

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

Review the relevant sections in the [Policy and Reference Guide for MLs/ELLs](#) for in-depth information on the items listed below. For ELL-related matters, contact your [ML/ELL Director and/or ML/ELL Compliance Performance Specialist](#).

1. Establish ELL identification team and systems to form Language Proficiency Teams (LPTs) to ensure identification processes are completed.

- Establish a team of trained pedagogues responsible for implementing the ELL identification process year-round. This includes in-person completion of the Home Language Identification Survey (HLIS), New York State Identification Test for English Language Learners (NYSITELL) administration, Spanish Language Assessment Battery (LAB) administration (for students with Spanish as their home language), sending parent notifications, holding parent orientations, and placing students into an ELL program.
- Identify staff who can serve on Language Proficiency Teams (LPTs) to assess NYSITELL eligibility for incoming students with Individualized Education Programs (IEPs).
- Develop a plan to provide translation & interpretation for families.
 - Ensure you have a list of pedagogues that speak languages other than English that can interpret during the individual interview (as part of the HLIS). Only licensed and trained pedagogues may conduct the individual interview and determine the home language code of the student.
 - When staff is not available to interpret, refer to the DOE's [language access supports](#) for over-the-phone interpretation.
- Train multiple teachers in NYSITELL administration to ensure continuity of instruction. Reach out to your district for training opportunities.
- Determine who will administer and scan the NYSITELL and Spanish LAB.
- Mandated ELL services must be maintained throughout the identification process;** establish a plan to ensure students continue to receive ELL instruction.

Relevant resources:

- [NYSED Guidance: Determining English Language Learner/Multilingual Learner \(ELL/MLL\) Status of and Services for Students with Disabilities](#)
- [Language Access Supports](#)
- [ELL Policy Guidance SharePoint](#)

2. Determine NYSITELL eligibility for students with a home language other than English.

- Ensure that **all** newly enrolled students are administered the HLIS in person.
- Once the HLIS has been administered in person by a licensed and trained pedagogue:
 - Enter a valid home language code from the HLIS into ATS for all students.
 - Update the HLIS flag in the ATS BIOU screen to “Y” for all students.
- Determine NYSITELL eligibility for students whose home language is not English.
 - This includes a mandated individual interview and review of any work to determine NYSITELL eligibility.
 - For incoming students with IEPs, convene the LPT to determine NYSITELL eligibility and convey recommendations to the principal.

Relevant resources:

- [ELL Policy Guidance SharePoint](#)
- [Parent Notification Letter InfoHub](#)
- [NYSED Guidance: Determining English Language Learner/Multilingual Learner \(ELL/MLL\) Status of and Services for Students with Disabilities](#)
- [Language Proficiency Team InfoHub](#)

3. Administer the NYSITELL and Spanish LAB to eligible students.

- Ensure that your school has sufficient NYSITELL and Spanish LAB exams. Contact your [Borough Assessment Implementation Director \(BAID\)](#) if you need extra exams right away.
- ELL services must be maintained throughout the testing period;** establish a plan to ensure students continue to receive ELL instruction during test administration.
- For students eligible to take the NYSITELL, print the NYSITELL via the [RLBA screen](#) in ATS.
- Administer the NYSITELL to eligible students following appropriate procedures.
- Scan the NYSITELL per procedures in the scanning [handbook](#).
- For students not eligible to take the NYSITELL, update the [ELLO](#) screen in ATS.

Note: The ELLO screen is only used for students whose home language is not English in instances where qualified personnel have determined the student does not need to be administered the NYSITELL and is not an ELL.

- Administer the Spanish LAB to newly identified ELLs whose home language is Spanish.
- Print the Spanish LAB answer documents via the RSLA screen in ATS.
- Scan the Spanish LAB per procedures in the [scanning handbook](#).

Relevant resources:

- [NYSITELL and Spanish LAB InfoHub](#)
- [Borough Assessment Implementation Directors](#)

4. Send and maintain copies of notification letters to parents/guardians.

- Designated staff should send appropriate notification letters to parents/guardians in their preferred language:
 - Send entitlement/non-entitlement letters (after NYSITELL) within 5 school days of identification. Note: Entitlement letters also include the invitation to the parent orientation meeting.
 - Send continued entitlement letters (after NYSESLAT) for current ELLs.
 - Send non-entitlement letters (after NYSESLAT) for students who have exited ELL services and are now former ELLs.
- Maintain copies of parent notification letters (and translated versions) in the student’s cumulative file.

Relevant resources:

- [Parent Notification Letter InfoHub](#)

5. Schedule parent orientation meetings and ensure the ELL Parent Survey and Agreement Form is completed.

- Determine the pedagogue(s) that will conduct the parent orientation including interpretation support (if necessary). Parent orientations can continue to be conducted virtually.
- Ensure parents/guardians receive all documents in their preferred language.
- Ensure parents complete the [ELL Parent Survey and Agreement Form](#) within 5 school days of the parent orientation. Follow up with parents/guardians as necessary.
- After receipt of the [ELL Parent Survey and Agreement Form](#), send the [placement letter \(after parent survey\)](#).
- If the parent/guardian does not return the [ELL Parent Survey and Agreement form](#), send the [default program placement letter](#).
- Keep all documents, including agendas, parent attendance documents, and copies of parent notifications on file in the student’s cumulative folder.

Relevant resources:

- [Parent Orientation Video](#)
- [Parent Notification Letters](#)

6. Update the ELPC or BNDC Screen with ELL program selection in ATS.

- Ensure your staff records parent selection information in the ELPC screen in ATS including whether the parent was provided with information about ELL programs. This information must typically be entered in ATS within 20 school days of enrollment; 30 school days of enrollment for incoming students with IEPs).

Note: Initial parent selection of the ELL program is entered through the [ELPC](#) screen in ATS. Though discouraged, subsequent changes to the parent selection can be updated on the [BNDC](#) screen. Documentation regarding any changes must be maintained in the student's cumulative folder.

7. Identify Students with Inconsistent/Interrupted Formal Education (SIFE).

- Schools must administer the [NYSED Oral Interview Questionnaire](#) to all newly identified ELLs in grades 3 to 9 whom the school suspects may have a gap in education or may have inconsistent education.
- If a gap of two or more years is determined, qualified personnel must administer the NYSED [Multilingual Literacy SIFE Screener \(MLS\)](#) to determine SIFE status. The MLS is currently available in [these languages](#). Ensure interview notes, academic and assessment history, and work samples are collected and maintained in the student's cumulative record.
- Administer the [SIFE writing screener](#) to determine the student's basic writing skills in their home language.
- [SIFE status](#) must be determined within 30 school days of enrollment and entered into the [BNDC](#) screen in ATS.

Relevant resources:

- [NYSED SIFE Identification flowchart](#)
- [NYSED SIFE Q&A](#)
- [NYSED SIFE Resources](#)
- [SIFeshare](#)

8. Review Student Data and Program Students.

- Review students' latest NYSITELL or NYSESLAT scores as well as other relevant data.
- Program ELLs and former ELLs according to parent selection and [CR Part 154 requirements](#).
- Regardless of the ELL program type (dual language bilingual education, transitional bilingual education, or English as a New Language), all students must be programmed for [the minimum amount of minutes of English as a New Language \(ENL\)](#) as per CR Part 154.

- Schedule students for integrated ENL and stand-alone ENL based on grade and proficiency level.
- Program students who exit ELL status for 90 minutes per week of ENL or one of the options outlined in [Alternative Pathways for Former ELLs](#).
- Strategically program students so that teacher time is maximized in the classroom engaged in providing instruction to ensure that ELLs receive their full complement of mandated units of ENL and subject area content.
- Review staff certifications for personnel who can provide mandated ENL or bilingual services.
- Hire appropriately certified ENL and bilingual teachers.

Relevant Resources:

- [CR Part 154](#)
- [Programming ELLs in STARS Wiki](#)
- [Alternative Pathways to Support Former ELLs' Language Development and Academic Progress](#)

9. Plan for bilingual programs.

- Review [ELL Parent Survey and Agreement forms](#) and keep track of the number of parents that selected a bilingual program. Keep in mind that if families do not return the parent and survey agreement form, the default placement is a bilingual program.
- Create a plan if there are sufficient parent requests for a Dual Language Bilingual Education or Transitional Bilingual Education program. CR Part 154, as amended by the Aspira Consent Decree, requires that schools create bilingual programs if the thresholds below are met:
 - **Grades K-8:** 15 or more ELLs of the same home language in two contiguous grades.
 - **Grades 9-12:** 20 or more ELLs of the same home language in any single grade.

Please contact your [ML/ELL Director and/or ML/ELL Compliance Performance Specialist](#) for more information.
- If parents request a bilingual program and one is not available at your school and your school does not meet the threshold to open a bilingual program [follow the procedures to request an ELL bilingual program transfer](#).

10: Develop and finalize school-level plans to ensure the needs of ELLs and teachers are met.

- All schools are required to submit a Language Allocation Policy (LAP) for school year 2024-25. Principals must submit a final plan that addresses the feedback provided by ML/ELL staff in iPlan by **October 25**.
- All schools that received Title III ELL funding should submit their plan in iPlan by **June 28** and ensure alignment with the requirements outlined in the [School Allocation Memo](#). If this has not been



completed, please contact your [ML/ELL Director and/or ML/ELL Compliance Performance Specialist](#).

- Title III Immigrant funds will be distributed in Fall 2024. Schools that receive these funds will have to develop and submit a plan in iPlan. Additional details will be shared in late Fall 2024.
- All schools should develop a professional development plan to ensure the following professional learning requirements are met for all teachers as per CR Part 154:
 - 15% of total hours of PD must be ELL-specific for all teachers
 - 50% of total hours of PD must be ELL-specific for bilingual education and ENL teachers
- Provide all staff with professional development on using student data to drive instruction, implement interventions, and create Title III plans if the school qualifies for funds.

Relevant Resources:

- [LAP InfoHub](#)
- [Title III InfoHub](#)