

LaFayette Central School District  
Four Schools, Three Buildings, Two Nations, One Goal: Excellence!  
Comprehensive ELL Education Plan  
2024-2025



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## Commissioner's Regulations for English Language Learners/Multilingual Learners

Parts 117 and 154 of the Regulations of the Commissioner of Education (CR) relate to the screening of new entrants and services for ELLs/MLLs. CR Part 154 prescribes the specific requirements for the implementation of instructional programs and activities for ELLs/MLLs.

CR Part 154 requires that ELLs/MLLs receive appropriate services in order to acquire and develop English language skills and meet the standards in the core subjects expected at their grade and age levels. New York State has developed statewide principles outlined in "The Blueprint for English Language Learner/Multilingual Learner Success," which clarify expectations for administrators, policy makers, and practitioners to prepare ELLs/MLLs for success. These principles are intended to provide guidance and support for districts, schools, and teachers, as well as to promote a better understanding and an appreciation of Bilingual Education, English as a New Language, and World Languages.

### *154-1.3 School District Responsibilities:*

All English Language Learners shall be entitled to receive services in accordance with subdivision 2 and 2-a of section 3204 of the Education Law.

Each school district receiving total foundation aid, including each community school district of the City of New York, shall develop a comprehensive plan to meet the educational needs of students who are English Language Learners. Such a plan shall be kept on file in the district and made available for department review upon request of the department.

For the full text of the regulations go to <http://www.p12.nysed.gov/biling/bilinged/CRPart154>.

### *Eligible Students*

Students eligible to receive services under CR Part 154 are those who score below a State designated level of proficiency on the New York State Identification Test for English Language Learners (NYSITELL) or, after having been identified as English Language Learners on the New York State English as a Second Language Achievement Test (NYSESLAT), as set forth in CR Part 154.

### *Definitions*

**Newcomer English Language Learners/Multilingual Learners** shall mean students who have been identified as English Language Learners under this Part and have received English as a New Language instruction, as a component of their Bilingual Education or English as a New Language program, for a total of zero (0) to three (3) continuously enrolled school years in the United States (the 50 States and the District of Columbia).

**Developing English Language Learners/Multilingual Learners** shall mean students who have been identified as ELLs and have received English as a New Language instruction, as a component of their Bilingual Education or English as a New Language program, for a total of four (4) to six (6) continuously enrolled school years in the United States (the 50 States and the District of Columbia).

**Students with Inconsistent/Interrupted Formal Education (SIFE)** shall mean English Language Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years

below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

**ELLs with an IEP/Differently-Abled ELLs** shall mean ELLs served by an Individualized Education Plan.

**Long-Term English Language Learners/Multilingual Learners** shall mean students who have been identified as ELLs under this Part and have received English as a New Language instruction, as a component of their Bilingual Education or English as a New Language program, for a total of seven (7) or more continuously enrolled school years in the United States (the 50 States and the District of Columbia).

**Former English Language Learners/Multilingual Learners** are students who were identified as ELLs and have exited ELL status within the past two school years. Upon exiting ELL status, students must continue to receive at least .5 units of study or its equivalent of Integrated English as a New Language (ENL) in English Language Arts (ELA)/Core Content Area or other such services, approved by the Commissioner [CR Part 154-2.3(h)(1)(v)]. Former ELLs are entitled to testing accommodations on State Assessments.

#### *Types of Programs*

**Bilingual Education program:** A Bilingual Education (BE) program is a research-based program comprising the following instructional components: Language Arts which includes Home and English Language Arts, English as a New Language (ENL) and Bilingual content areas. Each school district that has an enrollment of 20 or more ELLs /MLLs of the same grade level, and all of whom have the same home language (other than English) in a school and/or district, shall provide such students with a BE program. If a BE Program had 15 ELLs/MLLs the previous year it must continue into the next school year. New York City must follow the provisions of the 1972 ASPIRA Consent Decree, which is 15 ELLs/MLLs in two contiguous grades. There are two types of BE Programs: Transitional Bilingual Education Programs and Dual Language Programs (One-way and Two-way).

**English as a New Language program:** English as a New Language (ENL) is a research-based English language development program comprised of two components: Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL/MLL scaffolds; and Stand-alone ENL: Students receive English language development instruction taught by a NYS certified ESOL teacher in order to acquire the English language needed for success in core content areas. Each school district that has ELLs/MLLs of the same grade level assigned to a building, but which does not have 20 of such pupils with the same native language, which is other than English, shall provide English as a New Language program. Such instruction shall take into account the first language and culture of ELLs/MLLs.

#### *Required Assessments*

In NYS, the New York State Identification Test for English Language Learners (NYSITELL) is the only approved test for the identification of English Language Learners. Similarly, the New York State English as a Second Language Achievement Test (NYSESLAT) is the only approved test for

measuring an ELL/MLL's level of English proficiency annually to determine whether or not the student continues to be an ELL/MLL. Additional information on these assessments can be found at:

NYSITELL Info:

<http://www.p12.nysed.gov/assessment/nysitell/>

NYSESLAT Info:

<http://www.p12.nysed.gov/assessment/nyseslat/>

### *Units of Study*

Public school districts are required to provide the amount of English language instruction specified in [154-2.3(h)]. For full information regarding program requirements and units of study, refer to the Units of Study table found on the OBEWL website:

<http://www.p12.nysed.gov/biling/resource/cr-part-154/units-of-study-tables.html>

### *Section A: Philosophy and Programs for ELL Subpopulation*

#### **1. Describe the district's overall vision for student success that includes high expectations for ELL/MLL student achievement and socio-emotional development.**

The district's overall vision for student success is directly tied to the District Comprehensive Improvement Plan (DCIP), which is the strategic plan for the entire district. At LaFayette, we put students first. Our mission is to educate, honor, and develop students to have self-respect, a commitment to the community, and a passion for excellence. Our vision is to inspire, empower, and prepare all students to achieve excellence. Our core beliefs are:

- We believe in a safe and secure learning environment.
- We believe in a supportive and rigorous learning environment.
- We are an institution of learning for all.
- All students are known and are treated with dignity, respect, and compassion.
- We embrace creativity and innovation.

#### **2. Describe the district's purposeful plan of action that provides multiple pathways to college, career, and civic readiness through high quality programs that meet the needs of ELLs/MLLs.**

The district has enhanced access to CTE programs offered by OCM BOCES, which provide students with relevant coursework and training to be college and career ready. Our high school has added courses to the program of study based upon college majors and changing careers in the workforce. Additionally, the district provides an alternative 9-12 program that includes internships in fields of interest. The district has also met with Onondaga Community College (OCC) to adopt their Advantage Program. The program

targets students entering 9th grade to excel in their school attendance, have a 2.0 GPA that goes up each year to at least 3.0 upon graduation. Requires community service or civic engagement to be eligible to obtain free tuition for two years at OCC.

**3. Describe how the district communicates this vision and plan of action to all schools and ensures that they are considered in the development of school policies and practices.**

The district communicates its vision by presenting the DCIP and any relevant changes to the entire school community at an annual Board of Education meeting as well as during the opening days of school. Additionally, the DCIP is posted on the district website. District professional learning communities use the goals established within the DCIP to guide their goal setting.

**4. How does the district provide information about the screening, identification, and placement process to parents and students in their home language?**

The district provides parents with information regarding our screening process upon registration. The information and forms at registration are translated for parents in their native language. Then parents are contacted to set up a date and time at the parents' convenience for the screening within 10 days of registration. Information that is sent home, such as parent letters and parent information is also translated in the parents' home language.

**5. Provide the qualifications and training provided for all staff involved in the screening, identification, and placement process for each school (or district for those who identify at the district level). Does the staff involved in the screening process speak languages other than English? If not, how are translation services provided?**

The staff involved in the screening process goes to NYSITELL training each year at the OCM BOCES R-BERN. Translation services occur through Google Translate or securing translators from partnering agencies.

**6. Does the district currently use the SIFE Oral Interview Questionnaire to identify potential SIFE? Does the district use the Multilingual Literacy SIFE Screener (MLS) as part of the SIFE identification process? If not, how does the district currently identify SIFE? For more information on the SIFE Oral Interview Questionnaire and the MLS visit:**

<http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife>

When a student registers, the HLQ is given upon entrance. Through the interview process, if it is determined that there have been gaps in a child's education and scores below commanding on the NYSITELL then qualified personnel (ENL teacher or other designee) will administer the SIFE oral interview questionnaire. This will be done in the student's native language as well as in English. The interview and all future oral and written communication must be conducted with a qualified translator provided by the district. Qualified personnel will administer the MLS. Interview notes, academics, and assessment history and work samples are collected and maintained in the student's cumulative file. A writing screener is administered to determine the student's basic writing skills in his or her home language. An appropriate ENL placement is made along with academic support.

*Section B: ELL Identification and Placement Practices*

**1. Describe the district’s administrative practices to enroll/register, screen, identify, and place ELLs/MLLs in appropriate programs. Include the steps implemented for the screening of new entrants and name of the person(s) responsible, including their qualifications and training, for conducting the initial screening, which includes the completion of the HLQ and the individual interviews. Describe how the district monitors its schools to ensure that this process is carried out with fidelity. For more information on ELL/MLL Identification and placement, visit: <http://www.p12.nysed.gov/biling/bilinged/assessment.html>**

When a student registers, they are given the HLQ in the preferred language. Based upon the review of the HLQ, the Director of Instruction and Pupil Services or designee, who receives NYSESLAT/NYSITELL training at OCM BOCES and RBERN, determines if an individual interview is needed. If the interview is required, the Director or designee will conduct the interview, which consists of a review of the student’s previous schooling, oral conversation in English, and the home language. Writing samples are given with the assistance of an interpreter that speaks the language. A trained staff member, who administers the NYSITELL, reviews the results to see if the student qualifies for ENL services.

**2. Does identification take place at the district or school level?**

District

**3. How does the district use the results from the SIFE Oral Interview Questionnaire and the MLS or the current SIFE identification process to provide services to this subgroup and place them in appropriate programs?**

When a student registers, we follow the same steps stated above. The HLQ is given when they enter. Through the interview process, if it is determined that there have been gaps in the child’s education and scores below commanding on the NYSITELL then the qualified and trained staff member will administer the SIFE oral interview questionnaire. This will be conducted in the student’s native language as well as English. The interview and all future oral and written communication must be conducted with a qualified translator provided by the district. Qualified personnel will administer the MLS, review interview notes, academics, and assessment history; and work samples are collected and maintained in the student’s cumulative file.

**4. Describe the district’s administrative practices to enroll/register, screen, identify, and place ELLs/MLLs with an IEP/Differently-abled ELLs in appropriate programs. How does the district communicate and ensure that its schools form and consult Language Proficiency Teams for the evaluation of students with an IEP/Differently-abled students who are also suspected of being ELLs/MLLs?**

If there is a suspicion that an ELL has a disability, the Problem Solving Team (PST) will meet to discuss the child's needs, put interventions in place, and review the child's progress on an ongoing basis. The PST consists of at least the school psychologist, building principal, general education teacher, special education teacher, ENL teacher, reading and/or math specialists, related service providers, and other staff as deemed appropriate. If the students make little to no improvement, PST will refer to the committee on special education.

**5. Provide the qualifications and/or job titles of each member of the Language Proficiency Team (LPT) at the schools in the district.**

The PST serves as the LPT in each building. The PST consists of at least the school psychologist, building principal, general education teacher, special education teacher, ENL teacher, reading and/or math specialists, related service providers, and other staff as deemed appropriate.

*Section C: Parent Information on Programs*

**For more information on parent resources and materials please visit the OBEWL website:**  
<http://www.nysed.gov/bilingual-ed/english-language-learners-multilingual-learner-parent-resources>

**1. Describe how the district provides parents/guardians with information that enables them to make informed decisions about their children's education regarding all ELL/MLL programs available in the district, as well as information and notices regarding program placement and the rights of such parents/guardians. Include a description of your efforts to reach out to parents/guardians who do not respond to the initial contact.**

When parents enroll their child in our district, we provide them with information that allows their entrance to go smoothly. All information is gathered to get a sense of the child's language abilities. Parents are always included in the ELL interview whether it is by phone or in person. The district always provides assistance in translating information at this time for parents. When students are identified as ELLs, parents are sent written communication explaining the process and providing information about the NYSITELL. All written ENL information is sent in the language that is preferred by the parent.

**2. Describe how the schools in the district provide parents/guardians with annual individual meetings to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed.**

The district provides two parent conferences in grades kindergarten through fourth grade which is in addition to the annual meeting for all ELLs. For students in grades five and six the district provides one parent conference in addition to the annual parent meeting for all ELLs. The teachers provide data to the parents on where their child is currently at with their language development. Teachers will also provide assessment data. The district provides information to parents regarding the conference that is at a convenient time for the parents.

**3. Describe how the district provides parents and other persons in parental relation with information in the language or mode of communication that they best understand.**



The district inquires with the parents as to which language they prefer for verbal and/or written communication when they first arrive in the district and during the individual interview. The district tracks the preferred language in SchoolTool, a student management system. The district shares this information with Central Registration, Building administrators, and secretaries.

*Section D: ELLs Annual Measurement and Progress*

**1. Describe in detail the district's process to annually measure and track ELLs/MLLs academic progress and growth in English language proficiency and the use of data to guide instructional planning.**

Upon entering school, the student would take the NYSITELL as part of the ELL identification process. All ELL students take the NYSESLAT in the spring as part of the NYS requirements for all English as New Language students. Unless students are exempt from taking the ELA exam in the first year, they will also take the NYS ELA and Math assessments in grades 3-8. Students will take all NYS Regents exams at the high school level for all subject areas. Students are assessed and provided AIS services for their areas of weakness. The district assesses all students K-12 three times a year with IXL. K-6 also has a literacy profile. The district approach to language proficiency concerns is to discuss each student with our intervention teams, which consist of the student's academic teacher, ENL teacher, parent, intervention specialist, and related service providers as needed. They discuss the most recent data and assessments on all of their students to see if the current interventions are working or if there is another avenue that can be explored by the classroom teacher and ENL teacher. These interventions are targeted towards the student's specific needs and tracked for a specific length of time and brought back to the group for review.

**2. Describe what formative assessments or curriculum-embedded assessments are used to monitor the progress of ELLs/MLLs.**

The district assesses all students K-12 three times a year with IXL. K-12 also has an ELA profile. Additionally, we have created a Math profile for PK-K. Each year an additional grade level will be added. The district approach to language proficiency concerns is to discuss each student with our intervention teams, which consists of the student's academic teacher, ENL teacher, parent, intervention specialist, and related service providers as needed. They discuss the most recent data and assessments on all of the students to see if the current interventions are working or are there other avenues that can be explored by the classroom teacher and ENL teacher. These interventions are targeted towards the student's specific needs and tracked for a specific length of time and brought back to the group for review.

**3. Describe what summative assessments or baseline/benchmark assessments are being used to identify baseline progress and areas of need for ELLs/MLLs in addition to the NYSESLAT.**

The district assesses all students K-12 three times a year with IXL. K-12 also has an ELA profile. Additionally, we have created a Math profile for PK-K. The district approach to

language proficiency concerns is to discuss each student with our intervention teams, which consists of the student's academic teacher, ENL teacher, parent, intervention specialist, and related service providers as needed. They discuss the most recent data and assessments on all of the students to see if the current interventions are working or are there other avenues that can be explored by the classroom teacher and ENL teacher. These interventions are targeted towards the student's specific needs and tracked for a specific length of time and brought back to the group for review.

*Section E: ELL Access to Curricular and Extracurricular Services*

**1. Describe how the district ensures that ELLs/MLLs are provided with a high quality curriculum aligned to NYSED's Next Generation Learning Standards and are supported in their efforts to graduate high school and achieve college, career, and civic readiness. Include information about your district's monitoring process.**

The district's ELLs are provided with the same curricular opportunities throughout the district as all other students in the district. The district provides differentiated support to assist ELLs with the curriculum so they are able to meet the Standards. Assessment Monitoring- All students, including ELLs are monitored at the K-12 levels three times a year. Academic Intervention Services are provided when state scores and in house data tell us that a student is in need.

**2. Describe how the district provides culturally responsive-sustaining practices to ELLs/MLLs.**

Staff has participated in book studies facilitated by the Director of Instruction and Pupil Services as well as consultants that specialize in culturally responsive teaching and trauma informed practices. Additionally, we are working with OCM BOCES to create a committee to drive this work within the district.

**3. If applicable, identify the circumstances that have resulted in your district having partially served and/or unserved ELLs/MLLs. Describe the actions your district is undertaking to remedy these circumstances.**

We have a full-time ENL teacher to support the student and any other incoming students requiring this service.

**4. Describe how the district uses the data provided in Section D, Question 2 to inform planning that enhances and improves programs for ELLs/MLLs.**

The administrators, district PLCs, and building teams use student data to inform programmatic decisions. In the areas where students are not making growth, the question pondered is what are the causes? Are there instructional issues or is it language related? What additional time and strategies need to be implemented? The district will continue to use data to inform program evaluation and ensure that the quality of its services continue to improve.

**5. Describe how the district provides purposeful opportunities for all teachers of ELLs/MLLs to collaborate, design rigorous curriculum, and analyze student work to address their academic needs.**

District PLCs meet every other Monday to review data and determine next steps to intervene or enrich a student's growth. ELA and Math committees review the standards, curriculum, and teaching materials on a consistent basis for efficacy.

**6. Describe instructional practices the district uses to specifically address the needs of Students with Interrupted/Inconsistent Formal Education (SIFE). If you do not have any SIFE, indicate N/A.**

N/A

**7. Describe instructional practices the district uses to specifically address the needs of ELLs/MLLs with an IEP/Differently-abled ELLs. If you do not have any ELLs/MLLs with an IEP/Differently-abled ELLs, indicate N/A.**

N/A

**8. Provide a list of curricular materials, both in English and in the home language, that the district uses for the instruction of ELLs/MLLs. Include information on which programs use each material.**

ELA: EL Education, Heggerty, SPELL-Links, Language Live!

Math: Eureka Math, Math Modules, eMath

Science: K-8 Science Kits from the Smithsonian

Social Studies: Inquiry Units

College Level Courses offered by Onondaga Community College and Tompkins Cortland Community College and Syracuse University

**9. Describe the level of ELLs'/MLLs' participation in the curricular and extracurricular services and activities offered for students throughout the district. How is the district engaging ELLs/MLLs and their families to facilitate their participation in these services and activities?**

LaFayette district provides all students with a wide variety of activities for every student including ELLs.

*Section F: ELL Access to All Support Services*

**1. Describe the support services designed to meet the specific instructional needs of ELLs/MLLs that are aligned with any intervention plans the district is already providing to all students.**

LaFayette CSD provides Response to Intervention (RtI) services for all students in need in accordance with the district's RTI plan. Tier I is the instruction provided within the

classroom. Tier 2 is additional small group instruction provided by the classroom teacher or a specialist. Tier 3 is individual or small group instruction provided in a separate location.

**2. Describe the support services designed to meet the specific socio-emotional needs of ELLs/MLLs that are aligned with any intervention plans the district is already providing to all students.**

The district has made a commitment to social emotional learning as one of the five goals outlined in the 2024-2025 DCIP. The focus is on Second Step for grades PreK-6, DBT STEPS-A for Big Picture, Sources of Strength (Jr/Sr High) and administering the BIMAS-2 K-12 (K-6 Teacher Report, 7-12 Teacher and Student Reports) .

**3. Describe support services designed specifically for Students with Interrupted/Inconsistent Formal Education (SIFE). If you do not have any SIFE, indicate N/A.**

N/A

**4. Describe support services designed specifically for ELLs/MLLs with an IEP/Differently-abled ELLs. If you do not have any ELLs/MLLs with an IEP/Differently-abled ELLs, indicate N/A.**

N/A

**5. Describe your district’s monitoring process to ensure that these services are provided with fidelity.**

The administrative team oversees the implementation of all services in each building.

*Section G: Former ELL Services*

**For full information on Former ELL Services, please visit the OBEWL website: <http://www.nysed.gov/bilingual-ed/former-english-language-learnermultilingual-learner-services>**

**1. Provide an overview of the services that the district provides to Former ELLs. Describe how the district uses data to inform planning for these services to enhance and improve programs for this subgroup of ELLs/MLLs.**

An ENL teacher provides the minimum 90 minutes per week. District and State data are reviewed to determine the level and intensity of service.

**2. Provide the qualifications and/or job title for each staff member delivering these services.**

ENL and intervention teachers

**3. Describe how the district monitors, tracks, and supports English language development progress for each Former ELLs.**

ENL teachers fill out progress reports on each of their students. These reports are sent home 3 times a year (All schools are on a trimester system.). Also, ELLs participate in universal screening 3-4 times a year. Report cards are sent home 3-6 times a year depending on which building they are attending.

**4. Describe support services designed specifically for Former ELLs.**

When working with former ELLs the goal is to enable them to be self-sufficient. instruction supports all content areas in the classroom. Writing is stressed so that students continue to enhance their skills in this area. ENL teachers use data, teacher information, and in district assessments to analyze and monitor all former ELLS.

*Section H: Professional Development on ELLs*

**For full information on Professional Development requirements, please visit the Office of Teaching website:**

<http://www.highered.nysed.gov/tcert/pdf/languageacquisitiontable.pdf>

**1. Describe how the district provides substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs/MLLs, including home and new language development.**

With only one ENL student, a waiver has been submitted for the ENL professional development. However, all students supporting our ELL student have been provided access to conferences/workshops offered by the RBERN located through OCM BOCES as well the NYSED.

**2. Describe how the district uses student data, including data regarding ELLs/MLLs, to inform professional development planning.**

Professional development offerings are based on goals established at the district and building levels.