

**TACONIC HILLS CENTRAL SCHOOL DISTRICT**  
**CR PART 154 COMPREHENSIVE PLAN**  
**2016-2021**



Mrs. Sandra J. Gardner, Director of Instruction and Staff Development  
Mrs. Amanda Leipman, English Speakers of Other Languages Lead Teacher  
Mr. Roberto Rodriguez, English Speakers of Other Languages Teacher

All Local Educational Agencies (LEAs) receiving total Foundation Aid must comply with Part 154 of the Commissioner's Regulations (CR Part 154), which govern services for students who are English Language Learners (ELLs). Under CR Part 154, LEAs are required to develop a Comprehensive Plan to meet the educational needs of ELL students (CR Part 154.3[a]). All LEAs must keep their completed Comprehensive Plans on file in the LEAs' main office and make them available for review upon request by the New York State Education Department.

### **District Philosophy**

The Taconic Hills Central School District is committed to providing English Language Learning Students instructional opportunities and support to achieve the same educational goals and standards as the general student population. The District's philosophy toward the education of English Language Learner Students is full immersion and inclusion for all academic areas. All English Language Learner Students are placed in full-day classroom programs and participate in all school programming. English Language Learner students have full access to all school materials, activities, and resources. English Language Learner students also receive stand-alone instructional support, equivalent to the hours required at their proficiency level. Individual student needs, learning styles, and developmental stages are considered in instructional delivery. The curriculum and instruction for English Language Learners is aligned with the New York State Common Core Learning Standards leading to high school graduation and college and career readiness. The District has a responsibility to appreciate and celebrate the language and culture of all of our students and to build upon individual student strengths. Our English Language Learning Students are a valuable resource to the District and the community and, therefore, are to be provided equal opportunities and access to all school programs and services offered by the District.

### **Required Annual Reporting**

#### **CR Part 154 LEA General Information Form**

- Attesting to the development of a Part 154 Comprehensive Plan, that is kept on file and available for review upon request by NYSED, parents or any other school or community member;
- Agreeing to complete and submit a CR Part 154 Data/Information Report to NYSED;

- Documenting that the district has English Language Learners enrolled in the district.

#### **CR Part 154 Data/Information Report**

- The number of students identified as being English Language Learners in the preceding school year, including their grade level, native language, and instructional program. Districts are required to provide information for students who are identified as general and special education students;
- A Summary of the number of students served by school, grade level, and type of program;
- Report on the number of Long-Term English Language Learners identified LEA-wide who received services beyond six years;
- Report, by building, of the number and qualifications of teachers and support personnel providing services to students who are English Language Learners.

#### **The CR Part 154 Former English Language Learner Services District Plan**

- New York State Local Education Agencies must document services to be delivered to Former English Language Learners. Upon exiting ELL status, students must continue to receive at least .5 units of study or its equivalent of Integrated English as a New Language (ENL) and English Language Arts (ELA)/Core Content Area or other such services, approved by the Commissioner [CR Part 154-2.3(h)(1)(v)]. Districts are responsible for collecting school-based former ELL program descriptions, retaining their individual description of services and having it available for review upon request.

#### **School District Waiver CR Part 154 Professional Development Requirements Specific to English Language Learners (ELLs)**

- New York State school districts that have fewer than thirty (30) ELLs enrolled or in which ELLs make up less than five percent (5%) of the district's total student population as of October 1, 2015;
- According to CR Section 154-2.3(k) such districts may “seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements” and such request must include evidence that:
  - All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district's or BOCES' ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs, and that;
  - All bilingual and English to Speakers of Other Languages (ESOL) certified teachers receive training, sufficient to meet the needs of the district's ELLs, in 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 ELLs;
  - This waiver does not exempt districts from providing professional development sufficient to meet the needs of its ELLs. It exempts districts from the minimum number of professional development hours required by CR Part 154 (15% of total required for classroom pedagogues and 50% of total required for those with a certificate in ESOL or who hold a bilingual extension).

**Procedures for Screening, Identification, Determination of Services and Placement of all New Entrants and English Language Learners**

As part of the registration process all parents of new entrants are required to complete the Home Language Questionnaire contained in the registration package. The Registrar notifies an English Speakers of Other Languages (ESOL) Teacher of any student who may possibly be an English Language Learner (ELLs). A certified ESOL teacher conducts an informal oral interview with the new student, and then administers the New York State Identification Test for English Language Learners (NYSITELL) to determine if the student is of Limited English Proficiency (LEP). An Individual Interview (Attachment A) is conducted in English, and in the student's home language, with the student and parents or guardians. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and work samples determines the student's literacy and math level in his or her home language. Based on the parent or guardian's indicated preferred language, the interview must be conducted with a qualified translator provided by the school district. The NYSITELL serves as the approved means of initially identifying English Language Learners in New York State. The purpose of the NYSITELL is to assess the English language proficiency of new entrants whose home language is a language other than English, as indicated on their Home Language Questionnaire. It is used to determine whether or not the student is in need of English as a New Language services. Based on NYSITELL results, students are categorized into one of five proficiency levels (Entering, Emerging, Transitioning, Expanding, and Commanding), which determines the number of hours of services each student will receive. This identification is completed within two weeks of the ELL student's enrollment. Screening with NYSITELL is not necessary if the student's ELL status is available from his or her previous school and is based on an appropriate standardized test, such as NYSESLAT administered during a prior school year.

During the screening process, if a new entrant has an Individual Education Plan (IEP), a Language Proficiency Team (LPT) must assemble to determine if the student has second language acquisition needs. The LPT is comprised of ESOL, Speech and Special Education Teachers. If the LPT determines that the student with an IEP may have second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP. If the LPT determines that the student with an IEP does not have second language acquisition needs, the Director of Instruction and Staff Development is notified as are the parents or guardians. Within five days, of a final determination that the student will not take the NYSITELL, and thus not be designated as an ELL, the ESOL Teacher will notify the parents in writing, and advise them of their right to request a review. (Attachment B and C) The screening process for ELL Identification will then end. Interview notes, academic and assessment history, work samples, and record of LPT considerations are to be collected and maintained in each student's cumulative record.

### **Initial Identification**

Within 5 school days of a student being identified as an ELL, the student's parents or guardians are to receive written notice in their indicated preferred language (Attachment D). The parent letter must be kept in the student's cumulative record. This notification must include language that details the parents' right to seek a review of ELL identification determination, their child's English language proficiency level and information regarding a Parent Orientation session. Prior to an ELL's placement in an English as a New Language (ENL) program, parents will be scheduled for an orientation session with an ESOL Teacher in their indicated preferred language. The session must include information regarding New

York State Common Core Learning Standards (CCLS), assessments, school expectations for ELLs, and program goals and requirements for ENL programs. Orientation agendas and sign-in sheets must be maintained in district and school files. Students must be identified and placed in an appropriate ELL program within 10 school days of enrollment and parents must receive written notification of their child's ELL Program Placement (Attachment E).

### **Instructional Programs and Services**

The ENL program is planned and managed by the Director of Instruction and Staff Development through quarterly meetings with the ESOL Teachers. The District offers services in Stand-Alone and Integrated Co-Teacher units of study in accordance with the New York State Education Department requirements.

### **Required Assessments**

All ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) as an annual assessment of their English language progress and proficiency. Information from report card grades, other state assessment scores and teacher interviews are used to determine students' progress. The ESOL teacher meets continually with mainstream/content area teachers to discuss students' progress. The results of the NYSESLAT, other state assessments and overall academic progress are all examined to refine services to ELLs. ELL students are provided the appropriate support services such as reading, AIS, and RtI as needed to achieve and maintain academic progress. In addition, Commanding students are offered continued support by the ESL teacher and/or other appropriate support services. Parents receive an annual report detailing their child's results on the NYSESLAT with a description of their resulting proficiency with a recommendation of continuation or exiting of service (Attachments F and G).

**Professional Development**

The District works closely with our RBERN representatives. The RBERN staff provide training our ESOL teachers, ELA Coach, and ELA Content Coordinator on the administration of the NYSITELL, teaching strategies, instructional supports, and any concerns that need addressing. In additions to our ESOL teachers, we have an ELA coach and a Math Coach who attend many ESL professional development conferences. The Coaches incorporate their learning when turn-key training core content instructors in key concepts and promote explicit conversation regarding the needs of our ELL students. We belong to an ELL regional professional learning community. One of our ESOL teachers, as well as our ELA coach, attends this. We support our ESOL teachers in attending pertinent and valuable conferences. They, in turn, share information through daily contacts, electronic submissions, small group instruction, modeling, and large-scale district-wide trainings provided within our district at Superintendent Conference Days and after-hours time periods.



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## Attachment A

### ENL NEW ENTRANT PARENT AND STUDENT INTERVIEW AND ORIENTATION FORM

1. Student Name \_\_\_\_\_ 2. DOB \_\_\_\_\_

3. Native Language \_\_\_\_\_ 4. Grade \_\_\_\_\_

5. Parents Preferred Language \_\_\_\_\_ 6. Yrs ENL \_\_\_\_\_

7. Discussion Topics:



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## Attachment B

### LANGUAGE PROFICIENCY TEAM MEETING

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Primary Language: Classification: \_\_\_\_\_

In Attendance: \_\_\_\_\_  
\_\_\_\_\_

ESOL Teacher: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_

Speech Language Teacher: \_\_\_\_\_

#### Records Reviewed:

1. \_\_\_\_\_ 2. \_\_\_\_\_

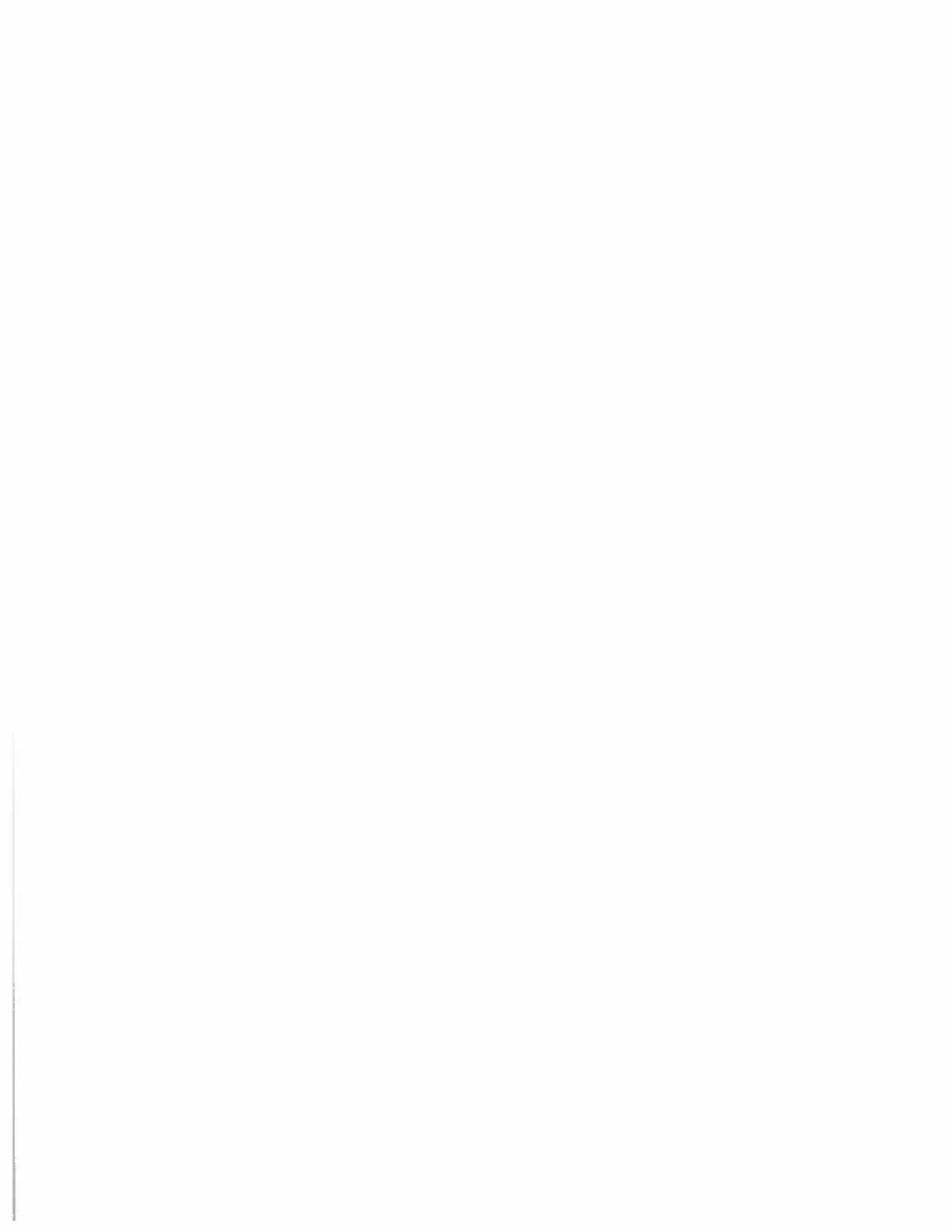
3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_

#### Determination:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copy to: Permanent Record,  
Office of Instruction



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

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

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

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

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

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

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

Please call the [ELL Parent Hotline at 1-800-469-8224](tel:1-800-469-8224), or email: [nysparenthotline@nyu.edu](mailto:nysparenthotline@nyu.edu)  
For more information visit:  
[www.p12.nysed.gov/biling](http://www.p12.nysed.gov/biling)  
or write to:  
New York State Education Department  
Office of Bilingual Education & World Languages  
55 Hanson Place, Room 594  
Brooklyn, NY 11217

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

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



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Date:

Attachment D

Dear Parents and/or Guardians:

Based on your response to the Home Language Questionnaire completed at registration and the results of an individual interview, your child was tested 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. The recommended level of program and placement is also included in this mailing. Your child's language proficiency level and definition are below.

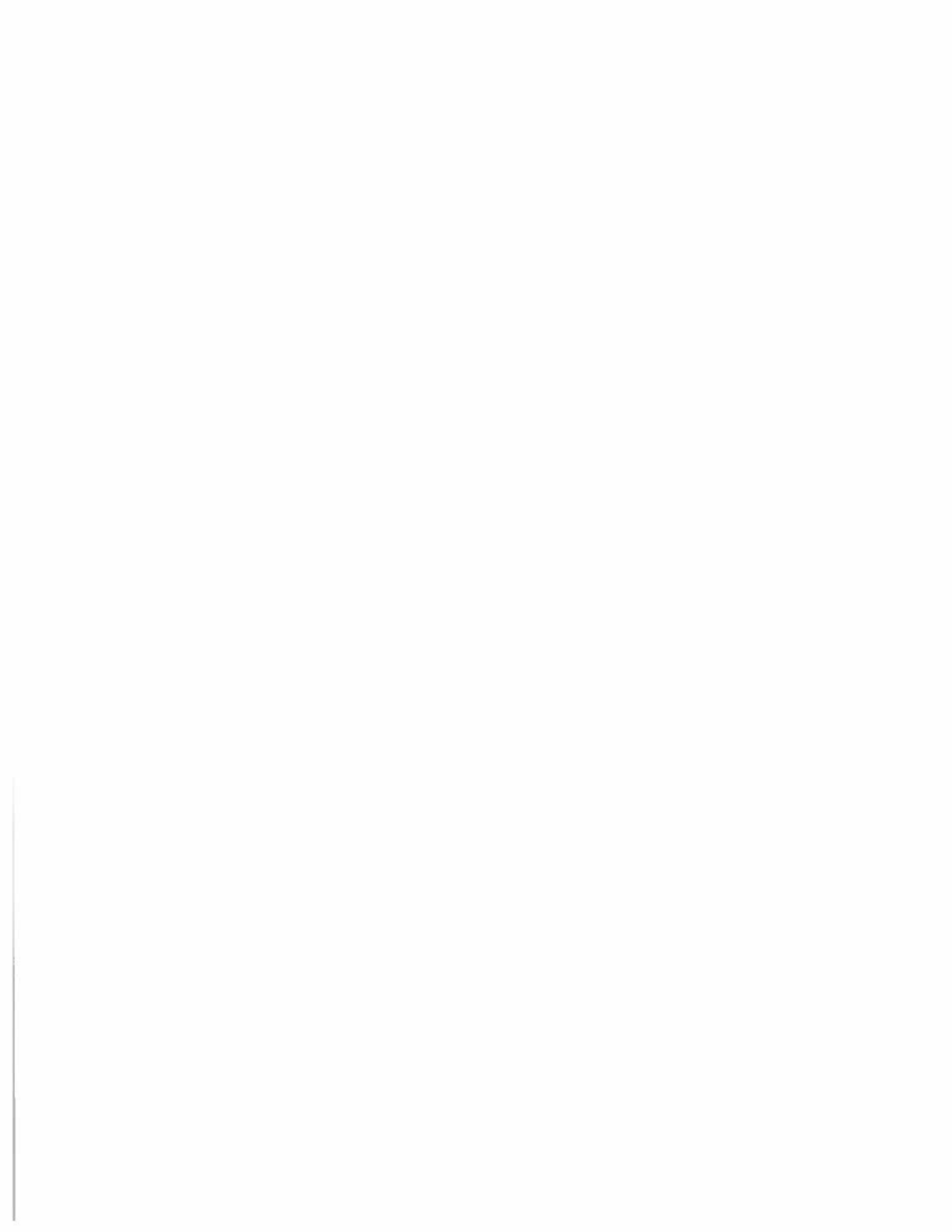
Level	Levels of Service	Description of English Language Proficiency Level
<input type="checkbox"/>	Entering (Beginning)	The student has great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demand necessary to demonstrate English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

It is important that you participate in the orientation session that is scheduled below. This is a required New York State orientation to the District, school, services and supports. Please contact me if this date is inconvenient or if you need a translator for meetings and your written communication translated. You will be asked to complete a questionnaire at the end of your orientation. The recommendation for services may be signed at the end of your orientation and will be maintained in District files. If you require additional support please do not hesitate to contact my office at \_\_\_\_\_.

## ORIENTATION DATE

The Parent Orientation will be held on \_\_\_\_\_ at \_\_\_\_\_ in the following location  
\_\_\_\_\_.

Sincerely,  
English Speakers of Other Language Teacher





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## Attachment E

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## PARENT RESPONSE FORM: PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

Student Name: \_\_\_\_\_ Student Date of Birth: \_\_\_\_\_

### Recommended Placement and Program for 2016-2017: Each Unit Equals 180 Minutes

X	Kindergarten Through Eighth Grade N.Y. State Required Levels of Service		
	Entering/Beginning	2 Units	1 Integrated/ 1 Stand Alone
	Emerging/Low Intermediate	2 Units	1 Integrated/ 5 Stand Alone/ 5 Flexible
	Transitioning/Intermediate	1 Unit	.5 Integrated/ 5 Flexible
	Expanding/Advanced	1 Unit	1 Integrated
	Commanding/Proficient	.5 Unit	.5 Flexible
Ninth Through Twelfth Grade N.Y. State Required Levels of Service			
	Entering/Beginning	3 Units	1 Integrated/ 1 Stand Alone/ 1 Flexible
	Emerging/Low Intermediate	2 Units	1 Integrated/ 5 Stand Alone/ 5 Flexible
	Transitioning/Intermediate	1 Unit	.5 Integrated/ 5 Flexible
	Expanding/Advanced	1 Unit	1 Integrated
	Commanding/Proficient	.5 Unit	.5 Flexible

I, the parent and/or guardian of \_\_\_\_\_ acknowledge receipt of the District's notification regarding my child's eligibility for an English Language Learner program. I elect the following option:

(Please check on box and return within ten days so the District may begin services)

- I understand the District's recommended placement.
- I do not understand the District's recommended placement and request a meeting with the ESOL Teacher and Director of Instruction and Staff Development.

Print Name \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

This form should be returned to Mrs. Sandra J. Gardner, Director of Instruction and Staff Development within ten days of receipt.



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518.325.2896

Frank Jause  
Assistant Athletic Director  
518.325.2897

Attachment F

Date:

Dear Parents and/or Guardians:

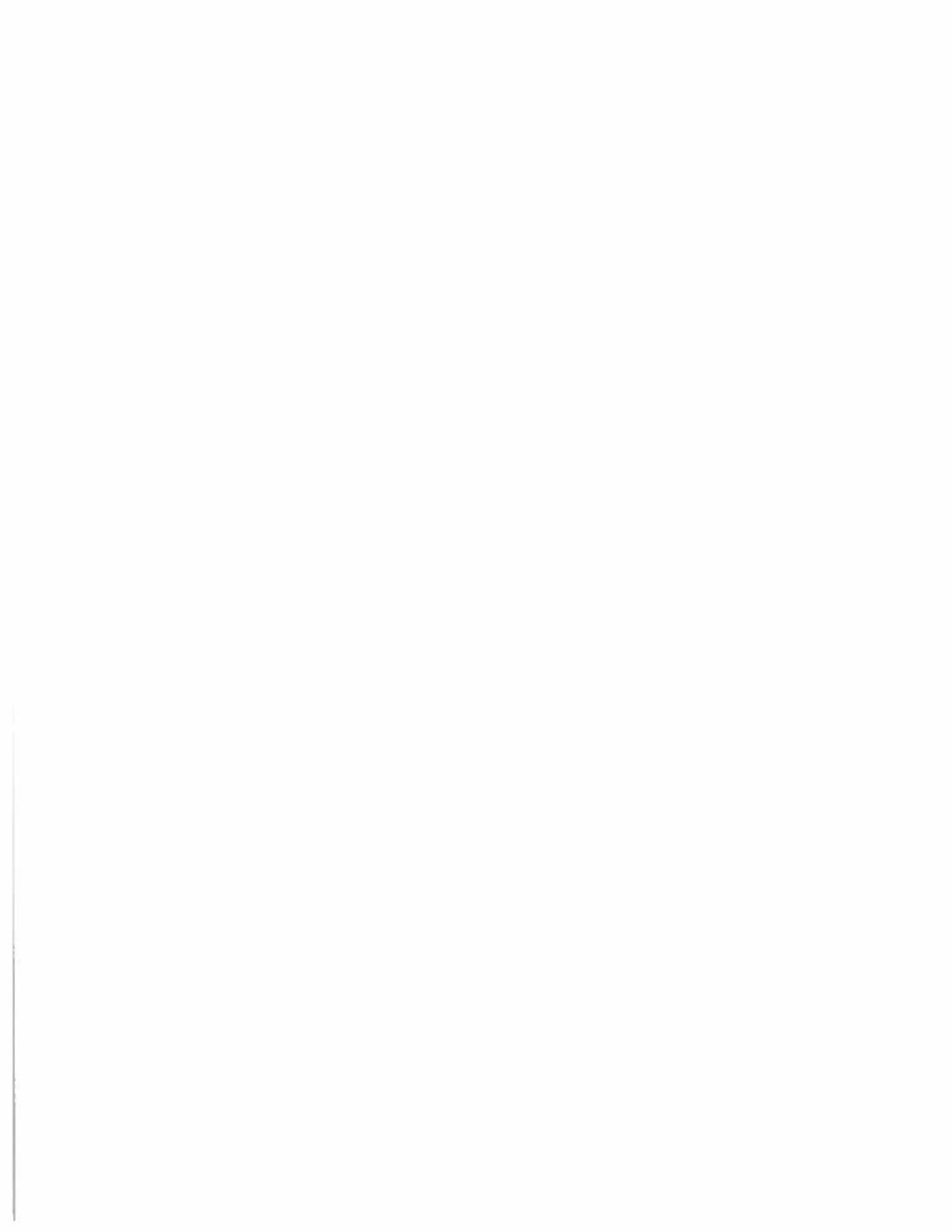
Your child's results on the 2015-2016 New York State English as a Second Language Achievement Test (NYSESLAT) are enclosed in this letter. A description of their resulting English Language Proficiency Level is below.

Level	Levels of Service	Description of English Language Proficiency Level
<input type="checkbox"/>	<b>Entering (Beginning)</b>	The student has great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demand necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	<b>Emerging (Low Intermediate)</b>	This 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 the English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	<b>Transitioning (Intermediate)</b>	This student shows some independence in advancing his or her academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
<input type="checkbox"/>	<b>Expanding (Advanced)</b>	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.

The recommended level of program and placement is also included in this mailing and requires your response. Please read the recommendation and return your response to my attention. If you require additional support please do not hesitate to contact my office.

Sincerely,

Sandra J. Gardner  
Director of Instruction and Staff Development



# TACONIC HILLS CENTRAL SCHOOL DISTRICT



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Business Manager  
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Angela Webster  
Athletic Director  
518.325.2896

Frank Jause  
Assistant Athletic Director  
518.325.2897

Attachment G

Date:

Dear Parents and/or Guardians:

As an English Language Learner (ELL), your child, participated in program. This spring your child was assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine his or her English language development and proficiency. This letter is to inform you that your child has exited ELL status by [check one]:

- Scoring at the Commanding level on the NYSESLAT
- Scoring at the Expanding level on the NYSESLAT and scoring level three or above on the Common Core English Language Arts Test Grades 3-8
- Scoring at the Expanding level on the NYSESLAT and scoring 65 or above on the English Regents Exam Based on these results, your child is now a Former ELL.

As a Former ELL, your child is entitled to receive at least two years of Former ELL services and two years of testing accommodations on New York State assessments. Your ESOL teacher will inform you in writing of the different services available for your child.

Sincerely,

Sandra J. Gardner  
Director of Instruction and Staff Development

