



**EPIC Facilitators' Guide**  
A Manual for the ELL Parent Information Case (EPIC)  
Winter, 2010



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# Introduction

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Since *Children First* reforms began in 2003, the New York City Department of Education has worked diligently to increase our outreach to parents of English Language Learners (ELLs), reaching thousands of parents citywide, while providing resources and professional development to school staff that work with ELL parents. These efforts bring us closer to a system of strong schools that are responsive to *all* parents through the personal attention of school-based staff—mainly parent coordinators. However, gaining the trust and support of parents that are new to our language and culture, and who are entrusting us with their children, requires even more diligence and awareness from staff. That is why we are proud to share with you the latest edition of the ELL Parent Information Case (EPIC), a toolkit of documents and resources that detail the process of identifying ELLs and provide you with comprehensive information about ELL programs and services for parents.

Our greatest hope for the EPIC is that it will provide the resources you need to help identify ELLs accurately, inform parents of ELL program options thoroughly, and engage parents who speak a language other than English. The more inclusive and informative we can make each school experience for parents of ELLs, the greater the opportunity for their participation in the academic and social success of their children. Use the accurate, thoughtful and well-translated notifications that are provided in the EPIC as the first step in strengthening your relationship with parents. Also, be creative about what you can do at your school to support and engage parents by using the EPIC's strategies, case studies and programmatic information, as well as new web resources and suggestions about working with school, district, and network staff. Consider recruiting ELL parents or parents of former ELLs to help you create a more welcoming environment. Perhaps you would like to create a site-based welcome center in your school, campus or among your network schools, or launch a structured parent buddy program for ELL parents? Maybe you can work with other schools in your area to support parent choice and link parents to neighborhood resources?

Also, what can you do to help ELL parents make informed decisions so that they select the best ELL program for their child? How can you assist ELL parents with helping them prepare their children for meeting City and State standards, preparing for Regents exams, and planning, in the long and short-term, for their child's academic success? The creative ways in which you answer these and other questions as you meet the challenges in your own school will offer new and exciting solutions for the entire city, creating a roadmap for successfully engaging parents of ELLs across New York City.

Our entire school community looks to you for your innovations and appreciates your leadership and dedication to provide parents of ELLs with options to fully engage them in your school.

## Chapter 1

# Introduction

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### *Using the case studies*

Case studies are included at the end of chapters 3 through 6. Each case study describes a school or classroom situation that requires the expertise of a parent coordinator or other staff member charged with serving the needs of parents of ELLs (e.g., bilingual coordinator, assistant principal). Case studies do not necessarily have one answer, and in fact, have been developed to reflect real-life scenarios that can be handled in a variety of ways.

They are meant to spark discussions among professional development participants so that they use the information at hand in the most effective and creative way. Discuss solutions openly and refer to this guide's text and resources for programmatic processes and requirements.

## Chapter 2

# The Meaning of Reforms for Parents of ELLs

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### *In this Chapter*

- Parents' role in *Children First* reforms
  - ELL directives under *Children First* reforms
- .....

*“People come to New York City from all over the world to fulfill their dreams and aspirations. They want their children and grandchildren to achieve in school and reach their highest potential. Our public schools must meet this challenge. The reforms we are announcing today demonstrate our commitment to raise the quality of ELL instruction and introduce true accountability for ELL education throughout the school system.”*

—Mayor Michael Bloomberg, June 2003, announcing  
*Children First* reforms for English Language Learners

## ***Parents' role in Children First Reforms***

New York City (NYC) parents have played a key role in the *Children First* reform agenda since its inception in the fall of 2002 and winter of 2003, when a series of citywide community engagement meetings were held. In these meetings, Chancellor Joel I. Klein and his staff gathered concrete suggestions from more than 50,000 parents and other community members on how our school system could be improved. Then, combining these suggestions with research and analysis on what works best in various NYC districts and other cities throughout the country, the Chancellor and Mayor developed core proposals for fundamental changes to our school system. These proposals—the *Children First* reform agenda—focus on improving teaching and learning in individual schools and classrooms.

To create a system of strong schools, Chancellor Joel I. Klein first brought coherence to the entire school system, mainly through recentralizing the system and streamlining the Department's management structure. During this first phase of reforms, the Department adopted a single, coherent system-wide approach for instruction in reading, writing, and math. To make schools more welcoming to

families and to give families access to the tools they need to be full partners in education, a new parent support system was established which included a parent coordinator at each school.

During this process of restructuring, the Chancellor also introduced the enduring core principles of what continues to transform schools from a great school system to a system of great schools: leadership, empowerment, and accountability. In the second phase of reforms, resources are reallocated directly to schools, empowering principals with more resources and decision-making power to directly educate children and reach out to parents. Principals are not only empowered to make informed decisions and take smart risks, but also are held to high standards, accountable for their school's results. Strong collaborations among principals, parent coordinators, and educators cannot be underestimated, for they create the school based community that can make a difference in how deeply parents are engaged in their children's education.

## ***ELL Directives Under Children First***

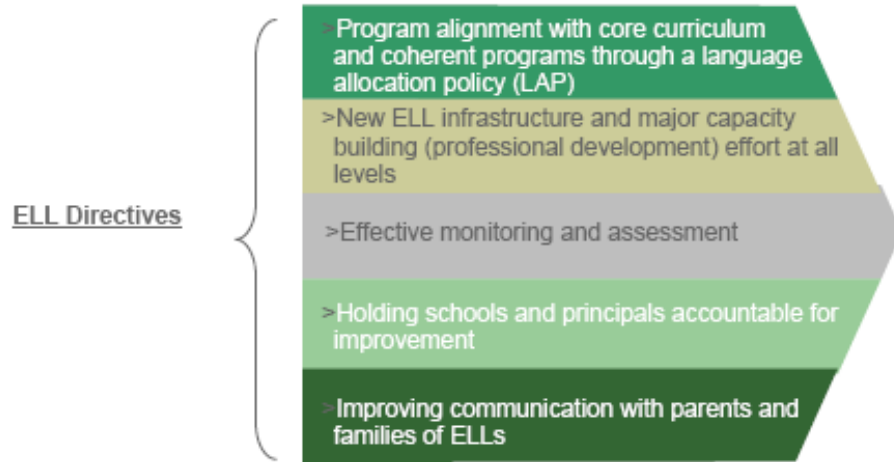
*“The diversity of our City and our schools is one of our great assets. As we learn from each other, we grow together into a better, richer City. I look forward to working with educators and parents to build on our recent progress.”*

—Chancellor Joel I. Klein, June 2007, congratulating ELLs for their progress in reading and math during a visit to PS 149 in Queens.

In 2003, when *Children First* reforms were first announced, school performance data showed persistent achievement gaps between English Language Learners (ELLs) and their English proficient counterparts. Also, schools administered programs for ELLs differently across districts, providing variations in the coherence and quality of ELL programs. To address these concerns, and make NYC public schools more rigorous, responsive and accountable for *all* children, the Chancellor announced specific ELL directives, supported by an unprecedented amount of funding and bolstered by the main principles of the reform agenda. The directives, released June 24, 2003, guide curriculum and program development, staffing, professional development and support, program evaluation, administration, and parent outreach. They continue to serve as the basis for the Department's ELL activities and initiatives, including a stronger, more supportive staffing infrastructure, more rigorous professional development, coherent programs, better materials and resources, and more comprehensive parent outreach.



**Chart I. *Children First* ELL Directives**



Improving communications with parents of ELLs means, at the outset, letting them know that it was the dedication and involvement of thousands of parents that originally inspired and continue to drive *Children First* reforms. Improvement efforts can only be fully successful with the direct involvement of parents as partners, especially for ELLs. By fostering a spirit of collaboration and support with ELL parents, as well as encouraging a sense of ownership over their child’s academic success, parent coordinators are often the main conduit through which parents know about, understand and engage in their child’s academic achievement.

## Chapter 3

# Prioritizing ELLs in New York City

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### *In this Chapter*

- Understanding what governs ELL education
  - Our mission
  - Offices that provide direct ELL support
  - For discussion
- 

### *What is an ELL?*

An English Language Learner (ELL) is a student that speaks a language other than English at home and scores below a state-designated level of proficiency in English upon entering the New York City public school system. While New York City refers to these students as ELLs, the state refers to them as Limited English Proficient (LEP).

## *Understanding what governs ELL education*

Federal, state and local laws and regulations and court-ordered mandates from the last thirty years shape services for English Language Learners (ELLs) and how they are delivered in New York City (NYC) schools today. ELL programs that comply with these laws and regulations provide assurances that all ELLs have access to and equity in NYC’s educational system.

The 1974 landmark United States Supreme Court decision *Lau v. Nichols* established the right of students with limited English proficiency to have “a meaningful opportunity to participate in the educational program,” setting the stage nationally for language assistance programs in public schools. That same year in NYC, an agreement between the Board of Education and ASPIRA of New York—called the ASPIRA Consent Decree—assured that the city would provide bilingual education.

Also guiding ELL educational services in New York State is Part 154 of the Regulations of the New York State Commissioner of Education (CR Part 154). CR Part 154 provides funding and sets out the basic requirements for ELL education, ensuring that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core

subjects. For instance, CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. CR Part 154 also determines the number of instructional units that ELLs must receive.

In 2002, passage of the No Child Left Behind Act tied funding and support to performance measures, holding schools accountable for the performance of their students. Local reforms incorporated key features of the new law, including holding schools accountable for the academic achievement of all students; ensuring that the teachers are highly qualified; and providing parents with access to information and choice. These laws make the academic progress and performance of ELLs, as a group, critical to a school's overall performance.

### **Chart II. Funding Sources for ELL Education**

ELLs have multiple sources of funding to meet their specific needs.

- **Tax Levy**, the main funding source for all students, comes from the City. Allocations for ELLs are determined by the Fair Student Funding (FSF) formula. The funds provide each ELL with basic instructional services, including mandated bilingual/ESL services.
- **Pupils with Compensatory Educational Needs (PCEN)-LEP** is State funding which supports services for ELLs in the form of class organization and staffing. This funding is now part of the FSF.
- **CR Part 154** is State funding specifically for ELLs that provides for additional bilingual and ESL teachers, pupil support services (such as bilingual counselors) and instructional materials. Teachers must be appropriately certified. This funding is now part of the FSF.
- **Title I** federal funds provide supplemental services for low-achieving students, including ELLs, in high poverty schools. Services include supplementary instruction such as before or afterschool programs. Title I also supports professional development and parent involvement, including translations.
- **Title III** federal funds provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas). Professional development and parent involvement activities are also supported.

## ***Our mission***

The Department provides ELLs and their families with equity and access to an excellent education. By supporting school leaders, strengthening instructional staff, promoting parental involvement, and improving material resources, Central, field and network ELL specialists empower schools to create a rigorous learning environment that focuses on academic achievement, language and social development, and cross-cultural support.

## *Offices that provide ELL support*

***The Division of Students with Disabilities and ELLs:*** To prioritize the outcomes for New York City’s highest needs children, in June 2009 the Department of Education placed the Office of ELLs, Office of Special Education Initiatives, and the Department of Education’s District 75 under one division. Led by a Deputy Chancellor, who is on the Chancellor’s Senior Leadership Team, this new structure ensures that all ELLs receive a high-quality education. Aligned with goals of the *Children First* agenda, this integrated unit can more deeply consider and allocate the resources and support necessary for accelerating achievement while ensuring compliance with federal, state, and local laws and regulations. For more information on ELL services available from the Office of ELLs, visit <http://schools.nyc.gov/Academics/ELL>.

***The Office for Family Engagement and Advocacy (OFEA):*** The Chancellor established this office in 2007 to transform how the Department of Education serves the City’s public school families. OFEA manages the Department’s structure for family outreach and has created a framework for ensuring that the parent voice is heard. OFEA is the primary point of contact for families and parent leaders who have concerns about their schools, and it also supports all parent leadership associations. OFEA provides professional development and information to Parent Coordinators to make every school a place where families feel welcome, supported, and respected as partners in education. For more information and upcoming events, visit <http://schools.nyc.gov/Offices/OFEA>.

***The Translation and Interpretation Unit*** (Appendix A), under OFEA, is a critical resource for schools who need assistance translating parent notifications and providing over-the phone interpretation services to ELL parents. The unit offers translation services in the top nine languages other than English spoken in New York City—Spanish, Chinese, Russian, Bengali, French, Haitian Creole, Korean, Urdu, and Arabic—which, along with English, make up 95% of the City’s school parent population. Over-the-phone interpretation services are available in more than 150 languages. The Unit is an important part of the Department’s language access initiative which aims to enhance the organization’s ability to communicate with and better engage limited-English-proficient parents of New York City schoolchildren. For a language access toolkit for your school, or for more information or assistance, visit the Unit’s website at <http://schools.nyc.gov/Offices/Translation>.

***Bilingual/ESL Technical Assistance Centers (BETACs)*** are state-funded centers that offer resources and training on issues pertaining to ELLs. The mission of the BETACs is to enhance for educators, parents, and local communities the knowledge and competencies which are needed to support the academic excellence of ELLs. To optimize learning for New York State ELLs, the BETACs' goals are to:

- provide technical assistance on policies and regulations, availability of funding and educational resources, and implementation of higher learning standards;
- assist parent and community outreach programs and activities that support and enable limited English proficient students to be successful in school;
- provide training opportunities that enhance the skills and competencies of all educators who impact the learning of limited English proficient students.

Six of the fourteen state centers are in New York City, three of which focus on particular languages spoken by high concentrations of city students (Spanish, Haitian Creole and Asian Languages). Parent coordinators seeking technical assistance, community activities and resources for ELL parents, and support for school-based events should contact the appropriate BETAC staff. A directory of BETACs is available on the New York State Education Department's website at <http://www.emsc.nysed.gov/biling/bilinged/betac.html>.

Parent coordinators and school staff can be more responsive to the questions and concerns of ELL parents if they know about the direct services, programs and initiatives that are offered to meet the specialized needs of ELLs. Parent coordinators are strongly encouraged to peruse all available resources above so that they have the latest information to share with families.

## **FOR DISCUSSION**

### **CASE STUDY I**

A parent of a recently identified ELL meets with the parent coordinator and questions why his child has been placed in an ELL program. He explains that the child has already studied English in their native country and is a very high achieving student. He is concerned that the ELL program will not support the academic subject areas his child will need to enter college, like mathematics and science. What should the parent coordinator share with the parent about initiatives supporting ELLs?

### **CASE STUDY II**

MS ABC is planning a family literacy program for December. The school wants to make sure they include the few families that speak Albanian; however, there are no Albanian speakers at the school to translate invitations, flyers and program documents or to speak with families that evening. What can the parent coordinator do to facilitate the translation of these essential documents and provide Albanian-speaking staff for the program?

### **CASE STUDY III**

High school DEF plans a Family Math Night. They have secured translated documents for Spanish-speaking families as well as a presenter to deliver a session on Algebraic Thinking for Bilingual Math Students. To the parent coordinator's surprise, some parents at the event do not speak Spanish, but instead Quechua, an indigenous language of South America. How can staff at the school help these parents during the session? What can they do to secure translated information and interpretation services in the future?

### **CASE STUDY IV**

At High School GHI, the bilingual coordinator has been working with the mathematics coach to let parents of ELLs at the school know about a citywide ELL Mathematics Initiative and the school's own involvement. The bilingual coordinator has provided parents with materials that the math coach has brought back from conferences, including tips on how parents can assist their children with math skills. The bilingual coordinator has had this document translated in several languages for ELL parents at the school. Several of the science teachers at the school want to become involved in similar cross-departmental activities for their ELL students. What can the bilingual coordinator do to help the science teachers get more involved with ELL students and parents?

### **CASE STUDY V**

Several parent coordinators that are in small schools grouped in the same building meet informally to discuss various school-related issues. One parent coordinator expresses frustration to the group that the small number of ELLs, some with low incidence languages, makes it hard to organize group orientations and activities. Several other parent coordinators suggest that they provide an event for ELL parents from all four small schools so that they can pool resources. How can this work be facilitated?

## Chapter 4

# Connecting with Parents of ELLs

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### *In this Chapter*

- Identifying ELLs
  - Notifying parents and supporting parent choice
  - Recordkeeping: using parent information
  - For discussion
- .....

As part of wider reforms that strive to drastically improve the academic performance of English Language Learners (ELLs), the Department has invited parents to increase their involvement and awareness in the academic activities of their children. These efforts are supported by research showing the impact that strong parental involvement can have on the academic success of students, especially ELLs. Even in the compliance-oriented process of identifying and placing ELLs in appropriate services, parents are the main decision-makers in this process.

### *Identifying ELLs*

As most New York City (NYC) residents know, our home is one of the largest, most diverse cities in America. The number of NYC public school students who speak a language other than English at home is estimated to be more than one third (41-42%) of the student population; however, not all of these students are entitled to ELL services. Some students with a non-English home language are proficient in English when they come into the school system. Others are students that have reached English proficiency in our ELL programs and transitioned into monolingual classes (also known as former ELLs). Current ELLs—a distinct yet dynamic student population—make up about 14% of the current student population, smaller than the initial number of students identified as possible ELLs. Also, this population changes from year to year as students enter and exit programs and the school system.

When parents first enroll their child in our schools, it is the responsibility of pedagogues at the school who are trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility for English language support services. *The importance of attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ELL services.* If an ELL is not identified and consequently placed in English-only

classes, not only are his or her chances of academic success severely limited, but such a misidentification is not in compliance with New York State regulations. The following screening and assessment instruments determine ELL eligibility (also see the Identification Chart in Appendix I):

- **Home Language Identification Survey.** At enrollment, a trained pedagogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home (Appendix B). This process also includes an interview in the parents’ home language.
- **Language Assessment Battery-Revised.** Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child’s home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.
- **New York State English as a Second Language Achievement Test (NYSESLAT).** In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Schools are required by law to notify parents of their child’s eligibility for services (Appendix C, E, G and H) and provide information and service options (Appendix D). Also, schools must inform parents of their child’s placement (Appendix F). Providing parents with notifications and information, and maintaining a dialogue with them are at the heart of an *informed parent choice*.

### **Special Education Identification**

If a parent believes that his or her child is having learning difficulties in school, he or she is encouraged to speak with the child's teachers and school administrators regarding support services that can be provided within general education. If after these support services are provided the child continues to experience learning difficulties, the child may have a disability which affects his or her learning. Parents have the right to make a referral to the Committee on Special Education (CSE) Office. The child’s school or the CSE Office if the child is attending a private or Charter School will conduct a multidisciplinary evaluation to determine if the child has a disability. In the case of an ELL, the CSE/school must determine if the problems being experienced by the child in school are related to the natural process of second language acquisition, cultural/behavior norms or personal experiences and not a disability. Assessments are to be conducted in the child's native language and in English. To be eligible for special education services, the child must meet the criteria for one or more of the disability classifications. In addition, a child’s limited English proficiency can not be the reason a child is determined to have a disability. For further information, parents are also encouraged to view resources on Special Education at the New York City Department of Education Special Education website here: <http://schools.nyc.gov/Academics/SpecialEducation>. Also, Special Education in New York State for Children Ages 3-21: A Parent's Guide is available at <http://www.vesid.nysed.gov/specialed/publications/policy/parentguide.htm> in English and Spanish.



## *Notifying parents and supporting parent choice*

**Newly enrolled ELLs:** Schools should make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child’s eligibility for ELL services, to collecting the forms that indicate the parent’s program choice for their child. By law, schools must provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents’ choice, coupled with program availability, determines program placement for ELLs.

<b>Chart IV. What do I send?</b>	
Note: All translated documents, along with ELL Parent Brochures and Home Language Identification Surveys, are available on the ELLs website: <a href="http://schools.nyc.gov/Academics/ELL">http://schools.nyc.gov/Academics/ELL</a>	
<b>If a student...</b>	<b>Then provide...</b>
Scores below proficiency on the LAB-R	Entitlement Letter* ( <i>Appendix C</i> ), Parent Survey and Program Selection Form,* and Placement Letter ( <i>Appendix D and F</i> )
Scores at or above proficiency on the LAB-R	Non Entitlement Letter ( <i>Appendix E</i> )
Scores below proficiency on the NYSESLAT	Continued Entitlement Letter ( <i>Appendix G</i> )
Scores at or above proficiency on the NYSESLAT	Non Entitlement/Transition Letter ( <i>Appendix H</i> )**
* Ideally, these should be provided at a parent orientation.	
** It is recommended that Dual Language students remain in the program for the length of their tenure, with or without ELL eligibility.	

Because ELL parents often speak a language other than English, schools should use the translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions at most schools are provided through group orientations at the beginning of the year. However, schools must be prepared to inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, district presentations, or at the very least, through informational packets. Parent coordinators and other designated staff should work closely with supervisors (assistant principals, bilingual coordinators), network specialists, and ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner. For events among schools and within networks, parent

coordinators should enlist the help of staff from other schools (bilingual/ESL teachers, other parent coordinators) and networks. A short guide on how to organize an orientation is included in Appendix J.

***Continuing ELLs:*** As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). Schools must notify parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year (Appendix G and H). ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services.<sup>1</sup> ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and can enter all-English monolingual classes. However, parents of students who participate in bilingual education programs can decide whether or not their child should continue, despite entitlement status. For instance, it is recommended that Dual Language students remain in the program for the length of their tenure, with or without ELL eligibility. Also, students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

#### **Changing Programs**

While it is strongly recommended that parents of ELLs keep their child in the same program model during their tenure as ELLs (see Chap. 5), there are procedures that dictate when a parent chooses to withdraw a child from a bilingual program. According to CR Part 154, ELL parents must “meet with the school principal along with the school or district supervisor of bilingual education to discuss and explain further the nature, purposes, educational values of the program and the skills required of personnel; as a minimum such pupil shall participate in a free-standing English as a second language program.” A parent cannot withdraw an ELL-eligible student from ESL services.

## ***Recordkeeping: Using parent information***

Using parent information, as well as properly maintaining and storing it, ensures that your school honors parent choice and follows the mandates of providing a parent orientation. The only way a school can maximize parent choice is to continuously monitor whether or not it is meeting parents’ needs as indicated on these forms. Also, parent choice information informs each school’s annual language allocation policy, as parent demand dictates what ELL programs schools should provide.

The Parent Survey and Program Selection Form (Appendix D), which is typically attached to the notification of entitlement to ELL services (Appendix C), provides

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<sup>1</sup> All ELLs are entitled to up to six years of state-funded bilingual/ESL services; schools can request an extension each year for up to three years for ELLs who have received three or more years of service.

specific information on how ELL program information is delivered. Parent coordinators and school staff should use the survey portion of this notification to make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. (See the checklists on ELL intake, orientations, parent involvement and parent choice in Appendix K.) Parent coordinators, as well as other designated school personnel, must be able to access these forms and checklists throughout the year in a centralized location. Talk with those at your school who work closely with ELLs (e.g., language allocation plan committee, principal, assistant principals, bilingual/ESL teachers) to determine the best place to store and access required documentation on ELLs. Also, talk with network-based ELL specialists about specific strategies for storing and accessing ELL data, as they often request school-based data throughout the year.

Finally, information about your school's ELLs is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the Automate the Schools (ATS) system at your school. BESIS data is especially significant, as it determines state and federal ELL funding levels and compliance with performance standards for your school. Parent coordinators can ensure that information for the BESIS is entered into ATS accurately by:

- Reviewing school ATS reports on ELLs to ensure that information (e.g., home language, grade, and program) matches HLIS, LAB-R, and other information that you manage;
- Serving as a back-up to school staff in charge of entering ATS information for ELLs. (Often assigned to instructional or office staff, data entry for ELL information should be prioritized);
- Becoming familiar with BESIS codes and manuals available on the ELL website (<http://schools.nyc.gov/Academics/ELL>);
- Contacting the NYC Department of Education's Division of Instructional and Information Technology for questions or ATS training schedules.

## **FOR DISCUSSION**

### **CASE STUDY I**

At PS ABC, a newly enrolled second grader's parents fill out a Home Language Identification Survey (HLIS) which indicates that Spanish and English are spoken at home. After the pedagogue speaks to the child in English, she suspects that the child is more comfortable speaking Spanish. The pedagogue informs the parents that the child will be administered the LAB-R. The parents object, saying their child speaks fluent English for his age. What should the pedagogue do?

### **CASE STUDY II**

A parent chooses a Transitional Bilingual Education (TBE) program for his middle school child at orientation, and at a later date decides he would rather have his child in a Freestanding English as a Second Language (ESL) program. He calls the parent coordinator in December to request that his child be moved into ESL after the holiday break. What should the parent coordinator, in collaboration with a pedagogue, tell him?

### **CASE STUDY III**

In PS DEF, an elementary school, the parent coordinator conducts an orientation session for parents of Chinese-speaking ELLs. Parents watch the Chinese version of the Parent Orientation DVD, which gives an introduction to the New York City school system and the programs available for ELLs. After watching the DVD, many of the parents want to know the difference between the TBE and the Dual Language program. They want to know which one is better, and if they can switch from one program to the other at the end of one year. How can the parent coordinator help parents understand the programs so they can make an informed choice?

### **CASE STUDY IV**

In PS GHI, an elementary school, the parent coordinator is conducting an orientation session for Haitian Creole-speaking parents of ELLs. Parents watch the Haitian Creole version of the Parent Orientation DVD, but after watching the DVD, the parents learn that this particular school offers ESL classes only. The parents want to know why the other programs introduced in the DVD are not available at the school. Some feel strongly that ESL is not the appropriate or ideal program for their children. What should the parent coordinator do to meet the needs of these parents?

### **CASE STUDY V**

During a review of PS XYZ, 21 Korean-speaking eighth-grade ELLs were in an ESL program although there were sufficient numbers to create a bilingual class (based on Parent Survey and Program Information Forms, as well as defaults for non-returned forms). How can the parent coordinator and pedagogues assisting with the identification process help the school to ensure that parent choices are honored and appropriate services are provided?

### **CASE STUDY VI**

After an ELL orientation, a parent at MS LMN selects a TBE program. This program model is not available at MS LMN. However, there is a TBE program at a nearby school. How can the parent coordinator assist the parent in getting his or her child transferred to that school?

### **CASE STUDY VII**

After several months of a newly-arrived ELL's attendance at PS XYZ, the parent, who speaks Mandarin, notices that the child is having problems learning to read in English. The parent is very concerned and wants to know what she can do to help her child. What recommendations can the parent coordinator make to the parent?

## Chapter 5

# ELL Learning

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### *In this Chapter*

- Putting ELLs in the context of the core curriculum
  - Programs that support ELL achievement
    - Transitional Bilingual Education
    - Dual Language
    - Freestanding English as a Second Language (ESL)
  - Why bilingual/ESL education?
  - A coherent and rigorous ELL education
    - The Language Allocation Policy
    - Use of data to drive instruction
    - Research-based professional development
  - For discussion
- 

### *Putting ELLs in the context of the core curriculum*

Parents play a key role in determining the ELL program that best matches the academic and cultural needs of their child. Therefore, it is necessary that the goals and features of each ELL program are articulated to parents, including the efforts being made to raise the academic rigor of ELL programs, aligning them with the core curriculum outlined in *Children First* reforms.

Integral to the *Children First* reform agenda is to provide all students with a comprehensive core curriculum in literacy and mathematics that meets the challenges of *No Child Left Behind Act*. Therefore, ELL programs must align with these new, rigorous requirements, and include teachers that have appropriate professional development and support, as well as classroom resources that reflect city and state standards. For literacy and mathematics, the Department of Education has implemented the following:

- Core balanced literacy and balanced mathematics programs;
- Use of data and accountability tools (e.g., ARIS) to improve teaching and learning in standard-driven instructional programs;
- Effective differentiated professional development opportunities for systematic change;
- Application of research-based coaching and teaching strategies to support teaching and learning communities.

## *Programs that support ELL achievement*

*Being able to articulate the features of the three ELL program models and how they differ is essential to helping parents make informed choices. While all three programs offer language development and rigor in academic subjects, the amount of instructional time spent in English and the native or target language differ:*

- ***Transitional Bilingual Education (TBE)*** programs are designed so that students develop conceptual skills in their native language as they learn English. A TBE program includes an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. Also, TBE programs include a Native Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student's home language while cultivating an appreciation of his or her history and culture. In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English. As students develop English language skills, instruction time in the native language decreases and instructional time in English increases. Schools that offer this model must have a consistent plan for instruction in each language, and a supportive transition plan for children when they are transferred into a monolingual English program.
- ***Dual Language*** programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. These programs are designed to continue developing ELLs' native language, as well as English language skills, throughout schooling while helping monolingual English-speaking students become bilingual. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language.
- ***Freestanding English as a Second Language (ESL)*** programs provide instruction in English, emphasizing English-language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible. In high schools, Freestanding ESL programs are mainly departmentalized ESL classes and content courses that use ESL strategies.

## Why bilingual/ESL education?

Parents may have questions about popular and highly politicized claims that programs for ELLs are not working, sometimes favoring one program model over another. Staff working with ELL parents should consider several key points when talking with parents about ELL performance and the program model that best meets the needs of their child.

First, it is important to understand the nature of the ELL subgroup when reviewing performance data. By definition, ELLs are learning English for the first time, a condition often reflected in test scores. High achieving ELLs who have mastered the new language are, of course, re-designated as English-proficient students. Therefore, the highest achieving ELLs are constantly being removed from the ELL subgroup, driving down ELL scores overall. Therefore, when discussing the success of ELL programs, parent coordinators should share information about both ELLs and former ELLs. For instance, the annual New York City (NYC) graduation and dropout report (Office of Accountability, 2008) shows that former ELLs who successfully transition to monolingual English classes have lower dropout rates (9.7%) and higher graduation rates (70.9%) than all English proficient students (13.0% and 63.5%, respectively). In fact, in the last five years, former ELLs have graduated at higher rates than students who were never ELLs. In other words, bilingual students, fluent in English, are actually contributing to the more favorable averages of the monolingual in NYC schools.

When fielding questions on the most effective program model, there is a strong consensus among current researchers (from both the National Literacy Panel and the Center for Research on Education, Diversity, and Excellence) that native language literacy boosts reading achievement in the second language. This research adds to the growing body of research that shows strong native language arts (NLA) development (the linguistic goal of bilingual programs) accelerates literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self esteem. In fact, a synthesis of scientific research (CREDE, 2006) since 1980 on the academic achievement of ELLs shows that academic outcomes of bilingually-educated students were comparable if not higher than English immersion students at the end of

### Research

August and Shanahan. *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*, 2006.

Genesee, Lindholm-Leary and Christian. *Educating English Language Learners: A Synthesis of Research Evidence*, 2006.

The Class of 2007 Four-Year Longitudinal Report and 2006-2007 Event Dropout Rates, Office of Accountability, 2008.  
([http://schools.nyc.gov/daa/reports/The\\_Class\\_of\\_2007\\_Four-Year\\_Longitudinal\\_Report.pdf](http://schools.nyc.gov/daa/reports/The_Class_of_2007_Four-Year_Longitudinal_Report.pdf))

elementary school, and in middle and high school. The study highlights the effectiveness of specialized programs, like those used in New York, as well as those that provide extended rather than short-term instruction.

Share with parents that there are clear benefits to learning two languages, and that continuing to develop native language skills does not interfere with English language development, but rather facilitates it. The National Clearinghouse for Bilingual Education (2000) summarizes the research on bilingualism, emphasizing several key benefits to learning two languages:

- ✓ **Intellectual:** Uninterrupted intellectual development requires that students not yet fluent in English continue to use their native language to learn as they acquire English. Knowing more than one language increases a person's ability to think.
- ✓ **Educational:** Students who continue to develop their native language while learning English tend to learn English better than students who learn English at the expense of their own language.
- ✓ **Personal:** A student's native language is critical to identity, and helps the child value his or her culture, bolstering a positive self-concept.
- ✓ **Social:** Family and community links, both locally and globally, are preserved and enhanced when a student retains his or her native language, contributing to more global perspectives.
- ✓ **Economic:** Knowing two or more languages translates into economic preparedness in today's job market, especially in NYC.

Finally, parent coordinators should communicate to parents that the NYC public school system values the diversity of languages and cultures in our schools, seeing it as a strength from which we all benefit. This commitment has been formalized through the [Mayor's Executive Order 120](#) ensuring language access to city services and [Chancellor's Regulation A-663](#) ensuring language services in the school's top nine language other than English. Arming parents with information and resources in their home language reinforces this concept.

## *A coherent and rigorous ELL education*

When discussing ELL program options, parents often ask which program model is most effective. It is important to highlight that, regardless of program selection, research has found that continuity in program model (and schooling, in general) leads to more successful outcomes. In other words, students who move among program models or from

### **Why focus on coherent programs?**

- ✓ A review of student performance and qualitative school data revealed that previous ELL programs under the districts were being interpreted and administered differently, providing varied expectations of coherence and quality among ELL programs.
- ✓ ELLs who move among mixed programs tend to perform poorly compared to those who participate in strong, coherent programs which span their tenure as ELLs.
- ✓ Instructional programs with high levels of rigor and support result in higher achievement for ELLs, in contrast with the traditional approach of a simplified curriculum for ELLs.



school to school tend to struggle academically compared with those who do not.

***The Language Allocation Policy (LAP):*** To promote coherency and consistency among the City's ELL programs, the Chancellor's original *Children First* ELL Directives established coherent, system-wide language allocation guidelines for ELL programs. Under Citywide guidelines and as part of Comprehensive Education Plans, each school has its own Language Allocation Policy (LAP), which ensures that the appropriate amount of instructional time in English and the native or target languages is offered consistently across programs. Citywide LAP guidelines detail a discreet set of research-based program models for schools to implement, as well as a set of implementation principles which were devised internally by practitioners and bilingual education experts. By aligning ELL programs to one policy, the school system formalizes ELL teaching and learning to do more than just accelerate English language development. The three ELL programs reach beyond language learning to help students maximize their diverse talents and skills in English and native language literacy, and academic subjects, like science and mathematics. Rigor and consistency are the two key elements that allow ELLs to meet the high standards set for all students and to equally participate in literacy, mathematics, and other core subject initiatives.

Each school must refine its own language allocation plan in order to document its process of ELL program development and review, specifically in areas such as student need, parental choices, program quality and compliance. Parent coordinators will most likely be asked by principals or assistant principals to help prepare parts of the school's language allocation plan to ensure that ELL parents are part of this process. *If you are not familiar with your school's language allocation plan, ask your principal how you can get involved!* The toolkit is available online on the ELLs website under Key Documents:

<http://schools.nyc.gov/Academics/ELL/KeyDocuments/Language+Allocation+Policy.htm>.

***Use of data to drive instruction:*** Within NYC schools, administrators use demographic and performance data to meet the programmatic needs of diverse and rapidly changing populations while educators use data from interim and annual assessments to gauge student progress and plan instruction. For instance, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to measure the English proficiency levels (i.e., beginning, intermediate, advanced) of ELLs. NYSESLAT scores identify who should continue to receive ELL services, as mentioned in Chapter 4. Also, scores help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English (as part of a school's language allocation policy).

Sound educational practices, codified by reporting requirements of *No Child Left Behind*, make it necessary for both administrators and educators to use data. However, parent coordinators can support administrators and educators data use

to create well-conceived, well-prepared programs for ELLs and their parents by periodically analyzing demographic, program and performance data on ELLs. For instance, student data on home languages can help parent coordinators prepare for parent orientations. For more information on accessing school data, either through ATS or ARIS, speak with your principal.

***Research-based professional development:*** Rigorous, research-based professional development for ELL educators and support staff is part of the Chancellor's reform plan for providing the best staff possible for ELLs. Schools have various options available for high quality professional development, including school-based, network-based, and central-based opportunities. For more information on professional development available in your school, contact your school or network-based ELL specialist. Also, listings are updated frequently on ProTraxx (<http://pd.nycoit.org/>).

## **FOR DISCUSSION**

### **CASE STUDY I**

MS BBB only offers a Freestanding English as a Second Language program. A parent of a newly-arrived Bengali seventh grader wants to know how her child will understand instruction in the content areas. What does the bilingual coordinator need to explain to the parent about the training of content area teachers who work with ELLs? What else can the parent coordinator do to assist the parent and help them become involved in their child's education?

### **CASE STUDY II**

In a one-on-one orientation with a non-English speaking parent, the parent emphasizes that she wants her child to be exposed to as much English as possible since the child is not exposed to English at home. The parent expresses concerns about selecting the school's Transitional Bilingual Education (TBE) program, mainly because English is only used in the beginning 40% of the time, and believes that an ESL program would be best. The parent also expresses concerns that the child will not be prepared for the workforce by maintaining the home language, and that it might prevent him or her from learning English. What can the parent coordinator do to explain the benefits of bilingual education?

### **CASE STUDY III**

During a state audit at High School AAA, the state auditor requests to see the Home Language Identification Surveys (HLIS) for all ELLs. The majority of the forms are not signed by the parents, and the "office" section is incomplete. In addition, a majority of the ELLs have been placed in ESL, not bilingual, programs. How can the parent coordinator be of support to the principal or pedagogue in charge of ELL identification?

### **CASE STUDY IV**

As a result of the 2004 New York State English as a Second Language Achievement Test (NYSESLAT) scores, the Haitian parents at PS NNN feel the ESL program is not supporting their children. They would like the school to create a Haitian Creole bilingual program. How can the parent coordinator best assist the parents? From whom should the parent coordinator get assistance?

## Chapter 6

# Assessments for ELLs

### *In this Chapter*

- Testing and ELLs
- Test exemptions for ELLs
- Accommodations for ELLs
- Promotion policy for ELLs
- For discussion

### *Testing and ELLs*

*No Child Left Behind Act of 2001* requires that schools monitor and report the progress of all students, as well as specific groups, such as ELLs, through regular, periodic testing. Testing provides educators with information about the academic strengths and weaknesses of the students they serve, and results are used to inform instruction. Therefore, all ELLs must

be tested. However, ELLs are granted certain exemptions to avoid unnecessary testing and frustration. Also, accommodations are necessary to maximize test-taking opportunities so that ELLs<sup>1</sup> may be fully and fairly tested on their knowledge and skills. All staff members who administer tests to ELLs are required to know what test exemptions and accommodations are available. However, it is critical for parent coordinators to understand the testing process for ELLs so that they can answer the questions and concerns of parents while also providing support to those administering ELL tests. The information included here (and in Appendix N) contains steps that are highly recommended for schools, principals and teachers to prepare for test-taking accommodations; this

Chart V. Types of Testing for ELLs	
City/State Tests	Diagnostic Assessments
English Language Arts (ELA)	ECLAS-2 (Early Childhood Literacy Assessment System-2)
NYSESLAT	EL SOL (El Sistema de Observación de la Lecto-escritura)
Math	ELE (El Examen de Lectura en Español)
Science	Chinese Reading Test
Social Studies	ELL Interim Assessments in ELA and Math
Regents Exams	

<sup>1</sup> All students receiving special education services have an Individualized Education Program (IEP). The IEP indicates specific test exemptions, accommodations and promotional criteria for each individual student identified as having a disability, and takes into account the child's language abilities in the native language and English.

information is also contained in Information for School Administrators sections of the State Education Department assessment manuals.

## ***Test exemptions for ELLs***

In New York State, test exemptions allowed under the *No Child Left Behind Act of 2001* are only applicable to English Language Arts (ELA, Grades 3-8) examinations, and only if an ELL is enrolled in an English Language School System, which includes US public school districts, charter schools or nonpublic schools, for less than one year.

## ***Accommodations for ELLs***

A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include:

1. time extensions (i.e., time and a half of productive test-taking);
2. separate locations and/or small group administration;
3. bilingual glossaries and dictionaries (word-for-word translations only);
4. simultaneous use of English and other available language editions;
5. oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. written responses in the native language; and,
7. third reading of listening selections (only for the State English Language Arts assessments).

Appendix N lists the tests for which these accommodations apply, as well as the steps schools, teachers and students can take to prepare for testing accommodations. Accommodations are not permitted on the NYSESLAT since it is designed specifically for ELLs. For more information, visit the State Education Department's website at <http://www.emsc.nysed.gov/sar/accommodations10-08.pdf>.

## ***Promotion policy for ELLs***

Over the last several years, both Mayor Bloomberg and Chancellor Joel I. Klein have launched special initiatives to end social promotion, adding special supports to assist struggling students so that they succeed academically at grade level. Parents may have questions about how changes to the promotion policy affect ELLs. For the latest rules governing promotional policies for ELLs, parent coordinators and school staff should consult the Promotion Policy on the NYC Department of Education's website at <http://schools.nyc.gov/RulesPolicies/PromotionPolicy>.

## **FOR DISCUSSION**

### **CASE STUDY I**

A child that has been enrolled in PS XYZ in kindergarten tests out of ELL services. The family moves to Puerto Rico and returns to New York City two years later. Upon re-registering the child, the school notes that the child was not entitled to services because the child tested out previously. The parent is not asked to fill out a new HLIS because there is already one on file; however, the parent insists that the child be placed in a Spanish bilingual class. The child is held to promotional standards and must be tested. What happens if this child doesn't pass the ELA test? What are the testing and promotions regulations regarding children that leave and return to the system?

### **CASE STUDY II**

Mrs. Rosario meets with the school parent coordinator because she was told that her son's promotion is in doubt. He has been enrolled for three years and is in sixth grade. The child failed the ELA test, passed the math test, and scored at the advanced level on the NYSESLAT. His attendance is sporadic. The teacher recommends that he be held over but the parent wants him to be promoted. What should the parent coordinator do to facilitate the best solution?

### **CASE STUDY III**

The parent coordinator gets a visit from a parent concerned because the child did not do well on the city math test. The parent wishes to know if the child can be tested in the home language, which is Swahili. The parent coordinator explains that there is no city or state test translated into Swahili. What else can the parent coordinator tell the parent about other accommodations to allay his or her concerns?

### **CASE STUDY IV**

Parent comes to the parent coordinator upset because in the Spring her child took the math test in Chinese and scored a level 1. In the summer program they gave him the test in English and he again scored a level 1, qualifying him to be held over. What can the parent coordinator do to facilitate a solution?

## **Appendix A**

ELL Specialists and Support Staff

### **Office of English Language Learners Division of Students with Disabilities and English Language Learners**

52 Chamber Street, #210

(212) 374-6072

Fax: (212) 374-5598

[oeell@schools.nyc.gov](mailto:oeell@schools.nyc.gov)

<http://schools.nyc.gov/Academics/ELL>

### **Translation and Interpretation Unit**

45-18 Court Square, Floor 2

Long Island City, NY 11101

(718) 752-7373,

Fax: (718) 752-7390

[translations@schools.nyc.gov](mailto:translations@schools.nyc.gov)

### **Translation Services**

Translation services are only available for documents authored and requested by schools and offices of the Department of Education. Documents processed for translation purposes must contain critical information for parents about their child's education. To obtain translation services, a requesting school or office must complete a Translation Request Form (see the Key Documents section of the website) and submit it to

[translations@schools.nyc.gov](mailto:translations@schools.nyc.gov).

### **Oral Interpretation Services**

The Translation and Interpretation Unit provides on-site interpretation services for the following events: Panel for Educational Policy meetings, Citywide parent conferences, Citywide parent fairs and workshops, Citywide parent training sessions, Other citywide events, District CEC meetings, District in Need of Improvement (DINI) Audits, Suspension hearings, and Impartial hearings. To obtain interpretation services for these meetings, simply download an Interpretation Request Form (from the website) and submit it to

[translations@schools.nyc.gov](mailto:translations@schools.nyc.gov).

### **Over-the-Phone Interpretation Services**

Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English. Over-the-phone interpretation services are available through the Translation and Interpretation Unit between the hours of 8 a.m. and 5 p.m., Monday through Friday, except on select holidays. These hours are extended during scheduled Parent-Teacher Conferences.

To access these services please call 718-752-7373 ext. 4.

### **American Sign Language services:**

Contact the Department's Office of Sign Language Interpreting Services at 212-689-4020.

### **New York State Office of Bilingual Education and Foreign Language Studies**

116 West 32nd Street, 7th Floor

New York, NY 10001

(212) 695-1510

Fax: (212) 643-0734

[OBEFLS@mail.nysed.gov](mailto:OBEFLS@mail.nysed.gov)

<http://www.emsc.nysed.gov/biling/>

For the latest information on **New York State Bilingual Education Technical Assistance Centers**, visit <http://www.emsc.nysed.gov/biling/bilinged/betac>

## Appendix B: The New York City Department of Education Parent/Guardian Home Language Identification Survey

*Dear Parent or Guardian,*

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

*Thank You*

TO BE COMPLETED BY ENROLLMENT OR SCHOOL PERSONNEL				
District:	Date:			
School:	Name of Student:			
Grade:	Class:	Student ID No.:		
Relationship of person providing information for survey (check one):				
Mother <input type="checkbox"/>	Guardian <input type="checkbox"/>			
Father <input type="checkbox"/>	Other <input type="checkbox"/> (specify):			
Interviewer's name and title or relationship:				
In what language?				
If an interpreter is provided, list name and position/relationship:				
Is the interpreter trained/qualified (e.g., bilingual teacher, Translation & Interpretation Unit staff)? Yes <input type="checkbox"/> No <input type="checkbox"/>				
Eligible for LAB-R testing? Yes <input type="checkbox"/> No <input type="checkbox"/>				
Person determining LAB eligibility and signature:				
Lab Coordinator name and signature:				
OTELE ALPHA CODE:				
<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </table>				
Program Placement: Transitional Bilingual Education <input type="checkbox"/>				
(Is this a transfer? Yes <input type="checkbox"/> No <input type="checkbox"/> )				
Dual Language <input type="checkbox"/>				
Freestanding ESL <input type="checkbox"/>				

**PART 1. LAB-R ELIGIBILITY:** This information will establish eligibility for the English Language Assessment Battery-Revised (LAB-R). (√) the box that applies. If another language is used, please specify.

1. What language does the child <b>understand</b> ?		
English <input type="checkbox"/>	Other <input type="checkbox"/> :	
2. What language does the child <b>speak</b> ?		
English <input type="checkbox"/>	Other <input type="checkbox"/> :	
3. What language does the child <b>read</b> ?		
English <input type="checkbox"/>	Other <input type="checkbox"/> :	Does not read <input type="checkbox"/>
4. What language does the child <b>write</b> ?		
English <input type="checkbox"/>	Other <input type="checkbox"/> :	Does not write <input type="checkbox"/>



## Appendix B: The New York City Department of Education Parent/Guardian Home Language Identification Survey

5. What language is spoken in the child's home or residence <b>most of the time</b> ?	
English <input type="checkbox"/>	Other <input type="checkbox"/> :
6. What language does the child speak with parents/guardians <b>most of the time</b> ?	
English <input type="checkbox"/>	Other <input type="checkbox"/> :
7. What language does the child speak with brothers, sisters, or friends <b>most of the time</b> ?	
English <input type="checkbox"/>	Other <input type="checkbox"/> :
8. What language does the child speak with other relatives or caregivers (e.g., babysitters) <b>most of the time</b> ?	
English <input type="checkbox"/>	Other <input type="checkbox"/> :

**PART 2. INSTRUCTIONAL PLANNING:** Responses to these supplementary questions will be used for instructional planning. Enter the correct response for each of the following questions concerning your child.

1. Is this the first time the child has attended a school in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No	
IF NO:	
Where did he/she go to school?	
How long did he/she attend school?	
Which language was used for instruction?	
2. Has the child attended school in <u>another country</u> ? <input type="checkbox"/> Yes <input type="checkbox"/> No	
IF YES:	
Where did he/she go to school?	
How long did he/she attend school?	
Which language was used for instruction?	
3. Did the child participate in any group experience prior to entering school (e.g., daycare, pre-school)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
IF YES: What language was used?	
4. Does the child use any other form(s) of communication, such as American Sign Language or Augmentative Communication Device (e.g., Communication Board-manual/electronic)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
IF YES: Which ones?	

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

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

## **Appendix B: The New York City Department of Education Parent/Guardian Home Language Identification Survey**

### **Who must fill out a HLIS?**

The parent/guardian of every child that enters a New York City public school for the first time.

### **How do I get the HLIS?**

The HLIS is available in 14 languages on the New York City Department of Education Office of English Language Learners website, currently under "Educator Resources" at

<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>.

If the HLIS is not available in the parent's home language, administer the English version (with the help of the Translation & Interpretation Unit). <http://schools.nyc.gov/Offices/Translation>.

### **Who should administer the HLIS?**

A pedagogue trained in administering the HLIS should sit with the parent or guardian while he or she fills it out.

### **What do answers on the HLIS determine?**

In Part 1. LAB-R Eligibility: If the parent/guardian checks "Other" at least once in items 1-4 and at least twice in 5-8, then the child is eligible for LAB-R testing after an informal interview.

In Part 1. LAB-R Eligibility: If "Other" is checked in item number 5 and all others are checked "English" in 5-8, then the Principal, AP or pedagogue should establish home language based on the interview.

Part 2. Instructional Planning: This section is important for learning about the child's educational background.

Part 3. Parent Information: This new section gathers information so that the Department can better meet the needs of parents. Also, the parent/ guardian must sign this form.

## **Appendix C**

### ENTITLEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

At registration, you completed a Home Language Identification Survey (HLIS) for your child, [INSERT CHILD'S NAME]. Based on your responses to survey questions, your child was administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. Your child scored a [INSERT SCORE] on the LAB-R, entitling him or her to receive services as an English Language Learner (ELL) in one of the following programs:

- *A Transitional Bilingual Education program* includes language and subject matter instruction in the student's native language as well as intensive instruction in English as a Second Language. As the student develops proficiency in English by transferring language and academic skills from the native language, instruction in English increases and native language instruction decreases.
- *A Dual Language program* provides half of the instruction in English and half in the target language of the program (e.g., Spanish, Chinese, Haitian Creole). Students of a target language are taught alongside English-speaking students so that all students become biliterate and bicultural.
- *A Freestanding English as a Second Language program* provides all instruction in English through the use of specific instructional methodologies.

You have the opportunity to ask questions about educational programs and services that are available for your child and choose the program in which you would like to have your child enrolled at a parent orientation session [INSERT DATE] at [INSERT TIME AND PLACE]. Please bring the Parent Survey and Program Selection Form (which is attached to this letter). After the orientation, you will be asked to fill out this form, ordering program selections so that your first choice is the program in which you would most like to have your child enrolled, even if it is not currently offered at our school. This information will help us create programs that are responsive to parents' needs. You are strongly encouraged to attend the orientation so that you can make an informed choice. However, if you cannot attend the scheduled orientation, please call your Parent Coordinator, [INSERT PC NAME] at [INSERT NUMBER] to schedule an appointment or discuss program options over the phone. The Parent Survey and Program Selection Form should still be completed and returned to [INSERT PERSON OR OFFICE] by [INSERT DATE].

We will make every effort to honor the program you select for your child. However, parents who choose a Transitional Bilingual Education program that is not available at our school may transfer their child to another

## **Appendix C**

### ENTITLEMENT LETTER

school in the district that has such a program. Please note that according to Part 154 of the Regulations of the Commissioner of Education for New York State, and based on your child's entitlement, at a minimum, your child must participate in a Freestanding English as a Second Language program.

The program you choose for your child will be for the entire [INSERT SCHOOL YEAR] school year. Your child's continued entitlement will be determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which will be administered in the spring. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs.

We are looking forward to a productive academic year for your child in our school. Should you have any questions concerning your child's program options, please contact [INSERT CONTACT NAME] at [INSERT CONTACT INFORMATION].

Sincerely,

[INSERT PRINCIPAL'S NAME]

## Appendix D

### PARENT SURVEY AND PROGRAM SELECTION FORM

[SCHOOL LETTERHEAD]

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

---

**Yes No Please check one**

According to the Home Language Identification Survey (HLIS) that you completed at registration, your child uses [INSERT HOME LANGUAGE] at home. Is this correct? If no, what language is spoken at home? \_\_\_\_\_

Did you receive information on the Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language programs available in your child's school and/or other schools in the district?

If **Yes**, how was the information presented:

- District/Network-wide Orientation       School Orientation  
 One-on-One Meeting                       Phone Call  
 Other (please fill in): \_\_\_\_\_

**Yes No Please check one**

- Did you view the parent orientation video?  
  Was information presented in your home language?  
  Were materials available in your home language?  
  Did you have the opportunity to ask questions about the different programs available for your child?  
  Were you informed that your child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of entitled students with the same home language and grade level?  
  Were you informed that if there are not sufficient students to form a Transitional Bilingual Education program in your school, you have the option of transferring your child to another school in the district that has a Transitional Bilingual Education program; and if you choose not to transfer your child, he or she will remain at the school and be placed in a Freestanding English as a Second Language program?  
  Were you informed that your child's placement is for the entire school year?  
  Were you informed that staying in the program that you select until your child is no longer entitled to receive services will help your child succeed?  
  Were you informed that your child would be placed in an age-appropriate class for no longer than ten days until his or her service needs are identified?

If **No**, what was the reason for not receiving the information:

It was never offered.       It was offered but I could not attend.

Other reason (please fill in): \_\_\_\_\_

**Yes No Please check one**

Was a make-up session offered?  
If **Yes**, for when? \_\_\_\_\_

## Appendix D

### PARENT SURVEY AND PROGRAM SELECTION FORM

#### PROGRAM SELECTION:

Student's Last Name

Student's First Name

Date of Birth

Home Language

Grade

Class

**Please put program choices in order based on preference:**

("1" for first choice, "2" for second choice, and "3" for last choice)

Transitional Bilingual Education

Dual Language

Freestanding English as a Second Language

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**I understand that if I do not make a program selection, or if I do not return this form by the date indicated below, my child may be placed in a Transitional Bilingual Education program, if there are sufficient numbers of students to do so. Otherwise, my child will be placed in a Freestanding English as a Second Language program. I also understand that some of these choices may not be available at this school, and where they are not, my child will be placed in a Freestanding English as a Second Language program.**

Parent/Guardian Name

Address (with Apt.#)

Daytime Telephone Number

Evening Telephone Number

Signature

Date

**Please return this form by**

**To**

---

**Appendix E**  
NON ENTITLEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

At registration you completed a Home Language Identification Survey (HLIS). Based on your responses to the survey, your child, [INSERT NAME], was tested using the Language Assessment Battery-Revised (LAB-R) to determine entitlement to receive services as an English Language Learner (ELL).

Your child's score indicates that he or she is English proficient and not entitled to receive services as an ELL. If you have any questions concerning other English language development services for your child, please call: [SCHOOL CONTACT] at [CONTACT PHONE NUMBER].

Sincerely,

[INSERT PRINCIPAL'S NAME]

**Appendix F**  
PLACEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

Based on your child's entitlement as an English Language Learner (ELL) and your response to the Parent Survey and Program Selection Form,\* your child, [INSERT CHILD'S NAME] has been placed in a [INSERT PROGRAM NAME] program. Participation in this program will be for the entire [INSERT SCHOOL YEAR] school year.

Your child's continued entitlement will be determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which will be administered in the spring. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs.

We are looking forward to a productive academic year for your child in our school. Should you have any questions concerning your child's program options, please contact [INSERT CONTACT NAME] at [INSERT CONTACT INFORMATION].

Sincerely,

[INSERT PRINCIPAL'S NAME]

---

\* If you did not submit a Parent Survey and Program Selection Form, your child was placed based on program availability and according to state regulations.



**Appendix G**  
CONTINUED ENTITLEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

This spring your child, [INSERT NAME], was administered the New York State English as a Second Language Achievement Test to determine his or her English language proficiency. According to the test results, your child continues to be entitled to receive English language development support in classes for English Language Learners (ELLs).

Because studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs, your child will remain in the ELL program in which he or she is currently enrolled. (If the program is a Transitional Bilingual Education program, he or she will remain in this program as long as there are a sufficient number of students to maintain such a program).

If you are interested in changing your child's current program, or have any questions, please call [SCHOOL CONTACT] at [CONTACT PHONE NUMBER]. We look forward to helping your child continue to develop his or her English skills.

Sincerely,

[INSERT PRINCIPAL'S NAME]

**Appendix H**  
NON ENTITLEMENT/TRANSITION LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

As an English Language Learner (ELL), your child, [INSERT CHILD'S NAME], participated in a program to accelerate English language development. This spring your child was tested using the New York State English as a Second Language Achievement Test to determine his or her English language proficiency.

Your child received a score indicating that he or she is no longer entitled to services for ELLs because he or she is English proficient. Now, your child can transition into all-English monolingual classes. If you would like your child to remain in a bilingual program (Transitional Bilingual Education or Dual Language), or have any questions concerning other English language development transitional services for your child, please call: [SCHOOL CONTACT] at [CONTACT PHONE NUMBER].

Sincerely,

[INSERT PRINCIPAL'S NAME]

# Appendix I

Identification Process for ELLs

## SCREENING

**At ENROLLMENT, administer the Home Language Identification Survey (HLIS) to determine LAB-R eligibility**

Home language is other than English or student's native language is other than English.

Informal Student Interview in native language and English. If student does not speak any language other than English, then...  
If student speaks language other than English and speaks little or no English, then...

Home language is English or student's only language is English. STOP - Student is NOT an ELL. Student enters general education program.

## INITIAL ASSESSMENT

**Administer Language Assessment Battery-Revised (LAB-R)**

Student scores below proficiency (i.e., beginning, intermediate or advanced level). Student is an ELL. (Administer Spanish LAB to Spanish-speaking ELL.)

Student scores at or above proficiency. STOP – Student is not an ELL. Student enters general education program.

## PROGRAM PLACEMENT

**Place student in bilingual/ESL program**

### Notes:

- Student must be placed within 10 school days of enrollment.
- Bilingual classes are formed when there are 15 or more students on two contiguous grades for Grades K-8, and 20 on a grade for Grades 9-12.
- If there aren't enough students to form a bilingual class, student can opt for another school in that district, or stay in the ESL program at that school.
- If the school does not have a bilingual program in the native language of the student, parents are to be informed of a school where such a program exists.
- If parents do not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL class.
- All ELLs must receive at least ESL classes.

Student is an ELL. Exercise Parental Option. Parent may opt for one of three educational programs:

- Transitional Bilingual Education Program
- Dual Language Program
- Freestanding ESL Program

## ANNUAL ASSESSMENT

**In Spring, administer the New York State English as a Second Language Test (NYSESLAT)**

Student scores below proficiency (i.e., beginning, intermediate or advanced level). Student is ELL. CONTINUE SERVICES

Student scores at or above proficiency. Student is no longer an ELL. Student can enter general education program.

**Appendix J**  
**Parent Orientation “How-To” Guide**

## Planning an Orientation

### Two types of ELL Parent Orientations

**1. Identification & Placement**

Provide ELL parents with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection. Identification and placement of ELLs must be made within ten days of enrollment.

**2. Orientation to provide information about curriculum**

Provide ELL parents with information about the core curriculum, learning standards, expectations for students, and assessments. Must be conducted within the first semester that the student is identified as an ELL.

**Who Gives a Parent Orientation?  
Different Models**

- Model A (School) Parent orientations are conducted by principals or assistant principals with the assistance of ELL specialists, bilingual/ESL coordinators, bilingual/ESL teachers, or parent coordinators.
- Model B (School) Parent orientations are conducted by bilingual/ESL coordinators or bilingual/ESL teachers, with the support of the school administration and the assistance of ELL specialists or parent coordinators.
- Model C (School) Parent orientations are conducted by parent coordinators with the assistance of school administration, ELL specialists, bilingual/ESL coordinators or bilingual/ESL teachers.
- Model D (School) Parent orientations are conducted by ELL specialists.

**Consider the following**

- When and how long will the Parent Orientation be? Is it at a convenient time for parents?
- Where will it take place?
- What items will be included in the agenda?
- What parent needs should you address?
- Who will run the orientation with you? Who can assist you?
- What materials and resources do you need for the orientation?
- What kind of equipment (computer/DVD player) will be needed?
- Are you going to have interpreters in the session?
- Are you providing some type of snack and beverage?

**Format**

- Oral presentation
- Power Point
- One-on-one (e.g., as make-up sessions for absent parents)
- Whole group
- Small groups (grouping by languages recommended for schools with mixed ELL populations)
- Joint (cross-schools)

**What you should have**

- Agenda
- Sign-in Sheet
- Television/computer or access to school's LCTV
- Orientation Video (DVD) for Parents of English Language Learners
- Translated materials, e.g., Parent Survey /Program Selection Forms and Parent Brochures
- Interpreters, if necessary

## **Appendix J**

### **Parent Orientation “How-To” Guide**

#### Orientation Session

##### **Sign in**

- Have parents sign-in
- Distribute the agenda, Parent Survey/Program Selection Forms, and the parent brochure, *A Guide for Parents of English Language Learners*

##### **Welcome**

- Principal, Assistant Principal, or orientation leader, depending on program model
- Explain the purpose of the orientation

Welcome parents to the Parent Orientation meeting: *“We understand the importance of making informed decisions and we are happy to have you here to explain to you the ELL programs that are available for you to choose for your child.”*

##### **Present the highlights of CR Part 154 & Title III (see Chapter 3)**

- Their child has a right to placement in a bilingual program
- ELL educational services are guided by Part 154 of the Regulations of the New York State Commissioner of Education (CR Part 154). CR Part 154 provides the basic requirements and procedures for ELL education. For instance, CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. CR Part 154 also determines the number of English as a Second Language (ESL) instructional units that ELLs must receive. The school system’s goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects.
- If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction.
- Failure to return the Parent Survey/Program Selection Form within the designated time will be considered a selection for the Transitional Bilingual Education program option.
- Program selection is for one school year. Research indicates that ELL students who stay with one program do better academically than those who switch between programs.
- Title III funds (if available) from the federal government provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas), professional development, and parent involvement.



**Q & A** (Parents must be provided an opportunity to ask questions about CR Part 154 regulations and Title III)

##### **Present Orientation Video**

- Present the Orientation Video for ELL Parents (Updated native language versions of the video are available to meet parents’ language needs. If there is not a version of the video in the language needed at your school, parents may view the English video with an interpreter).



**Q & A** (Parents must be provided an opportunity to ask questions about available bilingual/ESL services and program models)

## **Appendix J**

### **Parent Orientation “How-To” Guide**

#### **Provide Parent Survey/Program Selection Form**

- Do not use old forms. Use only the updated Parent Survey/Program Selection Form
- Explain each item on the form.
- Provide Parent Survey/Program Selection Form in the parents' native language. If a native language version is not available, provide translation services. Consider using translation funds for low-incidence languages to secure translations for the diverse groups in your school.
- Inform parents that they can complete the forms at the orientation or at home (to be returned within the designated time).
- Provide individual assistance if necessary



Schools should notify parents of their child's LAB-R scores within five days of the orientation. If schools do not have official LAB-R results available, hand scored test results should be made available for parents.

#### **Valuable tips for Parents**

- Arm yourself with information: learn as much as you can about NYC's educational system
- Look for resources within and outside of your school
- Familiarize yourself with your child's development process
- Meet your child's teacher and maintain communication with him or her
- Take advantage of the programs and events sponsored by your school, district and Central
- Ask for translations of important information related to school and student progress.

#### **Parent Coordinator Follow-Up**

- Plan make-up sessions for absent parents.
- Collect the parent feedback form.
- Provide a contact person with a phone number.
- Provide additional assistance if necessary
- Plan a debriefing session for improvement of future orientations.

## Appendix K

The following checklists are to help school staff monitor and assess their school's processes for ELL identification and intake, parent orientation, parent involvement, and parent choice. They have been adapted from several sources, including checklists used by administrators for various program quality reviews. Using these checklists will not only provide useful guidelines for school staff, but will also familiarize them with common monitoring and review questions used by administrators.

### ASSURANCE SELECTION FORM FOR INTAKE OF NEW STUDENTS

Assurance Questions	Names and Titles of Staff
1. Who is the trained staff member (s) that will give the parents the registration forms, including the <i>Home Language Identification Survey</i> (HLIS) when a new student is admitted?	
2. If the person in question 1 is absent, who will carry out this duty?	
3. Who will input student data into ATS?	
4. If the person in question 3 is absent, who will carry out this process?	
5. Does your school have all translations of the <i>Home Language Identification Surveys</i> (HLIS)?	
6. Who is the pedagogue who determines LAB-R eligibility? (Who hand-scores the LAB-R?)  Does this person have a list of all the Other Than English Language Exposure (OTELE) codes?  Is this person trained in determining LAB-R eligibility?	YES NO  YES NO
7. Who is the pedagogue that determines SIFE status?	
8. Who determines SIFE class placement?	
9. After the parents fill out the HLIS, where will the document be filed?	
10. If the child is eligible to take the LAB-R, who is the pedagogue that administers the LAB-R.? If it is several pedagogues, please list them.	
11. If the child is determined to be an ELL, who is the pedagogue that contacts the parents and notifies them of such eligibility?	
12. Who invites the parents to the school, within 10 days of registration, for the <i>Parent Orientation Meeting</i> at which the <i>Parent Orientation Video</i> is shown?	
13. Who is the pedagogue that sends home and receives the parent-program selection/continuation letters?	
14. Who is the pedagogue that appropriately places the child in the ELL program selected by the parent?	
15. List the languages in which the Parent Orientation notification letters from your school were sent.	

Signature of Principal

Date

Signature of ELL Supervisor

Date

Signature of LAB-R Coordinator

Date

Signature of Pupil Accounting Secretary

Date

Name of School

Region

# Appendix K

## PARENT ORIENTATION ASSURANCE FORM

Checklist Items	Yes	No	Notes
The parents/guardians of newly admitted potential ELLs are notified in the appropriate language to attend a Parent Orientation.			
Parents/guardians who did not respond to the invitation to the Parent Orientation are contacted in the appropriate language by letter, phone call, teacher contact, or Parent Coordinator.			Explain
The school Parent Orientation team (Parent Coordinator, Bilingual and or an ESL teacher, Bilingual/ESL Coordinator, ELL Specialist, Principal, Assistant Principal, translators) plan the Parent Orientation.			
ELL parents are provided with translated meeting agendas and handouts. <i>(Attach a copy of the agenda and some sample handouts of the meeting to this document.)</i>			
At the Parent Orientation, parents are shown the Program Orientation DVD in the appropriate language.			
Parents are provided with a list of schools in the district showing other bilingual programs in the appropriate language(s). <i>(Attach a copy of the letter to this document.)</i>			
Parents are given an opportunity to ask questions.			
Parents are informed that if they do not choose a program for their child, he or she will be placed in a Transitional Bilingual Education program, if available.			
Parents are notified that bilingual classes are provided when there are 15 or more students on two contiguous grades for Grades K-8, and 20 on a grade for Grades 9-12. If there are not enough students to support a TBE program, the school is mandated to provide an English as a Second Language Program to the students.			
The Parent Survey & Program Selection Form is distributed to the parents at the end of the Parent Orientation in the appropriate language(s). Parents are told to read the survey, make their selection, and return signed documents.			
Parents/guardians are informed that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another.			
Parents/guardians are told that, once the LAB-R is administered to their child within 10 school days, they will be notified in writing of their child's eligibility and placement in an instructional program in accordance with their selection, if possible.			

Signature of Principal

Date

Signature of ELL Supervisor

Date



## Appendix K

MEETING STANDARDS FOR ELL PARENT INVOLVEMENT	
<b>STANDARD I: NOTIFICATION</b> All parents are provided with notifications in their native or preferred language in a timely manner.	Comments and actions to be taken
Are materials and notifications available in the preferred language?	
Are materials and notifications accurate, clear and parent-friendly?	
Are materials and notifications disseminated in a timely way?	
Are school interpreters available to speak with ELL parents, when necessary?	
Is there a follow-up process (e.g., calls, notices, visits) which exists for ELL parents that are hard to reach or non-responsive?	
<b>STANDARD II: PARTICIPATION</b> Parents participate in school meetings and activities	
Does the school have a needs assessment-based plan to increase parent participation that takes into account parent schedules and translation services?	
Do meetings address the needs of ELL parents?	
Do school staff follow-up with non-attending parents?	
Do parents of ELLs serve on school leadership teams?	
Do parents of ELLs participate in the development of the Comprehensive Education Plan (with translators if necessary)?	
Do ELL parents meet with school officials at least twice a year?	
Are ELL parents informed of Fair Student Funding, Title III, Title I, and other services that their children are entitled to receive?	
Are parents engaged in school meetings and activities?	
<b>STANDARD III: SCHOOL-BASED RESOURCES</b> Parent education classes or workshops are available to parents of ELLs	
Does the school have a positive and welcoming environment within the school to help parents of ELLs?	
Does the school have a designated area where parents can pick up information that can help them support their children academic achievement?	
Does the school provide GED classes, ESL classes, native language literacy instruction, citizenship classes, or any other specific classes based on ELL parent need?	
Does the school refer ELL parents to other agencies or Community Based Organizations that provide workshops or services?	
<b>STANDARD IV: COMMUNITY SUPPORT</b> Support services are provided to ELL parents	
Does the school provide resources for parents who need support services such as, healthcare and bilingual counseling?	
Do parent coordinators or family workers facilitate contacts with external resources?	
Do parent coordinators help parents negotiate school-related issues in parents' preferred language?	

APPENDIX K: ELL ADMISSIONS PROGRAM DATA

SCHOOL NAME:	PRINCIPAL:	SCHOOL YEAR:	REMINDER: Schools are legally required to form TBE classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade.
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STUDENT INFORMATION					PARENT SURVEY AND PROGRAM SELECTION FORM (DATES)		PARENT ORIENTATION (INCLUDING VIEWING OF VIDEO)	NEW ENTRANTS*	CONTINUING ELLS*	ENGLISH PROFICIENCY LEVEL** (LAB-R)		ENGLISH PROFICIENCY LEVEL** (NYSESLAT)		INITIAL PLACEMENT*		ACTUAL PLACEMENT*	
LAST NAME	FIRST NAME	ID #	ADMIT CODE (50-59)	HOME LANGUAGE	DISSEMINATED ON	COLLECTED ON	DATE ATTENDED	PARENT CHOICE SELECTION FROM PARENT SURVEY AND PROGRAM SELECTION FORM	PARENT CHOICE SELECTION FROM CONTINUED ENTITLEMENT LETTER	DATE	LEVEL	DATE	LEVEL	GRADE	PROGRAM	GRADE	PROGRAM


\* B-Transitional Bilingual Education, D-Dual Language, E-ESL  
 \*\* B-Beginning, I-Intermediate, A-Advanced, P-Proficient

APPENDIX K: ELL ADMISSIONS PROGRAM DATA

SCHOOL NAME:				PRINCIPAL:		SCHOOL YEAR:			REMINDER: Schools are legally required to form TBE classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade.								
STUDENT INFORMATION					PARENT SURVEY AND PROGRAM SELECTION FORM (DATES)		PARENT ORIENTATION (INCLUDING VIEWING OF VIDEO)	NEW ENTRANTS*	CONTINUING ELLS*	ENGLISH PROFICIENCY LEVEL** (LAB-R)		ENGLISH PROFICIENCY LEVEL** (NYSES/LAT)		INITIAL PLACEMENT*		ACTUAL PLACEMENT*	
LAST NAME	FIRST NAME	ID #	ADMIT CODE (50-59)	HOME LANGUAGE	DISSEMINATED ON	COLLECTED ON	DATE ATTENDED	PARENT CHOICE SELECTION FROM PARENT SURVEY AND PROGRAM SELECTION FORM	PARENT CHOICE SELECTION FROM CONTINUED ENTITLEMENT LETTER	DATE	LEVEL	DATE	LEVEL	GRADE	PROGRAM	GRADE	PROGRAM

\* B-Transitional Bilingual Education, D-Dual Language, E-ESL  
\*\* B-Beginning, I-Intermediate, A-Advanced, P-Proficient

# Appendix L

## Resources

**Q:** Do parents have to have a birth certificate or passport to enroll a child in school?

**A:** By law, students who are undocumented may not be denied admission to school and they are not required to present documentation of immigration status or US residency. More information on public school registration can be found on the website:

<http://schools.nyc.gov/ChoicesEnrollment/NewStudents>.

**Q:** What if parents don't meet the immunization requirements for their child's school enrollment?

**A:** Children who do not meet these requirements may be admitted provisionally with a plan to complete the doses in the vaccination schedule. Complete information on the steps for enrollment and application for grades Prekindergarten and Kindergarten is available on-line in 10 languages at:

<http://schools.nyc.gov/Offices/Health/ImmunizationInfo>.

**Q:** Where can parents locate a translator to interpret for their school visits?

**A:** School can provide this service but it should be requested in advance. See contact information for the Translation and Interpretation Unit and the BETACs in Appendix A.

**Q:** What is the difference between Transitional Bilingual Education (TBE) and Dual Language programs?

**A:** TBE programs group students of one common home language, and use that language to help students develop subject matter and language skills as they learn English. As students develop English language skills, instructional time in the native language decreases and instructional time in English increases. Once a TBE student is proficient in English, he or she transitions to an all-English class. In Dual Language programs, students of one home language and monolingual English or English proficient students are grouped together and taught in both languages. ELLs remain in the program even after they become proficient in English.

**Q:** Where can ELL parents get more information about free ESL classes?

**A:** Several sites can offer assistance, including:

- The ProLiteracy WorldWide site on the US Citizenship and Immigration Services Site (<http://uscis.gov/graphics/citizenship/index.htm>)
- The Office of Adult and Continuing Education for the NYC Department of Education at (<http://adulthoodnyc.org/>)
- The New York Public Library Site (<http://www.nypl.org/classes/esol.html>)

**Q:** Where can parents find out more information on US Citizenship classes?

**A:** Several sites can offer assistance, including:

- <http://uscis.gov/graphics/citizenship/index.htm>
- <http://www.queenslibrary.org/programs/nap/links/citzprep.htm>

**Q:** How can parents find out where to get health insurance for their family?

**A:** Information is available in the Health section of the NYC Department of Education website at: <http://schools.nyc.gov/Offices/Health/default.htm>

# Appendix L

## Resources

### Web Resources for Parents\*

Center for Effective Parenting

<http://www.parenting-ed.org/handouts.htm>

Council of Exceptional Children

[http://journals.sped.org/index.cfm?fuseaction=TEC\\_archive\\_toc&ID=29](http://journals.sped.org/index.cfm?fuseaction=TEC_archive_toc&ID=29)

Education Trust

English: <http://www2.edtrust.org/edtrust/default>

Spanish: <http://www2.edtrust.org/edtrust/spanish>

The Family Involvement Network of Educators (FINE)

<http://www.gse.harvard.edu/hfrp/projects/fine.html>

Family Literacy Special Collection of the National Institute for Literacy

[http://literacy.kent.edu/Midwest/FamilyLit/pract\\_parented.html](http://literacy.kent.edu/Midwest/FamilyLit/pract_parented.html)

FirstGov.gov for Parents

<http://www.firstgov.gov/Topics/Parents.shtml>

Literacy

¡Colorín Colorado!

Helping Kids Learn to Read . . . and Succeed: Information, activities, and advice for Spanish-speaking parents and educators of English language learners

<http://www.colorincolorado.org>

Mathematics

[http://education.uncc.edu/MORE/Pre\\_in\\_service/Resources\\_Content-Area.htm#C\\_Math](http://education.uncc.edu/MORE/Pre_in_service/Resources_Content-Area.htm#C_Math)

National PTA

English: <http://www.pta.org>

Spanish: <http://www.pta.org/spanish/index.asp>

Native Language Arts

The Teaching of Language Arts to Limited English Proficient/ English Language Learners:

Learning Standards for Native Language Arts

<http://www.emsc.nysed.gov/ciai/biling/resource/NLA.html>

[http://education.uncc.edu/MORE/Pre\\_in\\_service/Resources\\_Content-Area.htm#C\\_Language\\_arts](http://education.uncc.edu/MORE/Pre_in_service/Resources_Content-Area.htm#C_Language_arts)

New York City Department of Education

<http://www.nycenet.edu/default.aspx>

New York State Bilingual/ESL Network

<http://www.emsc.nysed.gov/ciai/biling/nysben.html>

PBS Kids

<http://pbskids.org>

<http://pbskids.org/buster/parents/lessons.html#guide>

<http://pbskids.org/mayaandmiguel/flash.html>

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\* The following sites have proven useful to staff members in the Office of ELLs and are shared for informational purposes only. The Department of Education is not responsible for the content of websites outside of the Department.

## **Appendix L**

### Resources

Reading is Fundamental  
Creating a Nation of Lifelong Readers  
<http://www.rif.org/leer>

Reading Rockets  
Launching Young Readers: Information about teaching kids to read and helping those who struggle  
[www.readingrockets.org](http://www.readingrockets.org)

Recursos en español (Education Resources for Spanish Speakers)  
<http://www.ed.gov/espanol/bienvenidos/es/index.html>

Scholastic's Celebrate Hispanic Heritage website (for kids)  
<http://teacher.scholastic.com/activities/hispanic/index.htm>

School Success Info.org  
English: [www.schoolsuccessinfo.org](http://www.schoolsuccessinfo.org)  
Spanish: <http://www.schoolsuccessinfo.org/espanol/>

U.S. Department of Education  
Office of English Language Acquisition (OELA)  
<http://www.ed.gov/about/offices/list/oela/index.html?src=oc>

## **Appendix M**

### **Tasks to Facilitate Parent Participation\***

#### **Anticipatory Chart**

Anticipatory charts are graphic organizers that help participants to quickly brainstorm what they already know about a topic. They also allow them to set learning purposes for the unit. To create an anticipatory chart, participants note ideas that they understand about the topic in one column, and questions or hypotheses they would like to clarify in a second.

This is what I know	I would like to find out

#### **Quick Write**

The goal of the quick write is to have participants give quick, gut-level reactions to prompts presented by the presenter. The emphasis is not on linguistic correctness, but rather on first impressions, memories, and feelings. In a quick write, the writing goes “from your heart, to your hand, to the paper.”

#### **Anticipatory Guide**

The anticipatory guide presents participants with a series of statements for their agreement or disagreement. Participants consider the statements in preparation for reading the text, and then share their opinions and reasoning with a partner. To keep discussion lively, the statements that participants must agree and disagree with should be framed in an interesting way.

Example:

Initial Parent Participation Session

	Agree	Disagree
1. All parents must complete a Home Language Identification Survey (HLIS)		
2. Parent must receive information of the ELL program models before they make a choice for their child.		

An anticipatory guide helps to activate participants’ background and prior knowledge about the content of a text they are expected to read and comprehend. The anticipatory guide is also a pre-reading task, in that it provides a context for the content in the text, and makes connections between the content and participants’ own experiences. Lastly, anticipatory guides are useful for presenters as diagnostic tools. What do participants know? What do they have misconceptions about?

#### **Reading with a Focus**

Participants are asked to read with a specific focus in mind. For example, they may be given two or three questions to consider as they read a text. As another example, they may be asked to focus on a particular quote or passage that highlights key concepts or emotions.

\* all tasks were adapted from Quality Teaching for English Learners (QTEL) learning tasks provided by WestEd.

## Appendix N

### Testing Accommodations\* Preparation

DETAILS	SCHOOL	TEACHER	STUDENT
<b>1. Time Extensions</b>			
<p>Schools can give ELLs time-and-a-half extensions in collaboration with classroom teachers.</p> <p>Permitted for:            NY State ELA (3-8)            NY State Math (3-8)            NY State Regents Exams (9-12)            NY State Content Areas (4,5,8)            Citywide ELA (3,5,7)            Citywide Math (3,5,7)</p>	<p>Schedule program or school to permit the time-and-a-half accommodation. Ensure that chosen areas in the school building are free of disturbances and have no interruptions. Designate classrooms for ELLs receiving special education services whose IEPs may require that they have more than time-and-a-half accommodations. Assign students to rooms that have working clocks.</p>	<p>Schedule and simulate test-taking environment with ELLs, e.g., during class assignments, post a beginning time, how many minutes are left and an ending time.</p>	<p>Practice timed test-taking both in school and in homework assignments.</p>
<b>2. Separate Location</b>			
<p>Schools are encouraged to provide ELLs with the optimum testing environment, either individually or in small groups, in a well-lit, quiet place where students can work undisturbed.</p> <p>Permitted for:            NY State ELA (3-8)            NY State Math (3-8)            NY State Regents Exams (9-12)            NY State Content Areas (4,5,8)            Citywide ELA (3,5,7)            Citywide Math (3,5,7)</p>	<p>Identify and schedule space for practice simulation and actual testing.</p>	<p>Explain to ELLs the possibility that they might be taking the test in a separate location to avoid anxiety. Simulate test-taking in the identified separate location.</p>	<p>Practice in the classroom where the test will take place.</p>
<b>3. Bilingual Glossaries and Dictionaries</b>			
<p>Must provide only direct translations of words: those that provide definitions or explanations are not permitted. No student may use an English language dictionary when taking a state examination.</p> <p>Permitted for:            NY State ELA (3-8)            NY State Math (3-8)            NY State Regents Exams (9-12)            NY State Content Areas (4,5,8)            Citywide ELA (3,5,7)            Citywide Math (3,5,7)</p>	<p>Order bilingual glossaries and dictionaries. Conduct professional development sessions on how to use bilingual glossaries and dictionaries</p>	<p>Teach the use of bilingual glossaries and dictionaries. Provide opportunities for daily use of bilingual glossaries and dictionaries. Use the bilingual glossaries and dictionaries in the classroom during simulated tests.</p>	<p>Practice using bilingual glossaries and dictionaries in the classroom during tests and outside the classroom, on homework assignments.</p>

\*School administrators interested in the latest testing information should visit city (<http://schools.nyc.gov/Accountability/YearlyTesting/TestAdministration>) and state (<http://www.emsc.nysed.gov/osa>) websites.



## Appendix N

### Testing Accommodations\* Preparation

DETAILS	SCHOOL	TEACHER	STUDENT
<b>4. Simultaneous Use of English and Alternative Language Editions</b>			
<p>Students may use English and alternate language editions simultaneously. However, test responses should only be recorded in one of the two editions. Also, language of instruction does not have to be in student's home language for student to use translated editions.</p> <p>Permitted for:            NY State Math (3-8)            NY State Regents Exams (9-12) for <i>Subject Area Only</i>            NY State Content Areas (4,5,8)            Citywide Math (3,5,7)</p>	<p>Order tests for eligible ELLs in the available languages. Conduct professional development on how to use English and other language editions simultaneously. Make available instructional materials in both languages in classroom instruction.</p>	<p>Simulate testing using native language editions simultaneously to strengthen test-taking skills. Encourage and use instructional materials in both languages in classroom instruction.</p>	<p>Practice taking test using native language editions simultaneously at school and home. Use instructional materials in both languages in the classroom.</p>
<b>5. Oral Translations for Lower Incidence Languages</b> <i>(Only for those languages in which tests are not available.)</i>			
<p>All translations must be oral, direct, word-for-word translations of the English edition. Written translations are not allowed. Schools should allot the appropriate amount of time for identifying and training translators before conducting simulations. Oral translators are required to attend professional development. They must be either a: bilingual certified pedagogue; a certified pedagogue that speaks a Lower Incidence Language; or, if from outside NYC public schools (e.g., CBO, university), they must be bilingual, hold a BA, and be screened and approved by the Principal. Bilingual Paraprofessionals can provide oral translations only after they have been trained.</p> <p>Permitted for:            NY State Math (3-8)            NY State Regents Exams (9-12) <i>except English language arts</i>            NY State Content Areas (4,5,8)            Citywide Math (3,5,7)</p>	<p>Identify and recruit oral translators. Coordinate the use of translators between and among schools, or send students to a central location where there is an available translator for a cluster of schools. Conduct professional development on how to administer oral translations. The State Education Department's Office of Bilingual Education, NYCDOE Translation and Interpretation Unit, and BETACs can assist in finding translators. Schedule translators for practice tests.</p>	<p>Conduct simulated test with translator so that students can become familiar with him/her.</p>	<p>Practice taking test with an oral translator.</p>

\*School administrators interested in the latest testing information should visit city (<http://schools.nyc.gov/Accountability/YearlyTesting/TestAdministration>) and state (<http://www.emsc.nysed.gov/osa>) websites.

## Appendix N

### Testing Accommodations\* Preparation

DETAILS	SCHOOL	TEACHER	STUDENT
<b>6. Written Responses in the Native Language</b>			
<p>ELLs who make use of alternative language editions or oral translations may write responses to open-ended questions in the native language.</p> <p>Permitted for:            NY State Math (3-8)            NY State Regents Exams (9-12)            NY State Content Areas (4,5,8)            Citywide Math (3,5,7)</p>	<p>Conduct professional development sessions and practice tests with open-ended questions where written responses in the native language are permitted. Identify bilingual staff to score native language responses.</p>	<p>Conduct simulated testing to strengthen written responses in the native language.</p>	<p>Practice taking test with open-ended questions that can be answered in the native language.</p>
<b>7. Third Reading of Listening Selection</b>			
<p>The third reading of listening selection accommodation is only permitted for the New York State ELA Examinations (3-8), and English Regents.</p>	<p>Schedule a time when the entire school is also practicing this part of the test. Conduct professional development for the teachers on how to administer the third reading of the listening selection.</p>	<p>Simulate the third reading of the listening selection with ELLs.</p>	<p>Practice the third reading of the listening selection.</p>
<b>**Special Education Accommodation Notes**</b>			
<p>Those dually-designated ELLs that also receive special education services may require additional accommodations as per their Individualized Education Programs (IEPs).</p>	<p>Principals should review IEP summary reports for these students. Summary reports of Special Education students' IEP recommended testing accommodations are available on the NY State Education Department website. If students are receiving ESL-mandated services based on their IEP, principals should consult with students' ESL teachers.</p>	<p>Simulate the IEP test accommodations.</p>	<p>Practice simulating test using the IEP accommodations.</p>

\*School administrators interested in the latest testing information should visit city (<http://schools.nyc.gov/Accountability/YearlyTesting/TestAdministration>) and state (<http://www.emsc.nysed.gov/osa>) websites.









# Appendix 0

Notes