2016-2017
English Language Learner/ Multilingual Learner Education
Program Guidebook

Syracuse City School District
Office of English as a New Language and Bilingual Education
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Mission

The mission of the Syracuse City School District (SCSD) English as a New Language and Bilingual Education Department is to ensure that all English Language learners (ELLs)/Multilingual Learners (MLLs) will acquire and develop English language proficiency through the receipt of a rigorous curriculum, research-based teaching strategies and social/emotional supports that will provide integration into all school programs and services, and enhance adaptation skills and academic success; this will enable ELLs/MLLs to become part of the American culture, and will serve as a cornerstone for developing confident life-long learners who can actively contribute in their global world.

Vision

It is our vision that ELLs/MLLs understand, speak, read, and write English fluently and competently in order to succeed academically and socially in their classrooms, schools, and communities at large. The following guiding principles support our vision:

- ELLs/MLLs are held to the same high expectations of learning established for all students.
- ELLs/MLLs receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
- Individual needs are respected and accommodated through the use of various instructional methods fostering high academic achievement.
- ELLs/MLLs reach challenging content and performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health and physical education, consistent with those for all students.
- ELL/MLL students are proportionately represented in all school programs and services.
- The academic success of ELLs/MLLs is a responsibility shared by all educators, the family, and the community.

[1] In the state of New York, the term English language learner (ELL) is transitioning to Multilingual Learner (MLL). During this transition and throughout this document, the acronym ELL/MLL will be used.

Introduction

Approximately 3,200 students in Kindergarten through Grade 12, representing almost 75 different languages, are ELLs/MLLs in the Syracuse City School District (SCSD) which comprises nearly 16% of the district's total enrollment. State and federal statutes, as well as SCSD policies, provide the basis and structure for the ELL/MLL Education Programs in the SCSD that include the Dual Language Program, the English as a New Language (ENL) Program, and the Newcomer Language Academy. The goal of the instructional programs for ELLs/MLLs in the Syracuse City School District is to ensure that students acquire academic English language proficiency, achieve academically in English and are able to participate in age-appropriate academic content that is driven by the Common Core Learning Standards.

The Syracuse City School District English Language Learner/Multilingual Learner Education Program Guidebook was developed for administrators, teachers, central office staff, and the community as a reference for effectively implementing SCSD ELL/MLL Education Programs. The content of the guidebook provides an understanding of the Federal requirements and the New York State Office of Bilingual Education policies, guidelines and recommendations for providing services to language minority, immigrant and refugee students. In order to assist administrators and teachers in implementing ELL/MLL Education Programs in their schools, this guidebook has been designed to:

- Serve as a guide and reference tool to clarify policies and program requirements
- Offer administrators guidance in components of effective programs
- Offer teachers guidelines, policies, and program requirements
- Offer the community information regarding SCSD ELL/MLL Education Program policies, practices and requirements

Goals

Dual Language and Bilingual Program Goals

By helping ELLs/MLLs and native English speakers achieve high standards in English and another language, dual language programs are an effective model for schools to achieve the goals outlined in the SCSD mission and vision statements. Dual language programs include both English Language Learners who are native speakers of the partner language and native English speakers who serve as language models for each other as students together learn two languages. Bilingual programs are solely for ELLs/MLLs and have similar goals as dual language programs. Goals for dual language and bilingual programs:

- Provide Emerging Bilingual Students the opportunity to reach a high level of academic achievement in both languages.
- Develop Native Language Proficiency and English Language Proficiency in order to promote bilingualism and biliteracy as students move through the grade levels.
- Develop positive cross cultural attitudes, multicultural and linguistic awareness to foster biculturalism.

English as a New Language (ENL) Program Goals

In the state of New York, the term English as a Second Language (ESL) has transitioned to become English as a New Language (ENL). ENL will be the new term used in SCSD and throughout this document.

The goals of the ENL program are for English Language Learners to develop full English language proficiency, while simultaneously developing a high level of academic achievement in English, through the use of ENL techniques and strategies. English as a New Language instruction is designed to develop skills in listening, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the student's age, grade level and English language skills.

Policies

The following provides a brief description of the policies that constitute the basis and structure for the Syracuse City School District's ELL/MLL Education Programs.

Federal Policies

1. Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq. E VI OF THE CIVIL U.S.C. 0D ET SEQ.

Title VI was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal assistance. **http://www.justice.gov/crt/about/cor/coord/titlevistat.php**

2. Lau v. Nichols 414 U.S. 563 (1974).

The U.S. Supreme Court affirmed the need for school districts to take steps to help Limited-English Proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs. **http://www.nabe.org/Resources/Documents/Advocacy%20page/LauvNichols.pdf**

3. Castañeda v. Pickard 648 F.2d 989 (5th Cir., 1981).

Castañeda requires programs that educate children with limited English proficiency to be:

- based on a sound educational theory
- adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- periodically evaluated and, if necessary, revised

4. Plyler v. Doe, 457 U.S. 202 (1982).

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status.

5. Every Student Succeeds Act ESSA of 2015 – Title III, Language Instruction for English Learners and Immigrant Students

Passed by Congress in 2015, ESSA is the latest reauthorization of the 1965 Elementary and Secondary Education Act (ESEA). Title III, relates specifically to language instruction for English learners and immigrant students.

6. Equal Access

Federal law mandates that ELLs/MLLs "may participate in all federal or other programs available within the school for which they qualify. Collaboration among programs to provide services to students should maximize the benefits to the students. Students must have access to and should be encouraged to participate in all aspects of the academic and extracurricular opportunities available in the district."

New York State Policies

New York State Commissioner's Regulation - CR Part 154

Commissioner's Regulation Part 154 establishes standards for the education of ELL/MLL students and assures that such pupils are provided opportunities to achieve the same educational goals and standards as the general student population. In accordance with the provisions of this Part, each school district shall provide pupils with limited English proficiency equal access to all school programs and services offered by the district commensurate with their ages and grade level, including access to programs required for graduation:
http://p1232.nysed.gov/biling/bilinged/documents/PART154RegAmendment8-2007Final_1.pdf

On November 17, 2014, the Board of Regents adopted the Department's proposal of Subpart 154-3 of the Regulations of the Commissioner of Education. This Subpart relates to the establishment of criteria for determining whether a student with a disability shall take the statewide English language proficiency identification, effective December 3, 2014. This is available at the link below:
http://www.regents.nysed.gov/common/regents/files/914p12d8.pdf

Syracuse City School District (SCSD) Policies

Policy #4326 - Limited English Proficiency Instruction. October 16, 2002

The Board of Education believes that students, who by reason of foreign birth or ancestry have limited English proficiency, will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The District will therefore make every effort to ensure that limited English proficient (LEP) students are provided with an appropriate program of bilingual education or freestanding English as a Second Language Program.

Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that LEP students are:

- Diagnostically screened for limited English proficiency, in accordance with Part 117 of the Commissioner's Regulations. Those students who according to their scores are identified as LEP will be annually evaluated. Included in the evaluation shall be each student's performance in the content areas to measure academic progress;
- Assured of access to appropriate instructional and support services, including guidance programs; and
- Assured of having equal opportunities to participate in all school programs and extracurricular activities as non-LEP students.

The Superintendent shall be responsible for ensuring that the Commissioner is provided with all information required under the Commissioner's Regulations and that the district provides appropriate school-related information to the parents of LEP students in English, or when necessary, in the language they understand. In addition, the Superintendent shall ensure that all teachers employed for any bilingual and/or ESL program are properly certified in accordance with the Commissioner's Regulation.

[2] The dual language program is one of the bilingual education programs meeting state and local requirements.

English Language Learners (ELLs)/ Multilingual Learners (MLLs)

ELLs/MLLs are students who speak a language other than English at home and in school, and testing indicates these students have some limitations in their English language proficiency, whether it is speaking, listening, reading, writing, or a combination of two or more. Other terms are often times used interchangeably with ELLs/MLLs are *Limited English Proficient* (LEP) and *English as a Second Language* (ESL) student. ELL is the preferred term in most of the literature, because of the negative connotation seen in LEP. The state of New York is transitioning to use Multilingual Learner (MLL) in place of ELL, and during this transition, ELL/MLL is used in SCSD and throughout this document.

ELLs/MLLs are a highly heterogeneous and complex group of students, with diverse gifts, educational needs, backgrounds, languages, and goals. Some ELL/MLL students come from homes in which no English is spoken, while some come from homes where English may be spoken in addition to their native language or possibly multiple languages. ELL/MLL students may have a deep sense of their non-U.S. culture, a strong sense of multiple cultures, or identify only with U.S. culture. Some ELL/MLL students live in cultural enclaves while their fellow ELL/MLL students are surrounded by non-ELL/MLL families, while some ELL/MLL students' families have lived in the U.S. for over a generation.

New learners of English are often overwhelmed by the language and culture of a new school setting. Most students entering public schools from other countries have acquired the ability to think, speak and reason in their home languages however, they arrive with various levels of education and life experiences.

All ELL/MLL students are learning English at the same time they are learning content, and each ELL/MLL student falls at a different point on the spectrums of experiences described above. There is no one single comprehensive profile for an ELL/MLL student, nor is one single response adequate to meet their educational goals and needs. These factors, along with differences in learning styles and physical, social and intellectual abilities, affect the students' progress in learning and must be considered in the design and delivery of their instructional programs.

New York State Limited Proficient Identification Process

School districts are required to implement an identification process to determine if a student is an English Language Learner when a student initially enrolls or reenters in a New York State (NYS) public school. The identification process must commence no later than the date of the student's initial enrollment or reentry in a NYS district. The process must be completed and a determination made within 10 school days of initial enrollment or reentry into a NYS public school.

The NYS Identification flowchart can be found on this link:
http://www.p12.nysed.gov/biling/docs/ELLIDCHARTrev.pdf

New York State Identification Tool for English Language Learners (NYSITELL)

The New York State Identification Tool for English Language Learners (NYSITELL) was developed by The New York State Education Department (NYSED) and adopted by NYSED to identify those incoming students who may be eligible for bilingual education or ENL services. All incoming students who live in a home where a language other than English is spoken, as confirmed by the Home Language Questionnaire (HLQ), are tested with the NYSITELL upon admission to a public school. A score below the designated cut score for the child determines eligibility for ENL or bilingual

services. The NYSITELL is administered only once to each incoming student. After placement into either a bilingual or ENL classroom, achievement in the English language is measured annually with the New York State English as a Second Language Achievement Test (NYSESLAT), as described in the assessment component of this guidebook.

SCSD Student Registration Procedures

Central Registration Center (CRC): Screening, Identification, and Placement Overview

The SCSD Central Registration Center (CRC), located at 1005 W. Fayette Street, 4th floor, provides a streamlined student registration process in one location. An initial language assessment is given for all students enrolling into the SCSD, the Home Language Questionnaire (HLQ). CR Part 154 requires school districts to ascertain the primary language of every student in order to ensure that every non-native speaker of English is correctly identified. When a student enrolls in the school district, and identifies a language other than English to one or more of the questions in the student language information section, the student is considered to have a primary language other than English. An interview is then conducted with interpreter support and the language assessor then administers the NYSITELL, as prescribed by Commissioner's Regulations Part 117 and Part 154.

ELL/MLL students are placed in a grade level that is age-appropriate (high school placements are based on credit attribution after careful transcript evaluation). The CRC staff communicates with the ENL/Bilingual and World Languages Education Office to ensure appropriate placement of students in schools with bilingual and/or English as a New Language (ENL) services. The SCSD CRC provides parents with orientation information, which is available in several home languages.

Registration Procedures

1. All new students must register at the **SCSD Central Registration Center (CRC)** to complete the registration process. Families that arrive directly at schools are referred to the CRC.
2. At the CRC, all parents are given the **Home Language Questionnaire** to complete in their preferred language. The HLQ is completed for each new student enrolling in SCSD. The HLQ can be found at **http://www.p12.nysed.gov/biling/docs/HLQ_English_1.6.16.pdf**.
3. If responses to the **HLQ** indicate that **a language other than English** is spoken in the home or by the student:
   - An oral interview with the student and the parent(s)/guardian(s) is conducted.
   - Refer to CR Part 154-3 procedures if student has an IEP. (Students with IEP will be referred to the Language Proficiency Team (LPT) to determine if the student with an IEP may have second language acquisition needs, and the LPT will determine whether the student should take the NYSITELL).
   - The New York State Identification Test for English Language Learners **(NYSITELL)** is administered to the student to determine the English language proficiency (ELP) level. If the student has an IEP, CR Part 154-3 procedures are followed to determine if the student should take the NYSITELL with or without accommodations or should take an alternate assessment. If the student is determined to be English proficient, the student is enrolled according to standard procedures for non-ELLs.
   - The student's records and transcripts are reviewed for credit verification and grade placement, and language proficiency assessment results are analyzed.
   - If after a review of the student's records, the student is identified as a potential Student with Interrupted/Inconsistent

Formal Education (SIFE). The student will be administered the pending **NYSED SIFE Questionnaire and Diagnostic Tool** to determine SIFE status.

- Parents are informed of student's ELL/MLL status (and SIFE status, if applicable) and counseled about program options for which their student is eligible (e.g., dual language program [Seymour Dual Language Academy or Delaware Primary Dual Language program], bilingual education program, or English as a New Language [ENL] program). Eligibility factors for dual language and bilingual education programs include age, grade level, English proficiency and Spanish proficiency levels. Bilingual education programs (including dual language programs) are the default program placement, unless parents specifically request an ENL program.
- If parents request the dual language program (Seymour Dual Language Academy or Delaware Primary Dual Language Program) or a bilingual education program, SCSD staff reviews availability for placement.
- If space is available, the registration process is completed and parents are provided with orientation materials in their preferred language. The family is referred to the dual language program [Seymour Dual Language Academy or Delaware Primary Dual Language Program] or a bilingual education program and the student enrolls in school.
- If the dual language program or the bilingual education program request is denied, and there is availability in the other program (dual language or bilingual education) the parents are informed and they may select to have the student enroll in the other program. If there is not availability in either the dual language or bilingual education program, the family is referred to the closest school offering an ENL program that has availability. The parents are provided with orientation materials in their preferred language. The family is referred to the appropriate school and the student is enrolled in the school.
- If parents opt-out of a dual language or bilingual program and request an ENL program, the registration process is completed and parents are provided with orientation materials in their preferred language. The family is referred to the closest school offering an ENL program that has availability, and the student is enrolled in school.

In summary, Figure 1 is a representative of the screening, identification, and placement processes in the district's Central Registration Center. Appendix A provides the registration phases in detail.

Maintaining ELL Student Records

Districts are required to maintain documentation that demonstrates compliance with Federal and State regulations. ELL students' folders must ensure that records are easily accessible by teachers and administrators at the school and district levels. The ENL cumulative folder should contain the minimum:

- Completed and signed Home Language Questionnaire
- Results of the NYSITELL
- All parent notifications
- Parent meetings
- Communication with parents in a language they understand

Note: ELL student records are auditable by the Office of Bilingual Education.

[3] * Students with Interrupted/Inconsistent Formal Education (SIFE) are defined in the following way in **CR-154-2** : (y) Students with Inconsistent/Interrupted Formal Education shall mean English Language Learners 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 Math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia). (CR-154-2, p.26).

Figure 1: Screening, Identification, and Placement

STEP 1: SCREENING

1a **Screening- Home Language Questionnaire:** Online application is completed and the Home Language Questionnaire (HLQ) is reviewed, which is to be maintained in each student's cumulative record. Immunization records are reviewed.

HLQ indicates student's home or primary language is other than English- Continue to Step 1b

OR

HLQ indicates student's home or primary language is English- STOP Student is not an ELL

STEP 2: INITIAL IDENTIFICATION

2a **Initial Identification- Individual Interview:** An interview is conducted in English and in the student's home language by qualified personnel.

Results of the interview confirm the student's home language and educational background that may assist with Interrupted Formal Education SIFE determination

OR

Results of the interview indicate that the student's home or primary language is English- STOP Student is not an ELL

2b **Initial Identification- Assessment:** Qualified personnel administer the statewide English language proficiency identification assessment, the NYSITELL. Copies of NYSITELL score sheets must be maintained in each student's cumulative record.

Student demonstrates proficiency at one of the following levels:
Entering, Emerging, Transitioning, or Expanding- Student is an ELL

OR

Student demonstrates English language proficiency at the Commanding level- STOP Student is not an ELL

2c **Initial Identification- Determination of ELL student with Interrupted Formal Education (SIFE):** Qualified personnel administer the SIFE questionnaire and diagnostic tool to determine SIFE status.

Designated as SIFE: interview notes, academic and assessment history are collected and maintained in student's cumulative folder.

OR

Not designated as SIFE: interview notes, academic and assessment history are collected and maintained in student's cumulative folder.

2d **Initial Identification- Parent Notification:** The notification letter indicating the student's proficiency level and Bilingual or ENL services provided must be maintained in the student's cumulative folder.

Parents/guardians receive written notice in their indicated preferred language of the child's English language proficiency level and information regarding the Parent Orientation session.

STEP 3: ELL PROGRAM PLACEMENT

3 **ELL Program Placement:** Students are identified and placed in an appropriate ELL program within 10 school days of enrollment. Bilingual education is the default ELL instructional program placement.

Parent Notification and Agreement of ELL Program Placement: Bilingual education is the default ELL program placement. Parents receive written notification of their child's ELL Program Placement.

New York State Education Department Language Proficiency Levels

The New York State Education Department (NYSED) Commissioner's Regulations, Part 154 identifies levels of English proficiency for ELLs/MLLs. Students' levels of proficiency are initially determined through the NYSITELL (New York State Identification Test for English Language Learners), which is administered to an incoming student upon entry into the school system. Progress in learning English as a second/new language is measured each spring by the NYSESLAT (New York State English as a Second Language Achievement Test). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit the ENL or bilingual program.

In 2015-16, there was a transition from the three previous English language proficiency (ELP) levels (Beginning, Intermediate and Advanced) to five ELP levels in New York State. Figure 2 and 3 on the following pages show the correlation of the three previous levels (in parentheses) to the five new levels of English language proficiency (Entering, Emerging, Transitioning, Expanding, and Commanding) and also delineate the required amount of ENL instructional time per new level.

Five Levels of Language Proficiency

The use of five levels reflects the complexity of language development and allows the tracking of student progress across grade levels within the same scale. The five levels of language proficiency reflect characteristics of language performance at each developmental stage. The language proficiency levels are intended to highlight and provide a model of the process of language acquisition.

Level 1 – Entering
Students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and they begin to use English spontaneously.

At the earliest stage, these learners construct meaning from text primarily through illustrations, graphs, maps, and tables.

Level 2-Emerging
Students can understand phrases and short sentences. They can communicate limited information in simple every day and routine situations by using memorized phrases, groups of words, and formulae. They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present that often hinder communication.

Level 3-Transitioning
Students understand more complex speech but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. Proficiency in reading may vary considerably. Students are most successful constructing meaning from texts for which they have background knowledge upon which to build.

Level 4-Expanding
Students' language skills are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts. Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract or has multiple meanings. They can read independently but may have

occasional comprehension problems, especially when processing grade-level information.

Level 5-Commanding
Students can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts. They are poised to function in an environment with native speaking peers with minimal language support or guidance. Students have a good command of technical and academic vocabulary as well of idiomatic expressions and colloquialisms. They can produce clear, smoothly flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur.

CR- Subpart 154-2, delineates the following new NYSED English Language Proficiency Levels and required instruction effective for the 2015-16 school year:

(1) English as New Language K-8. Each school district shall provide an English as a New Language program in grades K-8, based on a student's English language proficiency level, as identified by the statewide English language proficiency identification assessment or the annual English language proficiency assessment, as follows:

(i) Beginner/Entering: Students shall receive at least two units of study or its equivalent of English as a New Language instruction. At least one unit of study or its equivalent shall be Stand-alone English as a New Language instruction and at least one unit of study or its equivalent shall be Integrated English as a New Language and English Language Arts instruction.

(ii) Low Intermediate/Emerging: Students shall receive at least two units of study or its equivalent of English as New Language instruction. At least one half of a unit of study or its equivalent shall be in Stand-alone English as a New Language, at least one unit of study or its equivalent shall be Integrated English as a New Language and English Language Arts instruction, and one half of a unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as a New Language instruction.

(iii) Intermediate/Transitioning: Students shall receive at least one unit of study or its equivalent of English as a New Language. At least one half of a unit of study or its equivalent shall be in Integrated English as a New Language and English Language Arts instruction, and at least one half of a unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as a New Language instruction.

(iv) Advanced/Expanding: Students shall receive at least one unit of study or its equivalent of Integrated English as a New Language and English Language Arts or another content area.

(v) Proficient/Commanding: 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 and 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.

Figure 2: SCSD Recommended ENL Units of Study Grades K-8 by English Proficiency Level

	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (minimum)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	.5 unit of study per week Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)		
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	.5 unit of study in ENL/ELA/Content Area (90 min.)
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	90 minutes per week
STAFFING/ PERSONNEL	**STAND-ALONE ESL/ENL** K-12 Certified ESOL Teacher		**INTEGRATED ESL/ENL- 1 DUALLY CERTIFIED TEACHER** ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications **INTEGRATED ESL/ENL- 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)** A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two continuous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

2) English as a New Language 9-12. Each school district shall, provide an English as a New Language program in grades 9-12, based on a student's English language proficiency level, as identified by the statewide English language proficiency identification assessment or the annual English language proficiency assessment, as follows:

(i) Beginner/Entering: Students shall receive at least three units of study or its equivalent of English as a New Language instruction. At least one unit of study or its equivalent shall be Stand-alone English as a New Language instruction; at least one unit of study or its equivalent shall be Integrated English as a New Language and English Language Arts; and one unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as a New Language instruction. A student shall earn one unit of English Language Arts credit for successful completion an Integrated English as a New Language and English Language Arts unit of study, one unit of credit in the content area for successful completion of each Integrated English as a New Language unit of study; and one unit of elective credit for successful completion of a second Stand-alone English as a New Language unit of study.

(ii) Low Intermediate/Emerging: Students shall receive at least two units of study or its equivalent of English as a New Language instruction. At least one half of a unit of study or its equivalent shall be in Stand-alone English as a New Language, at least one unit of study or its equivalent shall be Integrated English as a New Language and English Language Arts instruction, and one half of a unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as New Language instruction. A student shall earn one unit of English Language Arts credit for successful completion of Integrated English as New Language and English Language Arts unit of study or one unit of credit in the content area for successful completion of an Integrated English as a New Language unit of study, or one unit of elective credit for successful completion of Stand-alone English as a New Language unit of study.

(iii) Intermediate/Transitioning: Students shall receive at least one unit of study or its equivalent of English as a New Language Instruction. At least one half of a unit of study or its equivalent shall be in Integrated English as a New Language instruction and at least one half of a unit of study or its equivalent shall be either Integrated English as a New Language instruction or Stand-alone English as a New Language instruction. A student shall earn one unit of English Language Arts credit for successful completion of Integrated English as New Language and English Language Arts unit of study or one unit of credit in the content area for successful completion of an Integrated English as a New Language unit of study, or one unit of elective credit for successful completion of Stand-alone English as a New Language unit of study.

(iv) Advanced/Expanding: Students shall receive at least one unit of study or its equivalent of Integrated English as New Language instruction. A student shall earn one unit of credit in a content area for successful completion of the Integrated English as a New Language unit of study in a content area other than English Language Arts.

(v) Proficient/Commanding: For at least two school years following the school year in which a student is exited from English Language Learner status, as prescribed

in 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 or such other services that monitor and support their 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.

(CR-Subpart 154- 2, pgs. 42-46.)

Figure 3: SCSD Recommended ENL Units of Study Grades 9-12 by English Proficiency Level

	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (minimum)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	.5 unit of study per week Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	2 units of study in ENL (360 min.)	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)		
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	.5 unit of study in ELA/Content Area (90 min.)
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	90 minutes per week
AWARDING CREDITS	**STAND-ALONE ENL** Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		**INTEGRATED ENL** Content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	**STAND-ALONE ENL** K-12 Certified ESOL Teacher		**INTEGRATED ENL- 1 DUALLY CERTIFIED TEACHER** ESOL or Content Area (7-12) who holds both certifications **INTEGRATED ENL- 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)** A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two continuous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

ELL/MLL Students with Interrupted Formal Education (SIFE)

Students with inconsistent/Interrupted Formal Education shall mean English Language Learners who have attended schools in the United States (the 50 States and the District 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 Math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

(CR-Subpart 154- 2, pg. 26)
The early identification of ELLs/MLLs with interrupted formal education is essential, as they represent an at-risk population. Schools must begin to collect and disaggregate data including such variables as age of arrival, mobility, years of schooling at time of arrival, and breadth and scope of content learned in both the native country and the United States. As these students are highly heterogeneous, multiple and varied interventions may be required.

Transcript Analysis

The guidance counselors in their respective schools review all entering students' transcripts. Assistance with translations may be necessary. The guidance counselor does the awarding of credit after analyzing prior documented coursework.

ELL/MLL Education Program Models

The New York State Education Department (NYSED) requires that ELLs/MLLs be identified (as outlined in the **SCSD Registration Procedures** section of this guidebook) and provided appropriate services. The following excerpt from Commissioner's Regulations (CR) Subpart 154-2 (effective October 1, 2014) describes this requirement for services.

Services for English Language Learners for Programs Operated in the 2015-16 School Year and Thereafter

154-2.1 Scope of Subpart and applicability.
(a) The purpose of this Subpart is to establish standards for school districts having students with limited English proficiency (hereinafter, "English Language Learners") to assure that such students are provided opportunities to achieve the same educational goals and standards that have been established by the Board of Regents for all students. In accordance with the provisions of this Part, each school district shall provide English Language Learners equal access to all school programs and services offered by the school district, commensurate with the student's age and grade level, including access to programs required for graduation. In addition, in accordance with this Part, each school district shall provide English Language Learners with **Bilingual Education** or **English as a New Language** (formerly, English as a Second Language) programs. The provisions of this Subpart shall apply to programs operated beginning with the 2015-2016 school year, except as otherwise provided in this Part (CR -Subpart 154-2, p.20).

CR-Subpart 154-2 defines a bilingual education program in the following way:
(b) Bilingual Education program shall mean 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 (including all bilingual content areas, i.e. math, science, and social studies, depending on the Bilingual Education program model and the student's level of English language development, but must at a minimum include at least two bilingual core content areas, i.e. math, science, and social studies) (**CR-Subpart 154-2, p.21**).

Current research describes three major types of research-based bilingual education programs that meet the NYSED bilingual education requirements for school districts (Faulkner-Bond et al., 2012).

The following section provides descriptions of each of these three types of bilingual education programs (dual language, developmental bilingual education and transitional bilingual education).

Types of Research-Based Bilingual Education Models

Dual language programs (also referred to as Two-Way immersion [TWI] or dual immersion programs): Dual language programs enroll equal populations of ELLs/MLLs and non-ELLs/MLLs and instruct both groups in English and the non-English partner language. The goals of the program are academic achievement, bilingualism, biliteracy and biculturalism. Programs follow either a 50:50 model or a 90:10 model (which ultimately transitions to 50:50) and may balance languages by dividing instructional time according to content area, class period, instructor, day, week, unit or semester. Each group of students acquires language and content–area knowledge in their own language as well as in the partner language.

Developmental bilingual education (DBE) programs (also referred to as late-exit bilingual or maintenance bilingual): Developmental bilingual education programs are generally programs only for ELLs/MLLs. These programs offer a balance of instruction in the non-English language and English with goals of academic achievement, bilingualism and biliteracy. Programs follow either a 50:50 model or a 90:10 model (which ultimately transitions to 50:50) and may balance languages by dividing instructional time according to content area, class period, instructor, day, week, unit or semester. Students acquire language and content-area knowledge in English and the non-English language.

Transitional bilingual education (TBE) programs (also referred to as early-exit bilingual): Transitional bilingual education programs are programs for ELLs/MLLs that begin using the students' first language and make an incremental transition to an all English program. The goal of the program is academic achievement and development of English proficiency. The programs begin with instruction exclusively

or mostly in the students' first language and gradually more English is added until a complete transition to all English instruction is made in mid- to late elementary school.

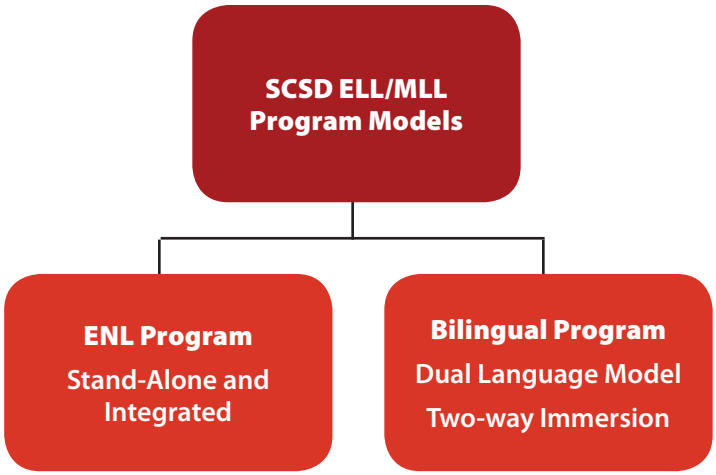
CR-Subpart 154-2 specifies that bilingual education is the default model provided to students. When parents refuse or opt-out of bilingual education services, **English as a New Language** (formerly English a Second Language) programs are provided. **CR-Subpart 154-2** defines English a New Language programs in the following way:

> (h) English as a New Language program shall mean a research-based program comprised of two components: a content area instructional component in English (including all core content, i.e. English language arts, math, science, or social studies) with home language supports and appropriate scaffolds, and an English language development component

(Stand-alone and/or Integrated English as a New Language) (**CR-Subpart 154-2, p. 22**).

Each school with an enrollment of 20 or more limited English proficient students, in any language classification, in the same grade level district-wide, is offered a Bilingual Education Program. Parents can elect to have their children placed in a bilingual program established in the district with ENL services, or they can have their children receive ENL services only from a Stand-Alone program. Parents are advised that they may elect to withdraw their child form participation in an instructional bilingual education program, but they cannot elect to withdraw their child from ENL services. Figure 4 depicts the ELL/MLL program models in the Syracuse City School District.

Figure 4: SCSD ELL/MLL Program Models



Dual Language Program Model

The designated model for **dual language programs** in SCSD schools is the 50:50 model. With the 50:50 model, students receive 50% of their instruction in English and 50% in the partner language. Reading instruction varies among programs. In some instances, students learn first to read in their home language, and in some instances reading is taught in both languages simultaneously (Lindholm-Leary, 2012).

Characteristics of Exemplary Dual Language Programs

There is tremendous consistency between characteristics of exemplary dual language programs and the instructional practices used in effective mainstream schools and classrooms (Lindholm-Leary, 2005). Effective practices are described as those that support students' academic achievement, language proficiency development, school attendance, and motivation. In addition to general practices of effective instruction, there are also some key considerations

for dual language programs. The characteristics that apply to all programs are; having a vision, assessment and accountability, curriculum and instruction, and staff quality and professional development.

Dual Language Program Scheduling

In the dual language program model, native-English speaking students and students who are native speakers of the partner language serve as peer language models for each other as the students together learn two languages. In an ideal setting, classrooms should be composed of an equal 50:50 ratio of native English speakers and native speakers of the partner language. While the 50:50 ratio is ideal, it is sometimes not feasible in certain school communities, and in those cases, a ratio of up to 70:30 (or approximately 2:1) of native speakers of each language is recommended as the minimum balance required to have enough second language peers in a class to stimulate the second language acquisition process effectively (Gomez, Freeman & Freeman, 2005; Lindholm-Leary, 2005; Rosado, 2005; Torres-Guzman et al., 2005; Paciotto & Delany-Barmann, 2011).

Dual language programs must plan carefully so that only one language is used at a time, however, how language use is scheduled can vary by content area, time, day or even week (Torres-Guzman et al., 2005). Research studies have found that while the language used to teach each of the content areas may vary, programs can be effective if there is quality instruction and fidelity of implementation of the chosen model (Gomez, Freeman & Freeman, 2005; Lindholm-Leary, 2005).

Curriculum and Instructional Materials

The dual language program uses the SCSD CCLS-aligned ELA Curriculum and Envision Math. Instructional materials from the American Reading Company provide a literacy-based program that provides thematic content for science and social studies in both English and Spanish.

Dual Language Program Assessments

Effective dual language programs use assessment measures that are aligned with and include accountability for bilingual and biliteracy goals and utilize multiple measures in both languages to assess students' progress toward meeting those goals (Howard et al., 2007; Lindholm-Leary, 2005; Lindholm-Leary, 2012). Effective schools use assessment measures that are aligned with the school's (1) vision and goals and (2) appropriate curriculum and related standards (Lindholm-Leary, 2005). To do this effectively, assessment measures need to be aligned with current curriculum standards and be provided in the languages of instruction. Assessments should be carried out in consistent and systematic ways, and results should be used for accountability measures and also used to monitor students' progress over time.

Biliteracy is one of the goals of dual language programs, and therefore assessment of literacy skills in the partner language, as well as in English, needs to be included in monitoring students' progress. Appropriate expectations based on second language acquisition research need to be set for students taught and tested in two languages. Dual language programs require the use of multiple measures in both languages to assess students' progress toward meeting bilingual and biliteracy goals along with curricular and content-related goals (Lindholm-Leary, 2005; Howard, et al., 2007).

New York State Assessments in Languages Other Than English

The New York State Department of Education (NYSED) does not provide any translated editions of the Grades 3-8 English Language Arts Tests, as these tests measure a student's understanding of the English language. NYSED does provide Spanish, Haitian Creole, Chinese (traditional), Korean, and Russian editions of the Grades 3-8 Mathematics Tests, and Spanish, Haitian Creole, and Chinese (traditional) editions of the Grade 4 Elementary-Level Science Test for English language learners. Information about the translated version of these tests is provided in

the *New York State Testing Program Common Core English Language Arts and Mathematics Tests School Administrator's Manual Grades 3–8 2016*, on page 9 and in Appendix F, at the link: **http://www.p12.nysed.gov/assessment/english/ela-ei.html**

NYSED also provides Regents high school examinations in a language other than English. Information about these tests is provided at the link below:
http://www.p12.nysed.gov/assessment/sam/secondary/section2.html#admin-ell

Vertical Articulation to Secondary Programs

Current research suggests that dual language programs lead to higher student outcomes when they are provided to the participating students for at least 6 years (Howard, et. al., 2007). This is the average amount of time required to reach native-like proficiency and grade-level achievement, as confirmed by several evaluation studies on immersion and bilingual programs (Lindholm-Leary & Borsato, 2006; Saunders & O'Brien, 2006).

To continue to develop and expand students' bilingualism and biliteracy and to provide them with college and career readiness skills, it is important to provide relevant course offerings at the secondary level that are vertically articulated with dual language programs at the elementary level. Continuing to develop bilingualism and biliteracy skills at the secondary level can prepare students with the skills, knowledge and level of proficiency necessary to use two languages in higher education and career opportunities.

SCSD is developing middle school course offerings that will be available to students who wish to continue their language studies after completion of the elementary dual language program. These courses will be vertically articulated so that they build upon the skills the student have developed at the elementary level and provide a seamless transition to relevant language courses at the high school level.

SCSD Elementary Seal of Biliteracy

SCSD is exploring the creation of an **Elementary Seal of Biliteracy** that could be awarded to students successfully completing an elementary dual language program. This seal would recognize the students' efforts and accomplishments in the dual language program and serve as an intermediate milestone and additional incentive for students to continue their language education at the secondary level to work toward receiving a high school Seal of Biliteracy on their diploma.

More information about the NYS Seal of Biliteracy can be found on this link:
http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html

English as a New Language (ENL) Program Model

English as a New Language (ENL), also known as English as a Second Language (ESL), and "English for Speakers of Other Languages" (ESOL), is a specific discipline taught by certified ENL teachers where specific methodologies and instructional materials are used to allow students to learn English systematically and cumulatively. English as a New Language instruction is designed to develop skills in listening, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the student's age, grade level and English language skills. As per New York State Commissioner's Regulations (CR-Part 154), ENL instruction includes both content and a language arts instructional component. Explicit, intensive, and focused instruction in language arts is provided by ENL teachers that maximizes a student's academic language proficiency and reading comprehension. ELL/MLL students receive English as a New Language (ENL) instruction from the ENL teacher delivered to their stage of language development that facilitates and accelerates their language acquisition and develops cross-curricular academic skills.

ELL/MLL Instructional Models

The ENL program is built on the premise that all children can learn best in a language mode that is comprehensible. Limited English proficient students are provided the services they need in order to acquire English and participate fully in the total school curriculum and activities. Parent orientation sessions are given at each building to encourage parental participation. The models of ENL instruction currently in the SCSD is outlined in Figure 5.

Figure 5: Framework for English Language Development (ELD)

Stand-Alone
Direct Instruction for English Language Development ELD

Purpose: The purpose of Direct ELD Instruction is to provide systematic English Language Development that creates a solid language foundation.

- Learning objectives follow an ELD scope and sequence.
- Instruction is differentiated to the students' ELD proficiency levels (students are grouped by ELD proficiency levels, 1-2 levels).
- The student's increasing control over a wide variety of language functions, forms and vocabulary is the main instructional focus, even though the instruction is embedded in meaningful contexts. So, while objectives for both ELD and content are established, the ELD objectives dominate. All four domains are addressed – listening, speaking, reading & writing.
- Students' English language development is carefully monitored and assessed.
- Lesson includes:
  - Connections to student background, classroom instruction, home and world
  - Explicit, direct language instruction (language functions, forms & vocabulary)
  - Differentiation to meet the language acquisition needs of proficiency levels in the group
  - Use of collaborative learning strategies to increase ELL student talk & engagement with content
  - Assessment of ELD Objectives

Language complexity:	Vocabulary usage:	Language control:
• Grammatical structures • Amount of discourse • Organization and cohesion of ideas • Text structures	• Academic Language • Academic Discourse • Social Language	• Comprehensible communication (errors) • Semantic choice • Fluency • Grammatical usage • Phonology

Figure 5: Framework for English Language Development (ELD) (Continued)

Integrated Differentiation in Content for ELLs	
Purpose: The purpose of Differentiation in Content is to help English Learners fully access all content instruction taught in English (i.e., science, math, social studies, language arts, etc.) • Learning objectives are established for content and for ELD. The content objectives dominate. The Content Language Objectives (functions, forms & vocabulary) are shaped by the content objectives and all four domains are addressed – listening, speaking, reading & writing. • Lesson includes: › Content Objectives and Content Language Objectives › Connections to student background › Frontloading academic language specific to content area › Providing comprehensible content instruction › Differentiation to meet the language acquisition needs of proficiency levels in the classroom › Use of collaborative learning strategies to increase ELL student talk and engagement with content › Assessment of Content Language Objectives	
Frontload language across the content areas: Frontloading is used to provide additional language instruction prior to a lesson to support English Learners in developing language structures and vocabulary needed to comprehend, talk, and write about the content.	**Providing comprehensible content instruction:** The purpose is to teach content using instructional strategies that make grade-level content comprehensible to English learners. To build a contextual base for students. This includes addressing unanticipated language needs as they arise.

Stand-Alone model: In this model, ELLs/MLLs are taken out of the mainstream classroom for part of the day to receive language support from an ENL teacher.

Integrated Co-Teaching model: In this model, the ENL teacher comes into the mainstream classroom or the mainstream teacher goes into the ENL room and works with the content area teacher to provide extra language support to ELLs/MLLs.

Sheltered (self-contained) model: In the sheltered model, ELLs/MLLs are placed with other ELLs/MLLs in a content area classroom where they receive instruction from teachers trained in sheltering techniques.

Language Academy model: In this model, the program is designed to meet ELL SIFE needs in the areas of acculturation, literacy, and numeracy. Students have access to all curricular and extra-curricular opportunities. Teachers collaborate regularly to monitor progress, instructional practices, exit criteria, and transitions for students to return to their home school.

ENL Instructional Materials

The SCSD ENL Department is using the ENL CCLS-aligned, SCSD Board of Education approved National Geographic series, *Reach/Inside/Edge*, for grades K-12, *Fundamentals/Inside the USA* for newcomers in the Language Academy.

Special Education and ELL/MLL Designation

When the Committee on Special Education (CSE) develops an individualized education program (IEP) for an ELL/MLL student with a disability, it must consider the language needs of the student as they relate to the student's IEP as well as the special education supports and services a student needs to address his or her disability and to support the student's participation and progress in the general education curriculum. Such considerations include, but are not limited to:

- the student's need for special education programs and services to support the student's participation and progress in English language arts instruction, content area instruction in English and ENL instruction
- whether the student needs bilingual special education and/or related services

ELL/MLL students are entitled to certain testing accommodations during the period of time that they are designated ELL/MLL pursuant to Part 154 and for up to two years immediately after they have achieved proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). However, it is still the responsibility of the CSE to identify in the student's IEP any individual testing accommodations needed by the student **as a result of his or her disability**, which may include, but are not limited to, the same testing accommodations that the student is entitled to as an ELL/MLL or former ELL/MLL student.

To ensure that the IEPs for ELL/MLL students are appropriately developed, personnel with knowledge of second language needs and how these needs relate to the student's disability are required to be invited to participate in CSE meetings.

ENL programs should be considered general education core instruction for all ELL/MLL students. In the first instance, each ELL/MLL student with a disability must be provided the opportunity to participate in the district's ENL program. This may mean that special education services, accommodations, program modifications and/or supplementary supports and services, for example, may be needed to support that student's participation and progress in the ENL program. It may also mean that the CSE may recommend that the ENL program be provided to the student in his/her special class(es).

When the CSE has determined that the student cannot, because of his/her disability, participate in the district's general bilingual education program or free-standing ENL program, it must consider specially designed instructional programs provided by appropriately qualified staff that would:

1. support the development of the student's skills in the areas of understanding, speaking, reading, writing and communicating in English, through the integration of academic content appropriate for the student's age, grade level, English language skills, and level of English proficiency
2. develop the cognitive skills of the ELL/MLL student

This does not mean, however, that specially designed instruction (e.g., specialized reading instruction or supplemental instruction provided in a resource room) can replace a student's right to access the district's free-standing ENL program as a result of issues such as scheduling or availability of staff to provide such services.

Section 154.3(k)(2) of the Regulations of the Commissioner of Education gives parents the option to "withdraw their children only from participation in a bilingual education program," but not from ENL services. It does not give a CSE or any other district personnel the authority to determine that a student with a disability will not receive any ENL instruction unless the student has been re-designated English proficient pursuant to Part 154 of the Regulations of the Commissioner of Education.

Further, section 154.3(l) of the Regulations of the

Commissioner of Education allows the CSE to determine whether the required Part 154 services can be met by participation in general education classes or must be met, in part or in total, through special education programs and services (e.g., a bilingual special class; a special class with ENL instruction provided by appropriately qualified staff in the special class; bilingual counseling). It does not authorize the CSE to determine that an ELL/MLL student with a disability will not receive any services pursuant to Part 154. This section of the Regulations also provides that a student with a disability who is also receiving services pursuant to Part 154 would be counted as both an ELL/MLL student and a student with a disability for purposes of calculating State aid pursuant to section 3602 of the Education Law.

Even if the students are in special classes in the school district, they are entitled to receive ENL and, as appropriate, bilingual education programs of the district. For a student with a disability placed by the CSE in an out-of-district program (e.g., BOCES, approved private school), the CSE should consider how bilingual and/or language arts instructional programs, as such terms are defined in section 154.2 of the Regulations of the Commissioner of Education, can be made available to the student in the out-of-district placement, including, but not limited to consideration of whether the student could participate in the sending public school district's free-standing ENL program.

Declassification from ELL/MLL Status

Part 154 of the Regulations of the Commissioner of Education establishes that for a student to exit from ELL/MLL status and therefore no longer be eligible to receive mandated bilingual education or free-standing ENL programs, the student must meet one of the following criteria:

Option 1: Scoring at the Proficient/Commanding level on the NYSESLAT [154-2.3(m)(1)(i)}

Option 2: Scoring at the Advance/Expanding level on the NYSESLAT and receive a score of 3 or higher on a grade 3-8 ELA assessment **OR** a score of 65 or higher on the Regents Exam in English [154-2.3(m)(1)(ii)]

Option 3: Regulation: Students with Disabilities [154-2.3(m)(2)]

Therefore, until an ELL/MLL student, including a student with a disability, meets one of the criteria, the district is responsible to address the student's language needs pursuant to Part 154 of the Regulations of the Commissioner of Education and the student is, for accountability reporting purposes, an ELL/MLL student. This is true regardless of whether the student attends the public school or has been placed in an out-of-district program by the CSE. The school district does not have the authority to cease providing the Part 154 services to these students when, for example, the CSE believes that the student's disability is the sole determinant factor for the student's score on the NYSESLAT.

How are ELLs/MLLs designated as English Proficient?
Students must continue to receive language support services until they score English Proficient or Commanding on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered to ELLs/MLLs every spring.

The New York State English as a Second Language Test (NYSESLAT)
The New York State English as a Second Language Test (NYSESLAT) is an annual exam administered to students who have previously been identified as ELLs/MLLs based on their score on the NYSITELL given at initial placement. It is administered in April and May of every year and consists of four sections: listening, speaking, reading, and writing. If a student scores at the proficient level or Commanding, he/she is exited from an ELL/MLL designation and is entitled to transitional services in support of his/her complete mainstreaming. Any student who scores below proficient will continue to be designated as ELL/MLL and will be required to take the exam again the following year.

The district's Office of Shared Accountability ensures that the district's eSchool student data system and all ELL/MLL students' assessment information is reconciled and accurate for teachers, building administrators and district planning teams to use.

Monitoring of Former English Language Learners

The district is required to provide at least two years of Former ELL/MLL services to support students who exit out of ELL/MLLs status including:

- A half unit of study of Integrated ENL in ELA, math, Science or Social Studies OR
- An approved monitoring process that will support each Former ELL/MLL's (FELL) language development and academic progress [154-2.3(h)(1)(v)] and [154-2.3(h)(1)(v)]

The ENL department established a monitoring process that was implemented January 2016. Utilizing the Ellevation data platform, students will be monitored for student trends, surface concerns and identify Former ELLs experiencing academic difficulty. This platform and monitoring plan entails the collaboration of content area teachers, ENL Specialists, support staff, and administrators, to ensure that students are succeeding in mainstream environments and, if not, to provide extra language support when students are struggling. Content area and ENL teachers will be expected to complete electronic monitoring forms three times a year (fall, winter, spring) to document student progress after each benchmark.

Struggling students will be

- Flagged in Ellevation Monitoring to all teachers (content and ENL)
- Monitored by the ENL teacher(s)
- Placed in English language development intervention groups using research-based strategies and programs when needed

The Ellevation How-To Guide for SCSD, ENL Teacher's Ellevation Handbook, and Verification Form for ENL Parent Meetings can be found on this link: **http://www.syracusecityschools.com/districtpage.cfm?pageid=1602.**

Summative Assessment

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State Education Department has developed the New York State English as a Second Language Achievement Test (NYSESLAT) to measure the English language proficiency of ELLs/MLLs across the State, grades K through 12. Administered each spring, the NYSESLAT is designed to measure the growth in English language ability of ELLs/MLLs from year to year. The NYSESLAT consists of four subtests based on language skills—speaking, listening, reading, and writing. The items on the NYSESLAT are written by ENL and bilingual teachers in New York State and are based on the Common Core Learning Standards. The NYSESLAT identifies the English proficiency level of ELLs/MLLs as Entering, Emerging, Transitioning, Expanding, or Commanding. The NYSESLAT also identifies those ELLs/MLLs who have achieved a Proficient level or Commanding of English and no longer require ENL and/or bilingual services.

The NYSESLAT is designed specifically for ELLs/MLLs. Therefore, testing accommodations ordinarily permitted for LEP/ELLs taking other State tests are not permitted for NYSESLAT. ELLs/MLLs with disabilities should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan), with the two exceptions:

- The Reading subtest may NOT be read to ANY student

- For the Writing subtest, students may NOT receive assistance or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

New York State Accommodations for ELL/MLLs

The following testing accommodations on New York state content tests are allowable for ELLs and former ELLs (for up to two years immediately after they have achieved proficiency on the NYSESLAT):

- **Time Extension (All Exams).** Schools may extend the test time for ELLs/MLLs.
- **Separate Location (All Exams).** State examinations may be administered to ELLs/MLLs 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 on the Regents Comprehensive Examination in English a third time to ELLs/MLLs.
- **Bilingual Glossaries (All Exams Except Foreign Language).** ELLs/MLLs may use bilingual glossaries when taking State examinations in all subjects except foreign languages. The bilingual glossaries may provide only direct translations of words. Bilingual glossaries that provide definitions or explanations are not permitted.
- **Simultaneous Use of English and Alternative Language Editions (Not Allowed for English Language Arts & Foreign Language Examinations).** For State examinations for which the Department provides written translations, ELLs/MLLs 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 of the two editions.
- **Oral Translation for Lower Incidence Languages (Not allowed for English Language Arts & Foreign Language Examinations).** Schools may provide ELLs/MLLs with an oral translation of a state examination when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided.
- **Writing Responses in the Native Language (Not allowed for English Language Arts Examinations).** ELLs/MLLs making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended questions in their native language.

Interventions

The school is responsible for outlining the interventions that have been developed, implemented and monitored to address the academic issues presented by the student. Formative and summative assessments that are used to measure growth must also be differentiated and appropriate for ELLs' current level of language proficiency so that assessments are comprehensible and accurately measure the construct designed to be measured by the assessment.

> "When an ELL student becomes the focus of concern, the instructional program itself must be examined to determine the match between the demands of the curriculum and the student's current proficiency in the language of instruction." It is important to examine the achievement of the student's "true peers" (i.e., students with similar language proficiencies and cultural and experiential backgrounds) to see if they are excelling or not. If a majority of "true peers" within the school are struggling, this is an indication that the instruction is less then optimal for that group of students. (Esparza Brown, 2008).

Annual Measurable Achievement Objectives (AMAO)

Each year, based on federal accountability requirements, the New York State Education Department (NYSED) provides Elementary and Secondary Education Act (ESEA) Title III AMAO information to Local Educational Agencies (LEA) and Title III consortia based on assessment results from the prior school year. The measure of growth is based on the following objectives:

AMAO 1: Annual increases in the number of percentages of LEP/ELLs making progress in learning English.

AMAO 2: Annual increases in the number of percentage of LEP/ELLs attaining English language proficiency.

AMAO 3: Adequate yearly progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English Language Arts (ELA) and mathematics.

Grading Guidelines

Teachers should continue to have high expectations for all their students. ELL/MLL students should be able to achieve curricular expectations as they are learning English. However, these expectations may need to be modified and certain considerations should be made when assessing the progress of ELL/MLL students.

Expectations should be adjusted to:

- the length of time the student has been in the U.S.
- the student's previous educational experiences
- the amount of cultural adjustment needed
- the progress they are making in language acquisition

Curriculum expectations for the ELL/MLL student should be modified as needed, taking the above into consideration, and their grade should reflect achievement in regard to the modified expectations. ELL/MLL students should not receive a failing grade unless appropriately modified work is not completed or if the course or subject is not one where modifications or accommodations for language proficiency would be necessary. ELL/MLL student grades should reflect effort and progress considering the student's level of proficiency.

Retention Policy for ELLs/MLLs

In accordance with federal law, ELL students may not be retained in a grade based solely on the lack of English language proficiency. ELLs shall not be retained if instructional strategies, materials and assessments have not been modified and modifications documented to meet their needs. ELLs must be provided with comprehensive

instruction appropriate for his/her level of English proficiency and equal, in amount, sequence and scope as that provided to non-ELLs. All correspondence to parents/guardians concerning failures and/or retentions must be in the student's primary home language.

Foreign Language Credit

ELL/MLL students may be awarded three (3) to five (5) units of credit in LOTE for documented school attendance and residence in an 'other than–English speaking' environment, provided that the experience occurs at age 11 or older and that the residence and school attendance resulted in direct contact with that environment, its language and people.

- If residence and school attendance occurs up to age 11, the school may award up to three (3) units of credit under the conditions described above;
- If residence and school attendance occurs up to age 12, the school may award up to four (4) units of credit under the conditions described above.
- If residence and school attendance occurs up to age 13 and beyond, the school may award up to five (5) units of credit based on the conditions described above.

NOTE: No more than five units of credit in a LOTE may be awarded for school attendance and residence in an 'other than-English speaking environment'.

Student Access to Curricular and Extracurricular Services

English language learners participate with their English speaking peers in regular classes provided for art, music, physical education and extra-curricular activities. The district ensures that students who are enrolled in a Bilingual Education or English as a New Language program have meaningful opportunities to participate with other students in all extra-curricular activities. Each building provides a variety of activities which ELLs can choose to participate.

It is the policy of the Syracuse City School District to provide equitable access to all district programs for limited English proficient students. The district will make an effort to do whatever is educationally appropriate to address the English and educational needs of the limited English proficient student so that he/she can compete with his/her same age English background peers and at the age appropriate grade level curriculum. Qualifying students will be identified and placed in programs and services in accordance with New York State regulations and guidelines.

Appeals for Graduation

Beginning with students entering grade 9 in 2005, all students who have taken and passed certain courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within three points of the 65 passing score (62-64) may appeal to graduate with a local or Regents diploma using this lower score. Students who are granted one appeal from their local school district under this provision shall earn a Regents diploma. Student who are granted two appeals under this provision shall earn a local diploma. Through this appeal, the student seeks a

waiver of the graduation assessment requirement in this subject area. More information can be found on this link: **http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf**.

Professional Development

Each school district shall provide professional development to all teachers and administrators that specifically addresses the needs of English Language Learners. Consistent with section 80-3.6 and section 100.2(dd) of this Title, a minimum of fifteen percent (15%) of the required professional development clock hours for all ENL teachers prescribed by Part 80 of this Title shall 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, a minimum of fifty (50%) of the required professional development clock hours prescribed by Part 80 of this Title shall 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. **(CR-Subpart 154-2, p. 48)**.

Long-term, ongoing, high quality professional development opportunities will be provided District-wide for ENL/bilingual classroom teachers, administrators, and support staff who work with ELL/MLL students in grades K-12. The professional development topics are tailored to the areas identified by buildings, teachers, and all support staff that work with ELLs. All staff development is reflective of ELL/MLL instructional needs and requirements, and will be designed to be relevant, ongoing, and of sufficient intensity and duration to have positive and lasting impact on teachers' ability to effectively instruct ELL/MLL students, by increasing the understanding and use of curricula, research-based methodologies, and assessment measures, and instructional strategies that assist ELLs/MLLs in becoming proficient in English.

Family Engagement

Parent Communication

Before and during the registration process, it is important for parents to receive clear information about the goals and implementation of bilingual programs and English as a New Language programs in a language and manner understandable to them to enable them to fully understand the program model and make an informed decision about program choice.

Current guidelines in **CR Subpart 154-2** specifically require that:

> **(1)** The parent or other person in parental relation of a student designated as an English Language Learner who is a new entrant, as defined in section 117.2(d) of this Title, shall be provided a high quality orientation session on the state 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 programs, as prescribed by the commissioner. Such orientation shall occur prior to a student's enrollment in a program provided that a student shall not be withheld from timely program placement if a parent or person in parental relation does not attend an orientation session. Such orientation shall be provided in a language or mode of communication that the parent or person in parental relation best understands.
>
> **(2)** Following such orientation, the parent or other person in parental relation of a student designated as an English Language Learner shall be

[4] Bilingual education includes dual language programs

notified, in English and the language or mode of communication the parent or other person in parental relation best understands, that, where available, Bilingual Education shall be the default program. Such notice must also indicate that a parent or person in parental relation may direct that his or her child be placed in an English as a New Language program if the parent or person in parental relation does not want his or her child to be enrolled in a Bilingual Education program.

(i) The notification shall explain the goals and purpose of Bilingual Education and English as a New Language programs available in the district **(CR Subpart 154-2 pgs. 38-39)**.

After parents have selected to place their child in a bilingual program or English as a New Language program, the need for ongoing clear communication and family engagement continues.

Parent Meetings

Current guidelines in CR Subpart 154-2 require that parent notification and communication be in the language best understood by the parents as indicated and on file in each ELL/MLL student's cumulative record. School personnel is required to meet with parents or persons in parental relation of ELLs/MLLs at least once a year, in addition to other generally required meetings with parents, to discuss with parents their child's academic content and language development progress and needs. **CR Subpart 154-2** specifically requires that:

School districts shall individually meet with the parents or persons in parental relation of English Language Learners at least once a year, in addition to parent-teacher conferences, quarterly progress meetings or other such scheduled meetings provided for parents or persons in parental relation of all students, 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 shall include all school staff necessary to sufficiently inform the parents or persons in parental relation 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 shall be conducted with a qualified interpreter/translator in the language or mode of communication the parent or person in parental relation best understands. School

districts shall determine the manner and form of such individual parent meetings, in accordance with local collective bargaining agreements **(CR Subpart 154-2, p.41).**

Teachers in the ENL department will document all parent/guardian meetings in the Ellevation Platform. The Ellevation How-To Guide for SCSD, ENL Teacher's Ellevation Handbook, and Verification Form for ENL Parent Meetings can be found on this link: **http://www.syracusecityschools.com/districtpage.cfm?pageid=1602**

Effective Program Features for Family Engagement

To enhance ELL family engagement, there are a variety of features that programs can implement to make the school a place conducive to the inclusion of parents and families of students in the program. These include:

- Provide a variety of home/school collaboration activities
- Maintain a welcoming environment for parents and community
- Value bilingualism and biliteracy
- Hire office staff who speak the languages represented in the school
- Make announcements in languages represented in the school
- Post signs in the school building in multiple languages
- Value multiculturalism
- Foster a sense of belonging with the families
- Ask parents to volunteer in the school using their linguistic and cultural skills
- Utilize the services of bilingual **Nationality Workers** (similar to parent liaisons) to connect with parents

(Adapted from Howard et al., 2007)

Nationality Workers

Nationality Workers help our ELL parents understand the U.S. educational system and how they can best help their child succeed. In many other countries, the teacher is responsible for educating the child, and the parent is not expected to be involved. It is very different in the U.S., and refugee parents may not understand the expectations. Depending on their cultural background, they may be confused as to why the teacher would expect the parents to assist in educating their child.

Nationality Workers provide a variety of services to facilitate communication between students, parents and school personnel. The intent is to bridge the cultural and linguistic gaps between the home and the school. They are liaisons who assist school personnel to communicate effectively with refugee families, or any ELL family to address areas of concern. The intent is to bridge the cultural and linguistic gaps between the home and the school in order to:

- increase parents' engagement with their children's schools
- increase parents' involvement in their children's educational development outside of school
- increase awareness of refugee/immigrant education issues among schools, service providers, and policy makers

In addition to, working with schools, teachers and parents, Nationality Workers also provide professional development sessions on their culture and refugee experiences in order that educators gain an awareness of the diverse backgrounds of their students and families, and how to best communicate and bridge cultural differences.

The ENL Office has Nationality Workers from Sudan, Myanmar, Bhutan and Somalia, all of whom entered the U.S. as refugees. Professional development on developing cultural awareness and addressing educating refugee students is available by contacting the ENL Office.

Communicating in the Native Languages of Parents

Effective communication with parents begins at the time of registration and upon their first encounter with the school district. Parents and students are given an orientation to the district, the various programs offered, the resources available and the personnel who are available for assistance. Parents are notified of their child's placement into the Bilingual or ENL program in the initial meeting at the Central registration Center, and the information is provided in their native language through an interpreter. A concerted effort is made to provide parents information in their native language. At the building level communication to parents is provided in their native language, with the assistance of the Nationality Workers at parent orientations, parent information sessions or family events. At various times throughout the year, a variety of workshops and informational sessions are provided to parents within their communities and housed at various school sites throughout the district. These workshops and the information sessions are provided to parents to maintain communication, offer pertinent information and to answer parent questions and concerns.

Interpretation Services

The District provides many opportunities for parents to effectively communicate with their school, and offers consultation as well as assistance to help parents feel included in their child's education process. In addition, the district provides many opportunities to parents to attend informal sessions, workshops, and events that provide pertinent information about their child's education, program types and services. These opportunities are often provided on a building level, at a district-wide level, and in several languages with the assistance of the Nationality Workers and other interpreter support.

Figure 6 describes the SCSD process to requesting interpreters. Appendix B is a replica of the SCSD Interpretation Request form that can be downloaded from the SCSD ENL Department's webpage: **http://www.syracusecityschools.com/districtpage.cfm?pageid=1602**

Language Line

The ENL office provides all SCSD staff members with an access code for telephone interpretation services for urgent or emergency situations. This service is provided to enhance communication with parents who have limited English proficiency. Language Line, the world's largest, global interpreter service provides 24/7 availability for more than 170 languages, offering complete confidentiality and consistent access within seconds to the highest quality interpreters.

Translation Requests

Many of the frequently used SCSD documents, Appendix C-H, have been translated into the most commonly used languages (Spanish, Somali, Arabic, and Nepali, and Karen) can be found on the SCSD ENL webpage. If you have a specific request for the translation of a frequently used SCSD document, please contact the SCSD Communications Office.

Figure 6: SCSD Translated Forms and Interpreter Requests for ELL/MLLs

Translated School Forms for ELL Parent Communication

Federal civil rights laws and NYSED CR Part 154 regulations require that school districts ensure meaningful communication with ELL parents in a language they can understand and to adequately notify ELL parents of information about any program, service, or activity of a school district that is called to the attention of non-ELL parents.

Several most widely used school forms have been created to assist school building staff in communicating to parents who speak the following languages; Spanish, Somali, Nepali, Karen and Arabic. The translated school forms are located on the ENL Department web-site, and can be copied and pasted onto your school building letterhead. Additional information may be required within the document that can be typed in, such as; school name, dates, time, phone number and event type.

**When utilizing the Karen translated forms, please note that the font used for Karen required the document to be in a PDF, and electronic changes are not possible.*

The following are the types of school forms available and translated in the 5 top languages:

- Early Dismissal
- School Event
- Medical Concerns/Educational Concerns
- Parent/Teacher Conference
- Field Trip
- Generic Half Day

Please use the translated forms with your ELL parents when communicating school information and maintain copies of the letters used with parents.

Interpreter Requests for ELL/MLL Parents and Guardians

Language interpreters can be made available for those families that need these services at important school events such as CSE meetings, parent meetings and conferences.

ALL requests for interpreters must be authorized by an administrator.

The following is the process for requesting an interpreter:

- Submit a separate request for each language, event, activity, location and/or date.
- For emergency or same day services contact the ENL Office at 435-4927.
- Communication with vendors, agencies or individuals is restricted to the ENL Office.
- Requests must be made a minimum of one (1) week in advance.

*All requests related to special education must be submitted to Elizabeth Bury @ **ebury@scsd.us** or Pre-school to Liz VanBenSchoten @ **evanbenschoten@scsd.us**.

All other requests can be emailed or faxed (4290) to Debbie Flottman @ **dflottman@scsd.us**.

Translated School Forms and Interpreter Request Forms are located on the SCSD web-site.
Departments-*ENL, World Languages, Bilingual Education*
Department link - *English as a New Language*
Link- *SCSD ENL Resources*

Resources

Colorin Colorado
http://www.colorincolorado.org/

La Cosecha Conference (Dual Language Program Conference)
http://www.ahcnm.org/Events.aspx?calEventId=d982b31bf50346b7a1b3bfa56237956a

National Association for Bilingual Education (NABE)
http://www.nabe.org/

New York State Association of Bilingual Education (NYSABE)
http://nysabe.net/index/

New York State Teachers of English to Speakers of Other Languages (NYSTESOL)
http://www.nystesol.org/

Regional Bilingual Education - Resource Network (RBE-RN)
Mid-State RBE-RN at OCM BOCES
Rodax Bldg. #7
P.O. Box 4774 – 6075 East Molloy Road
Syracuse, New York 13221
Tel: (315) 433-2664 or 2610
Fax: (315) 431-8449
Director: Tanya Rosado-Barringer
Email: tbarringer@ocmboces.org
Web page: http://rbern.ocmboces.org

Teachers of English to Speakers of Other Languages (TESOL) International Association
http://www.tesol.org/

Department Contact

Jaqueline LeRoy
Director of English as a New Language, World Languages and Bilingual Education
(315) 435-4927
jleroy@scsd.us

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ENL/Bilingual Instructional Specialist
(315) 435-4927
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Jaye Tubolino
ENL/Bilingual Instructional Coach
(315) 435-4927
jtubolino@scsd.us

Janet Staub
Language Assessor
(315) 435-4953
jstaub@scsd.us

Kristina Crehan
Language Assessor
(315) 435-4953
kcrehan@scsd.us

Glossary

AMAO Annual Measurable Achievement Objectives AMAOs are targets set by the state that specify the percentage of ESOL students who are expected to attain English language proficiency and the percentage of ESOL students who are expected to improve their level of English language proficiency.

Bilingualism The ability to communicate successfully in two languages, with the same relative degree of proficiency. It is important to note that bilinguals are rarely perfectly balances in their use of two languages; one language is usually dominant (Baker, 2000).

Biliteracy The ability to communicate and comprehend thoughts and ideas using grammatical systems and vocabulary from two languages, as well as to write both languages.

Bilingual Instruction Instruction using two languages, one of which is English and the other the students' first language.

CR PART 154 Commissioner's Regulations on the education of LEP/ELLs (NYS)

ELL (English Language Learner) An individual who is in the process of actively acquiring English, and whose primary language is one other than English. The student often benefits from language support programs to improve academic performance in English due to challenges with reading, comprehension, speaking, and/or writing skills in English. Other terms that are commonly used to refer to ELLs are language minority students, English as a Second Language (ESL) students, culturally and linguistically diverse (CLD) students, and limited English proficient (LEP) students.

ENL English as a New Language

HLQ Home Language Questionnaire

Integrated Instruction Students receive core content area and English language development instruction which includes home language supports and appropriate ELL scaffolds. Integrated ENL instruction must be carried out either by a co-teaching approach with a NYS certified ESOL teacher who teaches with the content area teacher, or by an English as a Second Language (ESOL) certified teacher who is dually certified in another content area being taught. In this context, integrated refers to the content.

LEP Limited English Proficient-A term used by the U.S. Department of Education to refer to ELLs who are enrolled or getting ready to enroll in elementary or secondary school and who have an insufficient level of English to meet a state's English expertise requirements. However, the expression English language learner (ELL) has started to replace LEP, to avoid the implication that nonnative-English-speaking students are deficient (National Council of Teachers of English, 2008). The former term for LEP was limited English speaking (LES), and was used in the first authorization of the Bilingual Education Act (Title VII of ESEA, prior to NCLB), in 1968.

MLL Multilingual Learner

Newcomer A non-English speaking student who has never attended American schools and is new to this country

NYSESLAT New York State English as a Second Language Achievement Test

NYSITELL New York State Identification Test for English Language Learners

OBE Office of Bilingual Education (NYS Education Department)

OELA Office of English Language Acquisition (US Department of Education)

Stand-Alone Instruction Students receive English language development instruction taught by a NYS certified ENL teacher in order to acquire the English language needed for success in core content area.

Sheltered Instruction An approach in which students develop knowledge in specific subject areas through the medium of English. Teachers adjust the language demands of the lesson in many ways to make instruction more accessible to students of different English proficiency levels.

SIFE Students with Interrupted Formal Education

Title III Title III of the No Child Left Behind Act of 2001 (NCLB) is a part of the legislation enacted to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and achievement standards that other children are expected to meet.

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Appendices

Appendix A—SCSD ENL Registration, Testing, and Placement Process

Syracuse City School District
ENL Registration, Testing and Placement Process

Phase	Action Step	Process (Please note that many of the phases of the process are implemented simultaneously.)

Phase 1	CBOs or Walk-ins Submit Online Application and Required Documentation	• Community-Based Organization (CBO) or Parent/Guardian (Walk-In) complete Smartchoice online registration.
		  ‣ If CBO, list of refugee students emailed to Lead Language Assessor and documents brought to screening (see Phase 3).
		  ‣ If Walk-In, all documents reviewed; Home Language Questionnaires (HLQ) that indicate a language other than English are identified; language assessor is notified.
		• *Nurse reviews all health related documents for medical clearance.

Phase 2	Schedule NYSITELL	• SCSD Language assessor schedules appointment with CBO or parent to assess English Language Proficiency (ELP).
Phase 3	Screen HLQ/IEP	• Language assessor reviews HLQ for completeness and accuracy and attests with signature. • If the home language is English, then the student is not an ELL and the screening stops. • If student has an IEP or services are needed, student is reported to the Language Proficiency Team (LPT) to determine if student moves to Phase 4 or to LPT meeting.
Phase 4	Conduct Individual Interview	• Language assessor conducts the individual interview with an interpreter, if necessary. • Language assessor collects and documents ENL information: immigrant, SIFE, LEP Eligible, transcripts and parent language preferred for communication. • Bilingual Education counseling is provided by the language assessor.
Phase 5	Administer the NYSITELL	• Language assessor administers the NYSITELL • Entitlement/Non-entitlement parent notification is completed and signed by the language assessor.
Phase 6	Formal Registration and Placement	• English as a New Language (ENL) Department determines grade and identifies program type (i.e. Bilingual, ENL or New Comer Program). • Department of Student Registration assigns school /placement.
Phase 7	Communicate Placement and Start Date	• Language assessor communicates placement of new student and start date to CBOs and/or parents and school (ENL teachers, administrators, nurses, and social workers).
Phase 8	Distribute ENL Information	• Department of Student Registration scans all ENL documents to school's lead secretary to be placed in cumulative folder; and medical documentation scanned to school nurses medical drive.
Phase 9	Data Entry Verification	• The ENL office will verify the necessary fields for State reporting of ESL, LEP, and Immigrant Status. Fields of entry include: Date of Entry, Re-entry, Immigrant, Country of Origin, Language, LEP Program, LEP Funding, SIFE Parent Preferred Language of Communication.

Appendix B— Language Interpretation Request Form

Syracuse City School District

SYRACUSE CITY SCHOOL DISTRICT

ENL, World Languages & Bilingual Education
725 Harrison St - Syracuse, NY 13210
Phone 315-435-4927 - Fax 315-435-4290

Sharon L. Contreras, Ph.D.
Superintendent of Schools

Language Interpretation Request

Requests sent to: Special Education – Elizabeth Bury Ebury@scsd.us. Pre-School – Liz VanBenSchoten, EVanBenSchoten@scsd.us. All others – Debbie Flottman DFlottman@scsd.us

EMAIL ALL REQUESTS IN WORD DOCUMENT (NO SCANNED/ HAND WRITTEN COPIES)

Part 1: Complete by Requester			
Today's Date:		Your Name:	
School Name:		Position:	
Your Phone #:		Your email:	
Student Name:		Student ID #:	
Date Needed:		Student Language:	
Location/Event address (w Zip Code)		Student Info: Guardian Name Address (w Zip Code) Phone #	
Start Time:		Administrator Name:	
End Time:			
Check box for reason of request: ☐ Set up meeting ☐ Attend meeting ☐ Home Visit ☐ Phone Home ☐ Talk to Student ☐ Medical ☐ Other	Explain type of assistance required:		

Part 2: Complete by Office of ENL, World Languages and Bilingual Education			
SCSD PROVIDED		CONTRACT PROVIDER	
Date of Assign:		Date of Assign:	
Assigned by:		Assigned by:	
Interpreter Name:		Interpreter Name:	
		Contact Number:	

Part 3: To be filled out by SCSD Nationality Worker Assigned			
Date Completed:		Nationality Worker Name:	
Results:			

EMAIL ALL REQUESTS IN WORD DOCUMENT (NO SCANNED/ HAND WRITTEN COPIES)

Early Dismissal Form Letter

Dear Parent/Guardian,

At [NAME OF SCHOOL], we take every opportunity to ensure that your child is exposed to a rigorous academic environment each school day. On occasion, however, the Syracuse City School District must schedule a shortened student academic day.

On [DATE], [SCHOOL] will be dismissed at [TIME] due to [REASON].

If you have any questions or would like additional information, please contact [NAME] at [PHONE NUMBER/ EMAIL].

Sincerely,

School Event Form Letter

Dear Parent/Guardian,

At [SCHOOL NAME], our talented students, dedicated faculty and staff and involved families working together are what allow our community to function at its best.

We are pleased to announce [EVENT], which will be held on [DATE] from [TIMES] at [LOCATION].

We are always eager to celebrate the accomplishments of the [SCHOOL NAME] community, and we hope to see you at [EVENT].

Sincerely,

Medical Concerns/Educational Concerns Form Letter

Dear Parent/Guardian,

At [SCHOOL], we understand that each child has unique circumstances that lead him or her to learn differently.

As such, we make every effort to ensure that we have all relevant information about a student and his or her background and learning style. If your child has a medical concern or educational concern that would impact his or her learning, please use the attached form to let us know.

If you have any questions, please contact [NAME] at [PHONE NUMBER/EMAIL]. We look forward to working with you to ensure that your child is set up for success!

Sincerely,

Parent-Teacher Conference Form Letter

Dear Parent/Guardian,

Parent-Teacher Conferences are an important opportunity to discuss your child's progress in school.

At this meeting, we will discuss your child's strengths and challenges, highlight growth that has occurred and set goals for the coming days and weeks. Your Parent-Teacher Conference has been scheduled for [DATE] at [TIME] in [LOCATION].

If your schedule does not accommodate this meeting, please contact [NAME] at [PHONE NUMBER/EMAIL]. We look forward to working with you to help your child achieve great things!

Sincerely,

Field Trip Form Letter

Dear Parent/Guardian,

At [SCHOOL], we believe that exposure to a wide variety of instructional methods is the key to helping students learn.

As such, on [DATE], [SCHOOL] students in [GRADE/CLASS] will be taking a field trip to [LOCATION]. There, they will learn [PURPOSE OF FIELD TRIP]. Please see below for additional details.

- [Drop off/pick up time]
- [Additional information]

Enclosed, please find a permission slip giving your child permission to take part in this exciting opportunity. The permission slip should be returned to your child's teacher by [DATE]. If you have questions, please contact [NAME] at [PHONE NUMBER/EMAIL].

Sincerely,

Generic Half Day Form Letter

Dear Parent/Guardian,

Welcome to the 2015-2016 school year! We look forward to working with you to ensure that this year is one of personal growth and academic achievement for your child.

Please note that the district has designated several periods of recess during which there will be no school. On these days, school buildings will be closed and parents will need to make other arrangements for their children. The scheduled school closings are as follows:

- November 25-27 – Thanksgiving Recess
- December 24-31 – Holiday Recess
- February 15-19 – Midwinter Recess
- April 25-29 – Spring Recess

In addition to these regularly scheduled school breaks, schools throughout the SCSD will be participating in several early dismissal days and observed holidays throughout the year.

This year's half days and holidays are as follows:

- Monday, October 12 – Columbus Day (NO SCHOOL)
- Tuesday, November 3 – Parent-Teacher Conferences (HALF DAY)
- Wednesday, November 4 – Superintendent's Conference Day (NO SCHOOL)
- Wednesday, November 11 – Veteran's Day (NO SCHOOL)
- Thursday, November 19 – Parent-Teacher Conferences (NO SCHOOL)
- Wednesday, December 23 – Professional Development Day (NO SCHOOL)
- Friday, January 1 – New Year's Day (NO SCHOOL)
- Monday, January 18 – Martin Luther King, Jr. Birthday (NO SCHOOL)
- Friday, January 29 – Superintendent's Conference Day (NO SCHOOL)
- Monday, May 30 – Memorial Day (NO SCHOOL)
- Thursday, June 23 – Last Day for Students (HALF DAY)

If you have any questions about the scheduled early dismissal days or holiday observances, please contact our main office directly at [PHONE NUMBER].

Sincerely,

Appendix D—Arabic Translated Documents

Early Dismissal Form Letter

خطاب موحد للانصراف المبكر

السيد ولي الأمر،

في [LOOHCS FO EMAN]، نحرص على استغلال أي فرصة تضمن توفير بيئة أكاديمية قوية لطفلك في كل يوم دراسي. غير أنه قد يتعين أحيانًا على المنطقة التعليمية لمدينة سيراكيوز تنظيم يوم دراسي قصير.

في [ETAD]، ستطلب [LOOHCS] من الجميع الانصراف في [EMIT] بسبب [NOSAER].

إذا كان لديك أي استفسار أو ترغب في الحصول على مزيد من المعلومات، فيُرجى التواصل مع [EMAN] على [LIAME/REBMUN ENOHP].

مع أطيب التمنيات،

School Event Form Letter

خطاب موحد لفعاليات المدرسة:

السيد ولي الأمر،

في [EMAN LOOHCS]، يعمل طلابنا الموهوبون مع أعضاء هيئة التدريس والموظفين الموقّرين والأسر المتعاونة سويًا لترقية مجتمعنا إلى ما هو أفضل له.

يسرنا أن نعلن عن [TNEVE]، والذي سيعقد في [ETAD] من [SEMIT] في [NOITACOL].

يسعدنا دومًا أن نحتفل بإنجازات مجتمع [EMAN LOOHCS] ونتمنى رؤيتكم في [TNEVE].

مع أطيب التمنيات،

Medical Concerns/Educational Concerns Form Letter

خطاب موحد للمخاوف الصحية/القضايا التعليمية

السيد ولي الأمر،

في [LOOHCS]، نعرف أن لكل طفل ظروفه الفريدة التي تؤثر بشكل مختلف على تعلمه.

لذلك، نحن لا ندخر وسعًا لضمان حصولنا على جميع المعلومات المتعلقة بالطفل وسجله التعليمي وأسلوب تعلمه. فإذا كان الطفل يعاني من أي مشكلة صحية أو تعليمية يمكن أن تؤثر على تعلمه، فيرجى استخدام النموذج المرفق لإطلاعنا عليها.

إذا كان لديك أي استفسار، يُرجى التواصل مع [EMAN] على [LIAME/REBMUN ENOHP]. نحن نتطلع للعمل معكم من أجل إعداد طفلكم لأفضل مستوى من النجاح!

مع أطيب التمنيات،

Parent-Teacher Conference Form Letter

خطاب موحد لاجتماع أولياء الأمور بالمعلمين:

السيد ولي الأمر،

تعد اجتماعات أولياء الأمور بالمعلمين فرصة طيبة لمناقشة تقدم الطفل الدراسي بالمدرسة.

نتم خلال هذه اللقاءات مناقشة جوانب القوة لدى الطفل والتحديات التي تواجهه، وإبراز التقدم المحرز، ووضع أهداف للأيام والأسابيع القادمة. ومن المقرر عقد اجتماع أولياء الأمور بالمعلمين يوم [ETAD] الساعة [EMIT] في [NOITACOL].

إذا لم يناسبك الموعد المحدد للاجتماع، يُرجى التواصل مع [EMAN] على [ENOHP LIAME/REBMUN]. نحن نتطلع للعمل معكم من أجل مساعدة طفلكم على تحقيق إنجازات رائعة!

مع أطيب التمنيات،

Field Trip Form Letter

خطاب موحد للرحلات الميدانية

السيد ولي الأمر،

في [LOOHCS]، نؤمن بأن تعرض الطفل لمجموعة متنوعة من الوسائل التعليمية هو أهم عامل لمساعدته على التعلم.

ومن ثم فقد تقرر في يوم [ETAD]، أن يلتحق طلاب [LOOHCS] من الصفوف [SSALC/EDARG] في رحلة ميدانية إلى [NOITACOL]. حيث سيتعلمون هناك [PIRT DLEIF FO ESOPRUP]. يُرجى مطالعة المزيد من التفاصيل الإضافية أدناه.

- [emit pu kcip/ffo porD]
- [noitamrofni lanoitiddA]

يُرجى ملء قسيمة الإذن المرفقة للسماح لطفلكم بالانطلاق في هذه الرحلة المثيرة. يُرجى إعادة قسيمة الإذن لمدرس الفصل قبل يوم [ETAD]. إذا كان لديك أي استفسار، فيُرجى التواصل مع [EMAN] على [ENOHP] [LIAME/REBMUN].

مع أطيب التمنيات،

Generic Half Day Form Letter

خطاب موحد للعطلات العامة

السيد ولي الأمر،

مرحبًا بكم في العام الدراسي 2015-2016. نحن نتطلع للعمل معكم لضمان أن يكون هذا العام إحدى لبنات النمو الشخصي والإنجازات الأكاديمية لطفلكم.

يُرجى ملاحظة أن المنطقة التعليمية قد عينت مجموعة من العطلات التي ستتوقف فيها الدراسة. سيتم إغلاق مباني المدرسة خلال هذه العطلات وسيكون على أولياء الأمور القيام بترتيبات أخرى لأطفالهم فيها. من المقرر إغلاق المدرسة في الأوقات التالية:

- أيام 25-27 من نوفمبر/تشرين الثاني – عطلة عيد الشكر
- أيام 24-31 من ديسمبر/كانون الثاني – عطلة الأعياد
- أيام 15-19 من فبراير/شباط – عطلة نصف فصل الشتاء
- أيام 25-29 من أبريل/نيسان – عطلة فصل الربيع

بالإضافة إلى تلك العطلات المقررة بالتقاويم، فقد تشارك مدارس DSCS في الانصراف المبكر في عدد أيام وأوقات محددة خلال العام الدراسي.

وفيما يلي جدول بالعطلات وأيام الانصراف المبكر:

- الاثنين 12 من أكتوبر/تشرين الأول - يوم كولومبوس (عطلة)
- الثلاثاء 3 من نوفمبر/تشرين الثاني - اجتماع أولياء الأمور مع المعلمين (انصراف مبكر)
- الأربعاء، 4 من نوفمبر/تشرين الثاني - يوم مؤتمر المعلم المراقب (عطلة)
- الأربعاء، 11 من نوفمبر/تشرين الثاني - يوم قدامى المحاربين (عطلة)
- الخميس 19 من نوفمبر/تشرين الثاني - اجتماع أولياء الأمور مع المعلمين (عطلة)
- الأربعاء، 23 من ديسمبر/كانون الأول - يوم التطوير المهني (عطلة)
- الجمعة 1 من يناير/كانون الثاني - بداية العام الجديد (عطلة)
- الاثنين 18 من يناير/كانون الثاني - ذكرى مولد مارتن لوثر كينج الابن (عطلة)
- الجمعة، 29 من يناير/كانون الثاني - يوم مؤتمر المعلم المراقب (عطلة)
- الاثنين 30 من مايو/أيار - يوم الشهداء (عطلة)
- الخميس 23 من يونيو/حزيران - آخر يوم دراسي للطلاب (انصراف مبكر)

إذا كان لديك أي استفسار بخصوص أيام الانصراف المبكر أو العطلات المحددة، يُرجى التواصل مع مكتبنا الرئيسي مباشرة على [REBMUN ENOHP].

مع أطيب التمنيات،

Appendix E—Karen Translated Documents

Early Dismissal Form Letter

School Event Form Letter

Medical Concerns/Educational Concerns Form Letter

Parent-Teacher Conference Form Letter

Field Trip Form Letter

[SCHOOL]
[DATE]
[SCHOOL]
[GRADE/CLASS]
[LOCATION]
[PURPOSE OF FIELD TRIP]
- [Drop off/pick up time]
- [Additional information]

[DATE]
[NAME]
[PHONE NUMBER/EMAIL]

Generic Half Day Form Letter

SCSD
(Professional Development Day)
[PHONE NUMBER]

Early Dismissal Form Letter

छिटो छुट्टी फाराम पत्र:

आदरणीय आमाबुवा/अभिभावक,

[NAME OF SCHOOL] मा, हरेक विद्यालय दिनमा तपाईंको बच्चा सक्त शैक्षिक वातावरणमा उजागर रहन्छ भनि सुनिश्चित गर्नका लागि हामी हर अवसर अपनाउँछौं। यद्यपि, विशेष अवस्थामा, सिराकस सिटी स्कूल डिस्ट्रिक्ट (Syracuse City School District) ले संक्षिप्त विद्यार्थी शैक्षिक दिनको अनुसूची बनाउनुपर्छ।

[DATE] मा, [REASON] को कारण [TIME] बजे[SCHOOL] छुट्टी हुनेछ।

यदि तपाईंसँग कुनै प्रश्नहरू छन् वा थप जानकारी थाहा पाउन चाहनुहुन्छ भने, कृपया [NAME] लाई [PHONE NUMBER/EMAIL] मा सम्पर्क गर्नुहोस्।

भवदीय,

School Event Form Letter

विद्यालय कार्यक्रम फाराम पत्र:

आदरणीय आमाबुवा/अभिभावक,

[SCHOOL NAME] मा, हाम्रा प्रतिभाशाली विद्यार्थीहरू, निष्ठावान संकाय र कर्मचारी र संलग्न परिवारहरूको एकसाथ कार्यसम्पादनले नै हाम्रा समुदायलाई उत्कृष्ट कार्य गर्न आज्ञा दिन्छ।

हामी [EVENT] घोषणा गर्न पाउँदा खुसी छौं, जुन [TIMES] देखि [DATE] सम्म [LOCATION] मा आयोजना हुनेछ।

हामी सदैव [SCHOOL NAME] समुदायको उपलब्धीहरूको उत्सव मनाउन तत्पर छौं, र हामी तपाईंलाई [EVENT] मा देख्ने आशा राख्छौं।

भवदीय,

Medical Concerns/Educational Concerns Form Letter

मेडिकल चिन्तन/शैक्षिक चिन्तन फाराम पत्र:

आदरणीय आमाबुवा/अभिभावक,

[SCHOOL] मा, हामी बुझ्दछौं कि प्रत्येक बच्चाका आफ्नै अद्वितीय अवस्थाहरू हुन्छन् जसले उसलाई वा उनलाई भिन्न रूपमा अध्ययन गर्न प्रभावित गर्छन्।

त्यसै अनुरूप, हामीसँग विद्यार्थी र उसको वा उनको पृष्ठभूमि र अध्ययन शैली बारे सबै सम्बन्धित जानकारी हामीसँग भएको सुनिश्चित गर्न हामी हर सक्दो प्रयास गर्छौं। यदि तपाईंको बच्चामा मेडिकल चिन्तन वा शैक्षिक चिन्तन छ भने त्यसले उसको वा उनको अध्ययनमा प्रभाव पार्नेछ, कृपया हामीलाई यस बारे थाहा दिन संलग्न फारामको प्रयोग गर्नुहोस्।

यदि तपाईंसँग कुनै प्रश्नहरू छन् भने, कृपया [NAME] लाई [PHONE NUMBER/EMAIL] मा सम्पर्क गर्नुहोस्। तपाईंको बच्चा सफलताका लागि तयार रहेको सुनिश्चित गर्न हामी तपाईंसँग सहकार्य गर्न इच्छुक छौं।

भवदीय,

Parent-Teacher Conference Form Letter

अभिभावक-शिक्षक सम्मेलन फाराम पत्र:

आदरणीय आमाबुवा/अभिभावक,

विद्यालयमा तपाईंको बच्चाको प्रगति बारे छलफल गर्नका लागि अभिभावक-शिक्षक सम्मेलनहरू महत्त्वपूर्ण अवसर हुन्।

यस बैठकमा, हामी तपाईंको बच्चाको क्षमता र चुनौतीहरूको छलफल गर्नेछौं, बच्चामा भएका वृद्धिमा प्रकाश पार्नेछौं र आगामी दिन र हप्ताका लागि उद्देश्यहरू तय गर्नेछौं। तपाईंको अभिभावक-शिक्षक सम्मेलन [DATE] [TIME] [LOCATION]मा तय गरिएको छ।

यदि तपाईंको समय यस बैठक समयसँग मेल खाँदैन भने, कृपया [NAME] लाई[PHONE NUMBER/EMAIL] मा सम्पर्क गर्नुहोस्। तपाईंको बच्चाले अपार सफलता प्राप्त गर्न तपाईंलाई मद्दत गर्न हामी तपाईंसँग सहकार्य गर्न इच्छुक छौं!

भवदीय,

Field Trip Form Letter

स्थलगत भ्रमण फाराम पत्र:

आदरणीय आमाबुवा/अभिभावक,

[SCHOOL] मा, हामीलाई विश्वास छ कि विस्तृत विविध निर्देशनात्मक विधिहरूको पहुँच विद्यार्थीहरूको अध्ययन मद्दतको मूल आधार हो।

त्यसै अनुरूप, [DATE] मा, [SCHOOL] का [GRADE/CLASS] का विद्यार्थीहरूलाई स्थलगत भ्रमणका लागि [स्थान] लगिनेछ। त्यहाँ, तिनीहरूले [PURPOSE OF FIELD TRIP] अध्ययन गर्नेछन्। थप विवरणहरूका लागि कृपया तल हेर्नुहोस्।

- [Drop off/pick up time]
- [Additional information]

कृपया यस पत्रमा संलग्न गरिएको अनुमति पत्रमा तपाईंको बच्चालाई यस रोमाञ्चक अवसरमा भाग लिनका लागि अनुमति दिनुहोस्। अनुमति पत्र [DATE] सम्ममा तपाईंको बच्चाको शिक्षकलाई फिर्ता गर्नुपर्छ। यदि तपाईंसँग कुनै प्रश्नहरू छन् भने, कृपया [NAME] लाई[PHONE NUMBER/EMAIL] मा सम्पर्क गर्नुहोस्।

भवदीय,

Generic Half Day Form Letter

वर्गीय आंशिक बिदा फाराम पत्र:

आदरणीय आमाबुवा/अभिभावक,

2015-2016 विद्यालय वर्षमा स्वागत छ! यो वर्ष तपाईंको बच्चाको लागि व्यक्तिगत विकास र शैक्षिक उपलब्धीको वर्ष सुनिश्चित गर्नका लागि हामी तपाईंसँग सहकार्य गर्न इच्छुक छौं।

कृपया ध्यान दिनुहोस् डिस्ट्रिक्टले केही विश्राम अवधिहरू नियुक्त गरेको छ जुन अवधिमा विद्यालय बन्द हुनेछ। यी दिनमा, विद्यालय भवनहरू बन्द हुनेछन् र अभिभावकहरूले आफ्ना बालबालिकाको लागि अन्य प्रबन्धहरू मिलाउन आवश्यक हुनेछ। नियोजित विद्यालय बन्दहरू यस प्रकार छन्:

- नोभेम्बर 25-27 – थ्याङ्क्सगिभिङ विश्राम (रिसेस)
- डिसेम्बर 24-31 – बिदा विश्राम
- फेब्रुअरी 15-19 – मध्य जाडो विश्राम
- अप्रिल 25-29 – स्प्रिङ विश्राम

यी नियामक नियोजित विद्यालय बिदाहरूको साथै, SCSD अन्तर्गतका विद्यालयले वर्षभरि नै केही छिटो छुट्टी दिन र निर्दिष्ट बिदाहरूमा सहभागी हुनेछन्।

यो वर्षका आंशिक दिन र बिदाहरू यस प्रकार छन्:

- सोमबार, अक्टोबर 12 – कोलम्बस दिवस (विद्यालय बन्द)
- मंगलबार, नोभेम्बर 3 – अभिभावक-शिक्षक सम्मेलनहरू (आंशिक बिदा)
- बुधबार, नोभेम्बर 4 – पर्यवेक्षक सम्मेलन दिवस (विद्यालय बन्द)
- बुधबार, नोभेम्बर 11 – सेनानिवृत्त सैनिक दिवस (विद्यालय बन्द)
- बिहीबार, नोभेम्बर 19 – अभिभावक-शिक्षक सम्मेलनहरू (विद्यालय बन्द)
- बुधबार, डिसेम्बर 23 – पेशागत विकास दिवस (विद्यालय बन्द)
- शुक्रबार, जनवरी 1 – नयाँ वर्ष (विद्यालय बन्द)
- सोमबार, जनवरी 18 – मार्टिन लुथर किंग, जूनियर जन्मदिन (विद्यालय बन्द)
- शुक्रबार, जनवरी 29 – पर्यवेक्षक सम्मेलन दिवस (विद्यालय बन्द)
- सोमबार, मे 30 – स्मृति दिवस (विद्यालय बन्द)
- बिहीबार, जुन 23 – शैक्षिक सत्रको अन्तिम दिन (आंशिक बिदा)

यदि तपाईंसँग नियोजित छिटो छुट्टीका दिन वा बिदा आचार सम्बन्धी कुनै प्रश्नहरू छन् भने, कृपया हाम्रो प्रमुख कार्यालयमा [PHONE NUMBER] मा प्रत्यक्ष सम्पर्क गर्नुहोस्।

Appendix G—Somali Translated Documents

Early Dismissal Form Letter

Waalidka/Masuulka qaaliga ahow,

[NAME OF SCHOOL],. Waxaanu qaadanaynaa fursadda aanu ku hubino in ilmahaagu ku jiro deegaan tacliimeed oo adag maalin kastoo dugsi. Munaasabada, si kastaba ha ahaatee, Dugsiga degmadda Syracuse City waa in uu qorsheeyaa maalin la soo gaabiyay oo tacliin dugsi ah.

[DATE], [SCHOOL] wakhtiga fasaxa hore loo sii qaadan doonaa waa[TIME] iyaddoo ay sababtu tahay [REASON].

Haddii aad qabto wax su'aalo ah ama aad jeclaan lahay macluumaad dheeraad ah, fadlan la xidhiid [NAME] lambarkan [PHONE NUMBER/EMAIL].

Kii daacada kuu ahaa,

School Event Form Letter

Warqadda Foomka Dhacdada Dugsiga:

Waalidka/Masuulka qaaliga ahow,

[SCHOOL NAME],. Ardaydayada kartida leh, kuliyada daacada ah iyo shaqaalaha iyo qoysaska ku lugta leh ee wada shaqaynaya waa waxa u ogolaada bulshaddayada in ay u shaqayso ilaa karaankeeda.

Waxaan ku faraxsanahay in aanu ku ogaysiisno [EVENT], taas oo la qaban doono[DATE] laga bilaabo [TIMES] ilaa [LOCATION].

Waxaanu had iyo jeer aad u rabnaa in aanu u dabaal degno guul gaadhida [SCHOOL NAME] bulshadda, oo waxaanu rajaynaynaa in aanu kugu aragno xaga [EVENT].

Kii daacada kuu ahaa,

Medical Concerns/Educational Concerns Form Letter

Walaaca Caafimaad/Warqada Foomka Walaacyada Caafimaad:

Waalidka/Masuulka qaaliga ahow,

[SCHOOL], waxaanu fahamnay in ilma kastaa uu leeyahay duruuf taas oo ku keenta isaga ama iyadda in uu si gaar ah wax u barto

Sidaasna, waxaanu samaynaa dedaal kasta si aanu u hubino in dhammaan aynu hayno macluumaadka khuseeya ee ku saabsan ardayga iyo sooyaalkiisa hore ama keeda iyo habka waxbarashadda, Haddii uu leeyahay ilmahaagu walaac caafimaad oo saamayn lahaa waxbarashaddiisa ama teeda, fadlan isticmaal foomka lifaaqan si aad noo ogaysiiso.

Haddii aad hayso wax su'aalo ah, fadlan la xidhiid [NAME] lambarkan[PHONE NUMBER/EMAIL]. Waxaanu aad u rajaynayaa in aanu kula shaqayno si aanu u hubino in ilmahaagu u diyaarsanyahay guul!

Kii daacada kuu ahaa,

Parent-Teacher Conference Form Letter

Waalidka- Waraqadda Foomka Shirka Macalinta:

Waalidka/Masuulka qaaliga ahow,

Shirarka Waalidka-Maclinku waa fursad muhiim oo lagaga hadlo horumarka ilmahaaga ee dugsiga.

Kullankan, waxaanu ka hadli doonaa awoodaha ilmahaaga iyo caqabadaha, muujiya koboca kaas oo dhacay oo dejiya ahdaafta maalmaha soo socda iyo wiigaga. Shirkaaga Waalidka –Macalinka. Waxaa loo qabtay jawdalka DATE] wakhtiga [TIME] ee gudaha [LOCATION].

Haddii jadwalkaagu aanu ku habbaysnayn kullankan, fadlan la xidhiid [NAME] lambarka [PHONE NUMBER/EMAIL]. Waxaanu aad u rajaynaysaan in aanu kula shaqayno si uu ilmahaagu u gaadho waxyaabe waa wayn!

Kii daacada kuu ahaa,

Field Trip Form Letter

Warqadda Foomka Safar meel loo Baxayo:

Waalidka/Masuulka qaaliga ahow,

[SCHOOL], waxaanu rumaysanahay in qaadashhda qaabab badan oo kala duwan oo waxbarasho ay tahay furaha ka caawinta ardayda inay wax bartaan..

Sidaasna, taariikhda [DATE], [SCHOOL] ardayda dhigata [GRADE/CLASS] waxaa loo qaadi doonaa safar meel loogu baxayo[LOCATION]. Halkaa, waxay ku baran doonaan [PURPOSE OF FIELD TRIP]. Fadlan eeg faahfaahinaha dheeraadka ah

- [Wakhtiga gaynta/soo qaadida]
- [Macluumaad dheeraad ah]

Raacsan, fadlan hel ogolaanshaha warqadda siinaysa ilmahaaga ogolaanshe uu kaga qayb qaato fursadan xiisaha leh. Ogolaanshaha waa in lagu soo celiyaa macalinka ilmahaaga goorta[DATE]. Haddii aad hayso wax su'aalo ah, fadlan la xidhiidh [NAME] lambarkan[PHONE NUMBER/EMAIL].

Kii daacada kuu ahaa,

Generic Half Day Form Letter

Foomka Warqadda Nus gelinka Caadiga ah:

Waalidka/Masuulka qaaliga ahow,

Ku soo dhowow sanad dugsiyeedka 2015-2016! Waxaanu rajaynaynaa in aanu kula shaqayno adiga si aanu u hubino sanadkan in uu yahay hal koboc shakhsi ah iyo guul gaadhida tacliimeed ee ilmahaaga.

Fadlan ogow in degmaddu ay u magacowday dhowr muddooyin nasasho ah taas oo aanu dugsi jiri doonin. Maalmahan , dhismayaasha dugsiga waa la xidhi doonaa oo waalidku waxay u u baahan doonaan in ay sameeyaan qaban qaabada carruurtooda. Xidhitaanka dugsiga la qorsheeyay waa sida soo socota:

- Noofambar 25-27 – Nasahada Thanksgiving
- Diisambar 24-31 – Nasahada Fasaxa
- Febraayo 15-19 – Nasahada Jiilaalka Dhexdiisa
- Abriil 25-29 – Nasahada Gu'ga

Waxa raaca nasashooyinkan jadwalka dugsiga looga sameeyay, dugsiyada dhammaan SCSD way ka qayb geli doonaan dhowr maalmood oo hore loo fasaxo iyo fasaxayada la qaato sanadkoo dhan.

Sanad kan maalmaha nuska ah iyo fasaxyadu waa sida soo socota:

- Isniin, Oktoobar 12 – Columbus Day (DUGSI MA JIRO)
- Salaasa, Nooofambar 3 – Parent-Teacher Conferences (NUS MAALIN)
- Arbaca, Nooofambar 4 – Superintendent's Conference Day (DUGSI MA JIRO)
- Arbaca, Nooofambar 11 – Veteran's Day (DUGSI MA JIRO)
- Khamiisa, Nooofambar 19 – Parent-Teacher Conferences (DUGSI MA JIRO)
- Arbaca, Diisamabar 23 – Professional Development Day (DUGSI MA JIRO)
- Jimce, Janaayo 1 – New Year's Day (DUGSI MA JIRO)
- Isniin, Janaayo 18 – Martin Luther King, Jr. Birthday (DUGSI MA JIRO)
- Jimce, Janaayo 29 – Superintendent's Conference Day (DUGSI MA JIRO)
- Isniin, Maayo 30 – Memorial Day (DUGSI MA JIRO)
- Khamiis, Juun 23 – Last Day for Students (NUS MAALIN)

Haddii aad hayso wax su'aalo ah oo ku saabsan maalmaha fasaxa hore loo qaato ee la qorsheeyay ama fasaxyada maalmaha la qaato, fadlan la xidhiidh xafiiskayaga ugu muhiimsan toos lambarkan [PHONE NUMBER].

Kii daacada kuu ahaa,

Early Dismissal Form Letter

Carta modelo de salida anticipada:

Estimado padre/madre/tutor:

En [NAME OF SCHOOL] aprovechamos todas las oportunidades para asegurarnos de que su hijo/a esté expuesto, cada día de escuela, a un ámbito académico riguroso. Sin embargo, ocasionalmente, el distrito escolar de la ciudad de Syracuse debe programar un día académico reducido.

El [DATE], el horario de salida de [SCHOOL] será a las [TIME] por [REASON].

Si tiene alguna pregunta o desea informarse mejor, llame a [NAME] al [PHONE NUMBER], o escriba a [EMAIL].

Atentamente.

School Event Form Letter

Carta modelo de evento escolar:

Estimado padre/madre/tutor:

En [SCHOOL NAME], nuestros talentosos alumnos, nuestra facultad y personal tan comprometidos, y las familias involucradas trabajando en equipo hacen posible que nuestra comunidad funcione lo mejor posible.

Nos complace anunciar el [EVENT] que tendrá lugar el [DATE] desde [TIMES] en [LOCATION].

Siempre nos emociona celebrar los logros de la comunidad de [SCHOOL NAME], y esperamos verlos en [EVENT].

Atentamente.

Medical Concerns/Educational Concerns Form Letter

Carta modelo sobre cuestiones médicas/inquietudes educativas:

Estimado padre/madre/tutor:

En [SCHOOL] entendemos que cada niño vive circunstancias únicas que lo llevan a aprender a su manera.

Por tanto, hacemos lo posible por contar con toda la información relevante sobre un alumno y su formación, o su estilo de aprendizaje. En caso de un problema médico o una inquietud educativa sobre su hijo/a, que afectaría su aprendizaje, infórmenos usando el formulario adjunto.

Si tiene alguna pregunta, llame a [NAME] al [PHONE NUMBER], o escriba a [EMAIL]. ¡Esperamos trabajar con usted para que su hijo/a esté efectivamente preparado para el éxito!

Atentamente.

Parent-Teacher Conference Form Letter

Carta modelo sobre reunión de padres:

Estimado padre/madre/tutor:

Las reuniones de padres son una oportunidad importante para discutir el progreso de su hijo/a en la escuela.

En esta reunión hablaremos de las fortalezas y los desafíos que afronta su hijo/a, destacaremos su crecimiento, y fijaremos objetivos para los días y las semanas próximos. Hemos programado una reunión para el [DATE] a las [TIME] en [LOCATION].

Si este horario no le resulta cómodo, llame a [NAME] al [PHONE NUMBER], o escriba a [EMAIL]. ¡Esperamos trabajar con usted para que su hijo/a alcance grandes logros!

Atentamente.

Field Trip Form Letter

Carta modelo de excursión:

Estimado padre/madre/tutor:

En [SCHOOL] creemos que exponer a los alumnos a una amplia gama de métodos de instrucción es la clave para ayudarlos a aprender.

Así, el [DATE], los alumnos de [SCHOOL] de [GRADE/CLASS] harán una excursión a [LOCATION]. Allí aprenderán [PURPOSE OF FIELD TRIP]. Encuentre a continuación más detalles.

- [Drop off/pick up time]
- [Additional information]

Encuentre adjunto un talón de autorización por el cual usted le da permiso a su hijo/a para participar de esta oportunidad emocionante. Entregue el talón de autorización al maestro de su hijo/a hasta el [DATE]. Si tiene alguna pregunta, llame a [NAME] al [PHONE NUMBER], o escriba a [EMAIL].

Atentamente.

Generic Half Day Form Letter

Carta modelo genérica de media jornada:

Estimado padre/madre/tutor:

¡Bienvenido al año lectivo 2015-2016! Esperamos trabajar con usted para que este año sea de crecimiento personal y logros académicos para su hijo/a.

Tenga en cuenta que el distrito ha designado varios períodos de receso durante los cuales la escuela no funcionará. En estos días, los edificios de escuela estarán cerrados, y los padres deberán organizar un plan alternativo para sus hijos. Los cierres de escuela están programados así:

- 25-27 de noviembre: Receso de Acción de Gracias
- 24-31 de diciembre: Receso de vacaciones
- 15-19 de febrero: Receso de invierno
- 25-29 de abril: Receso de primavera

Además de estos recesos escolares programados, las escuelas de todo el distrito escolar de la ciudad de Syracuse adherirán a varios días de salida anticipada, y a los feriados que se celebran a lo largo del año.

Las medias jornadas y feriados de este año son:

- Lunes 12 de octubre: Día de Colón (NO HAY CLASES)
- Martes 3 de noviembre- Reuniones de padres (MEDIA JORNADA)
- Miércoles 4 de noviembre: Día de reunión del superintendente (NO HAY CLASES)
- Miércoles 11 de noviembre: Día de los Veteranos de Guerra (NO HAY CLASES)
- Jueves 19 de noviembre: Reuniones de padres (NO HAY CLASES)
- Miércoles 23 de diciembre: Día del desarrollo profesional (NO HAY CLASES)
- Viernes 1.o de enero: Año nuevo (NO HAY CLASES)
- Lunes 18 de enero: Cumpleaños de Martin Luther King, Jr. (NO HAY CLASES)
- Viernes 29 de enero: Día de reunión del superintendente (NO HAY CLASES)
- Lunes 30 de mayo: Día de los Caídos (NO HAY CLASES)
- Jueves 23 de junio: Último día de clases (MEDIA JORNADA)

Si tiene alguna pregunta sobre los días de salida anticipada programados, o los feriados que se celebran, comuníquese directamente con nuestra oficina principal al [NÚMERO DE TELÉFONO].

Atentamente.

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Executive Director of Student Support Services, Civil Rights Compliance Officer
Syracuse City School District
725 Harrison Street • Syracuse, NY 13210
(315) 435-4131
Email: CivilRightsCompliance@scsd.us