy and Reference Guide .
<input type="checkbox"/>	2	ATS	Identify students who are entering NYC public schools and or were in a NYS public school within the past 2 years.	These students must have their NYSITELL and NYSESLAT information, if available (from the NYS public school outside of NYCDOE), entered into ATS; their ELL status will be automatically updated accordingly. Scores will change ELL status only for those students whose home language is other than English (HL code ≠ "NO").	See page 13 of the ELL Policy and Reference Guide .
<input type="checkbox"/>	3	ATS	Ensure all NYSITELL and Spanish LAB answer documents have been printed and scanned.	Review and address any potential NYSITELL scanning errors through the RLCB report in ATS.	See page 24 of the ELL Policy and Reference Guide . See NYSITELL intranet webpage for specific administration information.

Check (✓)	Item #	System	Review Item	Next Steps	Policy/Resource
□	4	ATS	Identify students for whom an appeal on ELL status was requested within 45 days of enrollment as per the Re-Identification of ELL Status procedures.	Principals use the RQSA function in ATS to make the recommendation to reverse the ELL status; superintendents use the RQGA function to approve/disapprove.	See page 30 of the ELL Policy and Reference Guide .
□	5	STARS	Ensure all ELLs and former ELLs who tested out within the past 2 years have been scheduled for a minimum of ENL as per SED's CR Part 154 mandates. For students who obtain commanding (tested out within the past 2 years have been scheduled for a per week of ENL <u>OR</u> one of the options outlined in the <i>Alternate Pathways for Former ELLs</i> .	Update STARS for any student who is receiving ENL but has not been scheduled for ENL in STARS. Schools should review <u>all</u> ELLs and former ELLs' STARS programming data to ensure full compliance with SED regulations.	See page 28 of the ELL Policy and Reference Guide . See ELL STARS online wiki for directions. For ENL, click here . For bilingual programs, click here . Page Error! Bookmark not defined. of the ELL Policy and Reference Guide .
□	6	ATS	Identify students whose SIFE status needs determination and entering.	Update the BNDC screen in ATS to indicate if student is a SIFE. SIFE status is only requested for newly admitted ELL students who have been in the US less than one year and are in grade 3 or above.	See page 25 of the ELL Policy and Reference Guide for more information on SIFE and the SIFE identification process. Update BNDC in ATS.
□	7	ATS	Identify students who do not have a home language code.	Enter the home language through BIOU or the ELLO screens based on the results of the Home Language Identification Survey. The HL code can be updated through the ELLO screen if the student is a new admit after July 2016 or a readmit after being out of NYCDOE schools for more than 2 years. If the home language code was entered in error, please contact your FSC ELL director.	Update BIOU and ELLO in ATS.
□	8	ATS	Identify # of teaching assistants/ instructional paraprofessionals working under a licensed bilingual teacher and/or ENL teacher.	Update BNDC in ATS. If there are no TAs or paraprofessionals in this category, type zero (0) on the respective lines in BNDC .	See BNDC online wiki for directions.
□	9	STARS	Identify students who are enrolled in a bilingual program (dual language or transitional bilingual education).	If your school offers a dual language (DL) or transitional bilingual education (TBE) program, you will need to first	See page 44 of the ELL Policy and Reference Guide

Check (✓)	Item #	System	Review Item	Next Steps	Policy/Resource
				create the program in STARS . Once the program is set up, you will need to place the students in the program. ELLs (and non-ELLs in dual language programs) must be placed in the program in STARS if they are served in a bilingual program.	See ELL STARS online wiki for directions. For ENL, click here . For bilingual programs, click here .
□	10	ATS	Identify students whose parent choice / ELPC information has not been entered.	Answer questions and update ELPC in ATS based on the initial parent survey completed within 10 days of enrollment.	See page 51 of the ELL Policy and Reference Guide

Grades K-12 Language Allocation Policy Submission Form

Department of English Language Learners and Student Support Grades K-12 Language Allocation Policy Submission Form 2017-18 and 2018-19 School Year

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP).

Note: this is a living document; any school wide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile				
A. School Information				
District	Borough		School Number	
School Name				
B. Language Policy Team Composition				
Note: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.				
Principal	Assistant Principal			
Coach	Coach			
ENL (English as a New Language)/Bilingual Coordinator	School Counselor			
Teacher/Subject Area	Parent			
Teacher/Subject Area	Parent Coordinator			
Related-Service Provider	Field Support Center Staff Member			
Superintendent or Designee	Other (Name and Title)			
C. Teacher Qualifications				
Provide information of all staff members' certifications referred to in this section.				
Number of certified		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification
ENL teachers currently teaching in the ENL program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification
Number of certified		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions

D. Student Demographics																
Total number of students in school (excluding pre-K)			Total number of ELLs			ELLs as share of total student population (%)										
Part II: ELL Demographics																
A. ELL Programs																
Check all that apply:																
This school serves the following grades (includes ELLs and non-ELLs)								K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>								
This school offers:	Transitional bilingual education program (TBE)							Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, indicate language(s):						
	Dual language program (DL)							Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, indicate language(s):						
	Freestanding ENL							Yes <input type="checkbox"/> No <input type="checkbox"/>								
Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.																
Bilingual Program Breakdown																
Program	Lang.	School Year Opened (e.g., 2013-14)	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
TBE																
TBE																
TBE																
DL																
DL																
DL																
Total																
Part III: Assessment Analysis																
After reviewing and analyzing the assessment data, answer the following:																
1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs? 2. What structures do you have in place to support this effort? 3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? 4. What structures do you have in place to address interventions once the summative data has been gathered? 5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RTI Guide for Teachers of ELLs .] 6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. 7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?																

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - b. TBE program. If applicable.
 - c. DL program. If applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
10. If you had a bilingual program, what was the reason you closed it?
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
17. What language electives are offered to ELLs?
18. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State's Commissioner's Regulations Part 154 as outlined and implemented in the New York City's [ELL Policy and Reference Guide](#), I, (principal's name), testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
 - a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
 - b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.
3. The home language of the student is determined by a trained and licensed pedagogogue.
 - a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.
4. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.
5. Eligibility for the NYSITELL is determined.
 - a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
6. Student is administered the NYSITELL, if eligible.
7. Parent notification letters are sent to the parent in the parent's preferred language.
 - a. Parent is notified of their child's ELL status and results of the NYSITELL.
8. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB.
9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: <http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife>.
10. If student is an ELL, parent is invited to the parent orientation meeting.
 - a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
11. ELL is placed in the ELL program that the parent selected.
 - a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
 - b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
13. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
14. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.

Part VI: LAP Assurances

School Name	School DBN		
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent/designee		
	Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other		

Alternative Pathways to Support Former ELLs' Language Development and Academic Progress

Date: 05.15.18

Background

As per CR Part 154,

For at least two school years following the school year in which a student is exited from English Language Learner status, as prescribed section 154-2.3(m) of this Subpart, such student shall receive 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, or such other services that monitor and support the student's language development and academic progress, as shall be approved by the Commissioner to assist Former English Language Learners once they have exited from an English as a New Language or Bilingual Education program.

In order to ensure that the various academic and linguistic needs of former ELLs are met, the DOE developed alternative pathways and methods of serving former ELLs in lieu of the 90 minutes of ENL as prescribed in CR Part 154.

For at least two school years following the school year in which a student is exited from English language learner (ELL) status, the student must receive a minimum of 90 minutes per week of integrated English as a new language (ENL) or other services that monitor and support the student's language development and academic progress. (Refer to CR Part 154.) Therefore, effective fall 2018, all former ELLs must be scheduled for one of the following options:

- Option A: Small-group learning
- Option B: Individualized targeted learning
- Option C: Project-based learning
- Option D: A minimum of 90 minutes per week of integrated ENL
- Option E: Scheduled for Advanced Placement class (high school only)

Information on monitoring students' progress and programming these services in STARS will be released in August 2018.

These services are developed by the teacher providing the service and an ENL teacher, with the approval of the principal. The options presented below are delivered during the school day and are not considered supplemental; options provided outside the regular school day (as per bell schedule) will not be considered as fulfilling the 90-minute per week mandate for commanding ELLs as outlined in CR Part 154. Options may be provided using in-person, online, and hybrid models of instructional delivery. Progress monitoring must occur no later than the last school day in the months of November, January, and June. If progress is not made in all areas by January, the student must be immediately scheduled for integrated ENL for the remainder of the school year. It is expected that students perform at or above grade-level in alignment with the Common Core Learning Standards.

As per State regulations, summative assessment results must be retained in the student's cumulative record. Schools must also retain a copy of the services provided for two years following the exiting of ELL status. In addition to these services, former ELLs are eligible for ELL testing accommodations. Refer to the [ELL Policy and Reference Guide](#) for more information or contact your FSC ELL director.

Yalitza Vasquez
Senior Executive Director

Richard Bellis
Executive Director

The following models are explanations and descriptions of the implementation of the alternative pathways at the different grades levels.

For Grades K to 5

Option A — Small-Group Learning

Rationale: Small-group support provides rich language use, collaboration, problem-solving, and targeted content-based learning.

Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none">Differentiated content area with ENL support in a small-group	<ul style="list-style-type: none">Conference notesRunning recordsReading benchmark assessmentsContent area assessmentsPortfolio²Writing sample(s)Report cardsEnd-of-unit assessments	Chang exited ESL at the end of first grade. His second grade teacher and his parents agree that additional small group instruction would help improve his reading comprehension. Chang receives guided reading twice a week. Writing samples and Fountas and Pinnell benchmark reading assessments are administered three times per year in conjunction with monthly conferences with his classroom teacher. At the end of second grade, Chang's teacher recommends similar supports for his third grade year because she has documented progress in reading comprehension and in written fluency.
Duration	<ul style="list-style-type: none">A minimum of 90 minutes per week		
Possible Activities	<ul style="list-style-type: none">Guided/close readingGuided writingWord work/vocabularyContent area workCentersInquiry group (e.g., science)²⁵		

Option B — Individualized Targeted Learning

Rationale: Individualized targeted learning provides opportunities for more specialized content and language learning.

Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none">Individualized instruction within a small or large group	<ul style="list-style-type: none">Conference notesRunning recordsReading benchmark assessmentsContent area assessmentsPortfolio²⁶Writing sample(s)Report cardsEnd-of-unit assessments	April, an ELL with an IEP became a commanding ELL at the end of third grade. She is on-grade level in ELA but struggles with math, especially solving word problems. April receives three half-hour sessions of targeted individual attention in math. Her supports include strategies for comprehending and solving word problems, and specific support in number sense. She meets at the back table or in the math lab to work with a teacher. April's unit tests and problem solving work are used as part of her math work portfolio in order to monitor progress. These services continue into fifth grade, with twice yearly goal-setting.
Duration	<ul style="list-style-type: none">A minimum of 90 minutes per week		
Possible Activities	<ul style="list-style-type: none">Individualized content Area workInteractive, teacher-led online learning supportInquiry projectTutoring		

²⁵ Inquiry work is based on and assessed with the Common Core Learning Standards.

²⁶ The intent of portfolios is to document former ELLs' continued improvement in using the English language. Therefore, schools must ensure that the four modalities of language learning be evident in the portfolio. Schools must specify the alignment to which Common Core Learning Standards and the content area(s).

Option C — Project-Based Learning			
Rationale: Project-based learning offers authentic problem-solving, content, and language development in collaborative settings.			
Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none">• Group-based• Real world application• Content-Based interdisciplinary learning with ENL embedded support• Communicative, collaborative and problem-solving group• Service learning²⁷	<ul style="list-style-type: none">• Conference notes• Learning logs• Benchmarks with rubrics• Writing sample(s)• Report cards• End-of-unit assessments• Self-assessments• End products of project-based learning	Christopher is part of a group of commanding ELLs in a fifth grade science class who were selected to be part of an inquiry team to investigate school efforts at recycling. They are assigned a year-long project with benchmark assignments every six to eight weeks. Their project includes researching recycling, expert interviews, observing and documenting school recycling efforts, establishing and implementing a "Green Team" plan. Students will monitor the success of the plan in order to report back to local politicians and parents who have funded the purchase of six large recycling bins. The success of the project in its first year leads to its continuation in the second year.
Duration	<ul style="list-style-type: none">• Year-long but the equivalent of 90 minutes per week<ul style="list-style-type: none">◦ Multiple units◦ Cycles◦ Semesters		
Possible Activities	<ul style="list-style-type: none">• Blue print/plans/outlines• Draft(s) and proposals• Journals• Daily/weekly logs• Final product		
Option D— A minimum of 90 minutes per week of integrated ENL			
Rationale: The integrated ENL will provide targeted language instruction and content-area development.			
Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none">• Classroom instruction• Small group instruction	<ul style="list-style-type: none">• Conference notes• Running records• Benchmark assessments• Content area assessments• Portfolio• Writing sample(s)• Report cards• End-of-unit assessments• Formative Assessment	Gloria became a commanding ELL at the end of fourth grade. While most of her grades were above average, her science scores were approaching grade level. Since several students were in the same situation, it was decided to schedule them together into a weekly 90-minute integrated science lab. During this time, the ENL teacher co-teaches with the science teacher in order to support the former ELLs. ENL scaffolds include preview of Tier II & III vocabulary, additional visual support, extra examples, and cognates. Unit tests, quizzes, and weekly practice, are used to monitor progress. At the end of fifth grade, Gloria's science scores and language development progress is evaluated and a recommendation is issued for next year's ENL support.
Duration	<ul style="list-style-type: none">• A minimum of 90 minutes per week		
Possible Activities	<ul style="list-style-type: none">• Integrated ENL instruction in a content area class (ELA, Math, Science, or Social Studies)• Lab period(s) with integrated ENL instruction		

²⁷ Schools should include competencies appropriate to the grade level, so that teachers and school administrators are able to design the experience to include real-world, practical skills that align with the work place or community at large.

For Grades 6 to 8

Option A — Small-Group Learning

Rationale: *Small-group support provides rich language use, collaboration, problem-solving, and targeted content-based learning.*

Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none"> Differentiated content area with ENL support in a small-group 	<ul style="list-style-type: none"> Conference notes Running records Reading benchmark assessments Content area assessments Portfolio²⁸ Writing sample(s) Report cards End-of-unit assessments 	<p>Fatumata, Sita, and Juan are three commanding ELLs enrolled in a sixth grade general education math class of 20 students. The math teacher agrees to provide additional support for the commanding ELLs by giving two periods a week of small-group math instruction with ELL methodologies. The teacher incorporates strategies such as highlighting key words to support them in solving word problems. Conference notes from these sessions, as well as unit tests, quizzes, and daily practice, are used to monitor progress. At the end of sixth grade, the math teacher recommends similar supports in seventh grade due to their continued academic growth.</p>
Duration	<ul style="list-style-type: none"> A minimum of 90 minutes per week 		
Possible Activities	<ul style="list-style-type: none"> Guided/close reading Writing workshop Academic vocabulary Content area work Centers Inquiry group/group project Science investigation/STEM project 		

Option B — Individualized Targeted Learning

Rationale: *Individualized targeted learning provides opportunities for more specialized content and language learning.*

Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none"> Individualized instruction within a small or large group 	<ul style="list-style-type: none"> Conference notes Running records Reading benchmark assessments Content area assessments Portfolio²⁸ Writing sample(s) Report cards End-of-unit assessments Diagnostic reports Inquiry projects results 	<p>A seventh grade science teacher has a class of 22 students; 12 of these students are commanding ELLs. Achievement data showed that these students struggle with science vocabulary and grade-level reading. Commanding ELLs benefit from using an interactive online resource for two 45-minutes periods per week. The program automatically adapts to reading levels, while providing challenging content. Students are engaged with interactive, motivating current-events articles and assignments. Diagnostic reports and achievement data are used to track student growth and monitor time allocation. Based on their academic growth, similar support is recommended for eighth grade.</p>
Duration	<ul style="list-style-type: none"> A minimum of 90 minutes per week 		
Possible Activities	<ul style="list-style-type: none"> Individualized content Area work Interactive, teacher-led online learning support Inquiry project Tutoring 		

²⁸ The intent of portfolios is to document former ELLs' continued improvement in using the English language. Therefore, schools must ensure that the four modalities of language learning be evident in the portfolio. Schools must specify the alignment to which Common Core Learning Standards and the content area(s).

Option C — Project-Based Learning			
Rationale: Project-based learning offers authentic problem-solving, content, and language development in collaborative settings.			
Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none">• Group-based• Real world application• Content-Based interdisciplinary learning with ENL embedded support• Communicative, collaborative and problem-solving group• Service learning	<ul style="list-style-type: none">• Observation/conference notes• Learning logs• Benchmarks with rubrics• Writing sample(s)• Report cards• End-of-unit assessments• Self-assessments• End products of project-based learning• Presentations (audio/visual)	An eighth grade social studies teacher is teaching 3 classes with at least 10 commanding ELLs in each class. She is currently teaching the unit, Industrial Age and Immigration in America. The project-based learning component of this unit consists of students choosing a technology they feel was most influential for the industrial age and conducting research about the technology. Throughout the unit, students have to fill out learning logs and fulfill rubric-based project bench marks (such as drafts and proposals). At the end of the unit, students present their research work by using a variety of formats: PowerPoint, blog, video, website. The unit's various products are analyzed to gauge progress. Every social studies unit throughout the year has a project-based learning component which is used as part of the end-of-unit assessment.
Duration	<ul style="list-style-type: none">• Year-long but the equivalent of 90 minutes per week<ul style="list-style-type: none">◦ Multiple units◦ Cycles◦ Semesters		
Possible Activities	<ul style="list-style-type: none">• Plans/outlines• Draft(s) and proposals• Journals• Daily/weekly logs• Final product		
Option D— A minimum of 90 minutes per week of integrated ENL			
Rationale: The integrated ENL will provide targeted language instruction and content-area development.			
Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none">• Classroom instruction• Small group instruction	<ul style="list-style-type: none">• Conference notes• Running records• Benchmark assessments• Content area assessments• Portfolio• Writing sample(s)• Report cards• End-of-unit assessments	After analyzing the incoming sixth grade class, it is decided to schedule the commanding ELLs into one sixth grade class. This scheduling, enables the ENL teacher to push into the class for two 45-minute periods every week. The ENL teacher meets with the ELA teacher every week in order to strategically modify the grade-level text, based on the former ELLs' formative assessment data. The teachers plan the two weekly sessions based on the content and the challenges students show through their work. The teachers co-teach in different ways (whole group, split class, small group, etc.) depending on each week's ELA content. At the end the year, the teachers analyze students' achievement data (assessments and portfolio) to decide how to program each student next year.
Duration	<ul style="list-style-type: none">• A minimum of 90 minutes per week		
Possible Activities	<ul style="list-style-type: none">• Integrated ENL instruction in a content area class (ELA, Math, Science, or Social Studies)• Lab period(s) with integrated ENL instruction		

For Grades 9 to 12

Option A — Small-Group Learning

Rationale: Small-group support provides rich language use, collaboration, problem-solving, and targeted content-based learning.

Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none"> Differentiated content area with ENL support in a small-group 	<ul style="list-style-type: none"> Conference notes Reading benchmark assessments Content area assessments Portfolio Writing sample(s) Lab reports Report cards End-of-unit assessments Unit tasks Quizzes Use of new vocabulary Journals 	<p>Juan, a 9th grader became a commanding ELL by combining his NYSESLAT score and his 8th grade ELA state exam score. After analyzing his academic work, it was decided he would benefit from small group science instruction for 45 minutes twice a week. His science teacher provides visual scaffolding, cognates, academic vocabulary support, graphic organizers and other ELL scaffolds. At the end of 9th grade, the science teacher recommends similar supports for 10th grade due to his continued progress in language acquisition and science knowledge, and his Science Regents score. Unit tests, quizzes, daily work, journals and lab reports are used to monitor progress.</p>
Duration	<ul style="list-style-type: none"> A minimum of 90 minutes per week 		
Possible Activities	<ul style="list-style-type: none"> Guided/close reading Writing workshop Academic vocabulary Content area work Centers Inquiry project 		

Option B — Individualized Targeted Learning

Rationale: Individualized targeted learning provides opportunities for more specialized content and language learning.

Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none"> Individualized instruction within a small or large group 	<ul style="list-style-type: none"> Conference notes Reading benchmark assessments Content area assessments Portfolio2 Writing sample(s) Report cards End-of-unit assessments Journals Independent studies Diagnostic reports 	<p>Jose is an 11th grade commanding ELL. He tested out based on his NYSESLAT test score. His reading level is below grade level. To support his understanding of content area instruction, Jose is scheduled to use an interactive online resource for two 45-minutes periods per week. The program automatically adapts to reading levels, while providing challenging content. Jose is engaged with interactive, motivating current-events articles and assignments. Diagnostic reports and achievement data are used to track student growth and monitor time allocation. Based on his academic growth, similar support is recommended for Jose in the 12th grade.</p>
Duration	<ul style="list-style-type: none"> Year-long but the equivalent of 90 minutes per week <ul style="list-style-type: none"> Multiple units Cycles Semesters 		
Possible Activities	<ul style="list-style-type: none"> Individualized content Area work Interactive, teacher-led online learning support Inquiry project Tutoring 		

Option C — Project-Based Learning			
Rationale: Project-based learning offers authentic problem-solving, content, and language development in collaborative settings.			
Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none">• Group-based• Real world application• Content-Based interdisciplinary learning with ENL embedded support• Communicative, collaborative and problem-solving group• Service learning	<ul style="list-style-type: none">• Observation/conference notes• Learning logs• Benchmarks with rubrics• Writing sample(s)• Lab reports• Report cards• End-of-unit assessments• Self-assessments• End products of project-based learning• Presentation portfolio• Final product	Milagros is in 12th grade and became a commanding ELL by combining her NYSESLAT and English Regents scores. She is in an advanced science class where the focus is project-based learning. The class will be studying different aspects of the Jamaica Bay area and will answer questions such as: Why do scientists study the ocean? Who and what lives in Jamaica Bay? and What threatens the health of our bay? The project will include exploring water quality, investigating life forms, studying different food webs related to the bay, a visit to the local water treatment plant and working with scientists in the field. Students will produce learning logs and journals throughout the project. The students' final product will be to publish books on their research (a writing portfolio). To this end, students will work with a professional illustrator and an author
Duration	<ul style="list-style-type: none">• Year-long but the equivalent of 90 minutes per week<ul style="list-style-type: none">◦ Multiple units◦ Cycles◦ Semesters		
Possible Activities	<ul style="list-style-type: none">• Plans/outlines• Draft(s) and proposals• Journals• Daily/weekly logs• Final product		

Option D— A minimum of 90 minutes per week of integrated ENL			
Rationale: The integrated ENL will provide targeted language instruction and content-area development.			
Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none">• Classroom• Small group	<ul style="list-style-type: none">• Conference notes• Running records• Benchmark assessments• Content area assessments• Portfolio• Writing sample(s)• Report cards• End-of-unit assessments• Portfolio assessment	Tomas became a former ELL at the end of eight grade by scoring commanding on the NYSESLAT. After analyzing his achievement data, his high school realized that Tomas' ELA scores are below average. Some of the faculty members at his high school are dually-certified. Ms. Moore, who is an ELA/TESOL certified teacher, will be Tomas' ninth-grade English teacher. Tomas will be able to earn credits while being supported with ESL methodology. Ms. Moore includes Tomas in a small group that meets 3 periods per week while other students work independently. Ms. Moore is able to support Tomas while maintaining the integrity of the curriculum. She supports Tomas with additional ELA strategies such as context clues, cause and effect, and similes. Tomas' progress is analyzed at the end of each semester to decide where his ENL support should be given.
Duration	<ul style="list-style-type: none">• A minimum of 90 minutes per week		
Possible Activities	<ul style="list-style-type: none">• Integrated ENL instruction in a content area class (ELA, Math, Science, or Social Studies)• Lab period(s) with integrated ENL instruction		

Option E— Scheduled for one or more advanced placement courses

Rationale: Students in advanced placement courses are provided with a very high rigor of instruction.

Components		Possible Progress-Monitoring Evidence	Sample Scenario
Setting	<ul style="list-style-type: none"> Classroom 	<ul style="list-style-type: none"> Conference notes Running records Benchmark assessments Content area assessments Portfolio2 Writing sample(s) Report cards End-of-unit assessments Portfolio assessment Use of new vocabulary SAT results 	<p>Chloe became a former ELL at the end of eight grade by scoring commanding on the NYSESLAT. After analyzing her achievement data, her school counselor encouraged Chloe to take an AP English class. Chloe's AP English class teacher reviews Chloe's work looking at a number of factors, but reviews all of work in a portfolio once a month. Chloe's attendance is 98% and is doing well. If Chloe was not doing well, her teacher would have notified the principal to provide Chloe with a certified ENL teacher to push-in and provide integrated ENL at least 90 minutes a week.</p>
Duration	<ul style="list-style-type: none"> A term or year 		
Possible Activities	<ul style="list-style-type: none"> Plans/outlines Draft(s) and proposals Journals Daily/weekly logs Final product 		

Family Authorization of Transfer Request (1st Authorization)

Family Authorization for English Language Learner (ELL) Transfer Request

This form is only to be used for a family to indicate their interest in requesting a transfer. This form alone is not sufficient to effectuate an ELL transfer.

STUDENT ID (OSIS): _____ FIRST NAME, LAST NAME: _____
BIRTHDATE: _____

Families who would like a Dual Language and/or Transitional Bilingual Education program as noted on the Parent Program & Survey Selection form, but whose current school does not have a bilingual program and does not have the sufficient students to form a bilingual program in that school, have the right to request a transfer to a different school that has that program.

Schools must explain to families that yellow bus service may not be available, and transportation will be arranged in accordance with the guidelines established by Office of Pupil Transportation (see www.optnyc.org).

Families must check the following to indicate their understanding and authorization.

- ☐ I verify that the school informed me they do not have a bilingual program that I requested on the Parent Program & Survey Selection form.
- ☐ I acknowledge that even though the school does not have a Dual Language or Transitional Bilingual Education program, the school has advised me of its obligation to provide English as a New Language (ENL) instruction.
- ☐ I authorize the school to request, on my behalf, a transfer to a school with a bilingual program. I retain the right to make a final decision whether to transfer, if and when a transfer is granted and after the new school is identified.
- ☐ I understand that transportation may not be available to the new school and will only be provided in accordance with the guidelines established by the Office of Pupil Transportation (www.optnyc.org).
- ☐ I am only willing to travel:
 - ☐ Within 2 mile radius of my home
 - ☐ Within 5 mile radius of my home
 - ☐ Within 10 mile radius of my home
 - ☐ Within the borough where I live
 - ☐ Anywhere

PARENT/GUARDIAN INFORMATION AND SIGNATURE

Parent/Guardian Name _____

Address (with apartment #) _____

Daytime Telephone Number _____

Evening Telephone Number _____

Signature _____ Date _____

Family Authorization of Transfer (2nd Authorization)

Family Authorization for English Language Learner (ELL) Transfer

This form is only to be used if an ELL transfer has been approved by the Superintendent, the Borough Field Support Center's (BFSC) Deputy Director of English Language Learners, the Division of English Language Learners and Student Support (DELLSS), and the Family Welcome Center.

STUDENT ID (OSIS): _____ FIRST NAME, LAST NAME: _____
BIRTHDATE: _____

Dear Family,

According to our records, you indicated an interest in a Dual Language and/or Transitional Bilingual Education program on the Parent Program & Survey Selection form. An investigation was conducted, and it has been determined that your current school _____ does not have a bilingual program and does not have the sufficient students to form a bilingual program in that school.

It has been determined that there is a seat available at _____ (receiving school) for your child.

Please note that yellow bus service may not be available, and transportation will be arranged in accordance with the guidelines established by Office of Pupil Transportation (see www.optnyc.org). You should call the new school to find out about transportation, if any.

Families must check the following to indicate their understanding and authorization. Families must be permitted to consider the transfer placement and either reject or accept the placement.

- ☐ I have been informed of the new school placement _____. I understand that I have the right to accept the placement and enroll in the new school, or reject the placement and stay at the current school.
- ☐ I understand that transportation may not be available to the new school and will only be provided in accordance with the guidelines established by the Office of Pupil Transportation (www.optnyc.org).
- ☐ I understand that if I reject the new placement, my child will receive English as a New Language (ENL) instruction at the current school _____, and not a Dual Language / Transitional Bilingual Education program.
- ☐ I have been given an opportunity to consider the new school placement, and I choose to:
 - ☐ Accept the placement and enroll in the new school
 - ☐ Reject the placement and remain in the current school

PARENT/GUARDIAN INFORMATION AND SIGNATURE

Parent/Guardian Name _____

Address (with apartment #) _____

Daytime Telephone Number _____

Evening Telephone Number _____

Signature _____ Date _____

Blueprint for English Language Learner Success



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK
Office of Bilingual Education and World Languages

BLUEPRINT FOR ENGLISH LANGUAGE LEARNER (ELL) SUCCESS

The mission of the New York State Education Department's (NYSED) Office of Bilingual Education and World Languages (OBEWL) is to ensure that all New York State (NYS) students, including English Language Learners (ELLs), attain the highest level of academic success and language proficiency. We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. NYSED believes that all teachers are teachers of ELLs.

In response to the changing global economy, NYSED has adopted the Common Core Learning Standards (CCLS) to provide students, educators, and parents with a set of clear expectations leading to college and career readiness. Over the last decade, there has been an increase in the number of ELLs enrolled in NYS public schools, resulting in a current population of 213,178 students who speak over 200 languages. In order for these students to succeed, NYSED needs to provide schools with the appropriate scaffolds, home language assessments, and materials so that teachers can provide instruction that will enable students to meet rigorous standards. Under the Regulations of the Commissioner of Education Part 154, the OBEWL affirms that it is not permissible to assume that unsupported immersion of ELLs into an English-speaking environment will enable them to succeed academically.

The NYSED P-12 CCLS require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs. All teachers must be skilled in how to support ELLs as they acquire content knowledge while also progressing towards English proficiency. It is imperative that all educators work across the content areas to ensure that all students meet the high demands of the CCLS.

The following principles were carefully developed as a statewide framework aimed to clarify expectations for administrators, policymakers, and practitioners to prepare ELLs for success, beginning in Prekindergarten, to lay the foundation for college and career readiness. These principles are intended to provide guidance, resources, and support to districts, schools, and teachers, as well as to promote a better understanding and appreciation of Bilingual Education, English as a New Language (ENL), and World Language Studies.



BLUEPRINT FOR ENGLISH LANGUAGE LEARNER (ELL) SUCCESS

The principles that guide the Blueprint for ELLs are:

1. **All teachers are teachers of English Language Learners and need to plan accordingly by:**
 - Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Education Programs (IEP).
 - Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ENL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
 - Utilizing materials and instructional resources that are linguistically age/grade appropriate and aligned to the Common Core Learning Standards (CCLS).
 - Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs.
2. **All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed by:**
 - Providing a clear vision for student success that includes high expectations for ELL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college and career readiness through high-quality programs that meet the needs of ELLs.
 - Providing high-quality instruction for ELLs.
 - Aligning and coordinating fiscal and human resources to ensure that the instructional plan is being effectively implemented.
 - Providing high-quality supports, feedback, and direction to educators to improve their instructional practice.
 - Providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students.
 - Ensuring that districts and school leaders are trained in meeting the needs of ELLs in order to cultivate a school culture of high expectations.
 - Providing high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs and current policies.

3. Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards by:
 - Articulating specific content and language objectives.
 - Integrating explicit and implicit research-based vocabulary instruction.
 - Providing opportunities for students to discuss content and problem-solve with peers.
 - Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.).
 - Providing special education supports, services, accommodations, and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities.
 - Designing, selecting, and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the *New York State Prekindergarten Foundation for the Common Core*, http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf.
 - Using academic language and content-area supports to strategically move ELLs along the language development continuum utilizing *New York State Bilingual Common Core Progressions*, <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>.
4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with:
 - Opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.
 - Opportunities to use and develop academic language and content knowledge both in English and a language other than English, including the student's home language.
 - Rigorous Bilingual Education programs for ELLs aimed at maintaining and developing the home language and attaining English proficiency as well as biliteracy.
 - Alternate pathways for those whose home language is low incidence and, consequently, the district does not have enough students who speak the same language to form a bilingual education program.

5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children by:
 - Providing parents with resources that enable them to make informed decisions about their children's education.
 - Providing parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access.
 - Providing training to parents in English and in their home language on effective strategies to support their children's learning in and out of school.
 - Engaging parents as active participants, contributors, and cultural liaisons to the school community.
 - Sharing with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations.
 - Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs.
6. District and school communities leverage the expertise of Bilingual, ESOL, and Languages Other Than English (LOTE) teachers and support personnel while increasing their professional capacities by:
 - Creating intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
 - Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs, including home and new language development.
7. Districts and school communities leverage ELLs' home languages, cultural assets, and prior knowledge by:
 - Regarding home languages as instructional assets and using them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.
 - Using home languages and cultures of ELLs to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013), <http://www.p12.nysed.gov/dignityact/>.

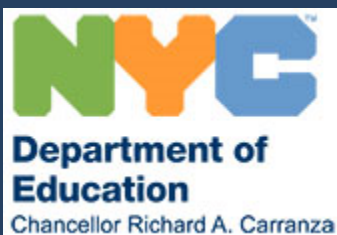
8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction by:

- Using NYS assessments in conjunction with formative assessments.
- Using language proficiency data (from the New York State English as a Second Language Achievement Test [NYSESLAT] and the New York State Identification Test for English Language Learners [NYSITELL]) to understand where ELLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
- Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- Utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.
- Utilizing analytical rubrics that provide feedback on content knowledge and language development.
- Using home language assessments to inform instruction and demonstrate growth in bilingual education programs in which the home language is being used.



[illegible]

[illegible]



New York City Department of Education
Division of English Language Learners
52 Chambers Street, Room 209
New York City, NY 10007
212-374-6072