English as a New Language Resource Guide

Kenmore-Tonawanda Union Free School District

The Ken-Ton School Community will provide our students with the supports, tools, and diverse opportunities needed to meet the challenges of an ever-changing world.

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The Ken-Ton School Community will provide our students with the supports, tools, and diverse opportunities needed to meet the challenges of an ever-changing world.

Vision:
A community that creates dynamic learners who possess social awareness, confidence, and a belief in their power to succeed.

Mission:
The Ken-Ton school community will provide our students with the support, tools, and diverse opportunities needed to meet the challenges of an ever-changing world.

Values:
Mutual Respect
Independence
Trust
Teamwork
Integrity
Passion for Excellence
Responsibility

ENL Mission Statement:

The primary goal of the Kenmore-Town of Tonawanda School District ENL Instructional Team is to ensure that all students receive equitable access to the curriculum and instruction that is differentiated appropriately to meet their academic needs. The ENL Instructional Team recognizes that the achievement of this goal requires the collaboration and shared responsibility of staff at all levels.

Program Philosophy:

The ENL Team is committed to providing all ELLs with a high quality education and holds all students to the same high standards. We are committed to the literacy development of our students and to growing students who are self determining readers & writers. ENL Teachers participate in Professional Development, alongside content area teachers to ensure that Professional Development is ongoing and embedded. Strategies and practices that have demonstrated to be effective in facilitating learning with all students are utilized throughout the program. ELLs are provided with opportunities to engage in all school programs & services corresponding to their ages and grade levels, as the general student population of their buildings in accordance with CR 154.1. We work to enhance parental involvement throughout all grade levels as it is vital to the success of our student achievement.

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2019- 2020 ENL District Directory

ENL Administration
Michael Muscarella   Supervisor
Jennifer Conway   ENL Coordinator

ENL Teachers

Holmes Elementary- Jennifer Conway (screener) & Diane Atallah

Lindbergh Elementary- Christina Brown (screener)

Edison Elementary- Brian Frank (screener)

Franklin Elementary- Kathleen Flynn (screener), Kristan Mascellino, & Lauren Kotrys

Hoover Elementary- Maggie Mahoney (screener) & Rachel Tucker

Franklin Middle- Jessica Sheehan (screener) & Caitlin Allaire

Hoover Middle- Adele Voskerichian (screener) & Lindsey Lapidus

Kenmore East- Nathan Bourke (screener), Hannah Owczarczak, & Alena Zharykava

Kenmore West- Kristina Brown (screener), Kaitlyn Oliveri, & Alena Zharykava

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ELL Identification Process

NYS Regulations:
ELL IDENTIFICATION AND PLACEMENT

HOME LANGUAGE QUESTIONNAIRE (HLQ) & INDIVIDUAL INTERVIEW GUIDANCE

Ken-Ton Procedures:
1. Central Registration will flag all registration forms that indicate a language other than English on the Home Language Questionnaire (HLQ). They will send the registration form to the ENL building screener and the ENL Coordinator.

2. The ENL building screener will contact the student's family to schedule an individual interview. Individual interview questions from the NYS Commissioner's Regulations should be used: **HOME LANGUAGE QUESTIONNAIRE (HLQ) & INDIVIDUAL INTERVIEW GUIDANCE**

3. If the student answers all of the questions proficiently and the NYSITELL is not needed, fill out form:
    ENL INFORMAL INTERVIEW FORM
    a. Keep a copy in the student's permanent file and with the building screener.

4. If the child does not answer the individual interview questions fluently in English, proceed with native language screening (set up an appointment with an interpreter).

5. If there is an indication that there might be a disability impacting the student's oral communication,
    a. Refer to the NYS flow chart
    b. Refer to Subparts 154-2 and 154-3

6. ENL screener administers the NYSITELL.

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7. NYSITELL answer sheets should be copied. One copy for student's permanent folder (with classroom teacher or in guidance). The original copy should be sent to the office of Data, Assessments, and Accountability, who will send to the score center for scoring.
    a. The office of Data, Assessments, and Accountability will receive NYSITELL score sheets from score center and send the results to the ENL Coordinator, who will forward to the appropriate building screener.

8. Determination of ELL with interrupted/inconsistent education (SIFE): ENL screener administer the SIFE questionnaire and diagnostic tool (MLS) to determine SIFE status. *for directions see "SIFE SCREENER" in this handbook

9. ENL screener will fill out add form electronically and print a copy of the screen to keep in student's ENL file. Send an email to the office of Data, Assessments, and Accountability to let her know that a new add form has been filled out.

10. Parent notification of ELL identification determination: Within 5 school days of a student being identified as an ELL, parents/guardians are to receive written notice in their indicated preferred language. The notification letter must be maintained in the student's permanent file. Parent letters can be found here: PARENT LETTERS
    a. Letters must also be sent and filed if a student is given the NYSITELL and does not qualify for the program.

11. Placement of ELLs within their home school. ENL screeners will work with building principal to determine placement.
    a. Hours of service to be determined by chart in NYSITELL manual and the Units of Study: CHART

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Students Entering Ken-Ton from Other Districts

1) Review paperwork from previous school checking for any ENL paperwork (NYSESLAT, courses/minutes of service)

       Process to request scores from Buffalo City Schools:
       Use link: BUFFALO SCHOOLS
            Username: BPS/DataRequest
            Password: data

2) If nothing is found, contact the school and retrieve testing/program information. All information should be sent to the home school and kept in both the student's permanent folder and ENL folder.

3) Students coming in from other states should refer to the *ELL Identification Process*.

4) If student qualifies for ENL services, fill out add form and follow district procedures.

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Students with Interrupted Formal Education (SIFE) Multilingual Screener (MLS) Screener

1.   Register for an account
a.   Go to: **mls.gc.cuny.edu**
b.   Password: mlsnysed
c.   Click: "Apply for an account"
d.   Create an account with your school's BEDS Code

2.   Administer the test
a.   Go to: **mls.gc.cuny.edu**
b.   Password: mlsnysed
c.   Click: "Reading Comprehension"
d.   Enter your information
      i.   Login: Your School's BEDS Code
      ii. Password: The "Proctor's Password" You Created
      iii. Test Language: Student's Home Language (***Never English***)
e.   Click submit and begin test

3.   Viewing Student Results
a.   Go to: **mls.gc.cuny.edu**
b.   Password: mlsnysed
c.   Click: "Reports"
      i. Username: BEDS Code + "admin" (i.e. "000001111admin")
      ii. Password: The "Administrator's Password" you created
d.   Click the date of the student's test

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ENL Program Options

NYS Program Options for ELLs

Ken-Ton's Program Options for ELLs

- Bilingual Education is NOT offered at Ken-Ton UFSD.

- All ELLs in Ken-Ton receive services through the ENL program.

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Elementary Grades K-4 ENL Placement Regulations

- Building principals and ENL teachers will work together to identify specific teachers at each grade level that will include ELLs on their rosters.

- ENL students may not make up more than ⅓ of the class. * If ENL students are approaching ⅓ of the class, it is the principal's discretion to open up another section to ELLs.

- ENL teachers will provide integrated ENL services during ELA time along with the classroom teacher.

- Integrated ENL will be 45-60 minutes per day.

- Integrated ENL classes should include a variety of proficiency levels, if multiple sections are available (eg. All Entering/Emerging students should not be in one classroom)

- Stand Alone ENL will follow the appropriate minutes in the Units of Study.

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Middle School Grades 5-7 ENL Placement Regulations

- Building principals and ENL teachers will work together to identify specific teams at each grade level that will include ELLs on their rosters.

- ENL students may not make up more than ⅓ of the class. * If ENL students are approaching ⅓ of the class, principals will open up another section to ELLs.

- ENL teachers will provide integrated ENL services during ELA time along with the ELA teacher.

- Integrated ENL will be the required minutes per day.

- Stand Alone ENL will follow the appropriate minutes in the Units of Study.

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High School Grades 8-12 ENL Placement Regulations

- Building principals and ENL teachers will work together to identify specific teachers for each core class that will include ELLs on their rosters.

- ENL students may not make up more than ⅓ of the class. * If ENL students are approaching ⅓ of the class, principals will open up another section to ELLs.

- ENL teachers will provide integrated ENL services during a core content area class along with the content teacher.

- Stand Alone ENL will follow the appropriate minutes in the Units of Study.

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Translation Directions

The district has three (3) ways you can request a translation.

1.   To request a translator to translate an exam for a student or be present at a parent meeting, etc. go to the **current list of translators** employed by the district on your Google Drive. (directions below)

2.   If the translator list does not have anyone suitable or available contact the **International Institute of Buffalo.**

3.   To request a document translated use **Translated.com.**

1) TRANSLATOR FROM DISTRICT LIST

To find the current list of translators go to *Ken-ton Shares* on your *Google Drive*, then *District Documents* and open the *Translator/Interpreter file.* There you will find the **current school year** list of Translators and the time sheet they need to fill out.

Please make sure the time sheet is completely filled out, **signed by the Interpreter, the School Principal or a representative from Student Services.**

Once the time sheet is signed please have it sent to the Administration Building to Mary Jane Vanderbosch to be approved by Kelly White.

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2) __INTERNATIONAL INSTITUTE OF BUFFALO__ (716)883-1900)

The web site for the International Institute of Buffalo is iibuff.org or email them at iib@iibuff.org. Once you request a translator they will send you a confirmation of your request with the time, date and location. The Institute is a minimum charge of $100. For a translator to come to the school/administration building they charge $50/hour with a minimum of 2 hours billed.

Please make sure a time sheet is completely filled out, **signed by the Interpreter and the School Principal or a representative of Student Services.**

Once the time sheet is signed please have it sent to the Administration Building to Mary Jane Vanderbosch to be approved by Kelly White.

3) __TRANSLATED.COM__

Document Translation

Step 1 – LOG-IN

Go to the Translated.com website

The first page you will see is below. Please log-in. To log-in click the person icon.

IF YOU DON'T LOG-IN THEY DON'T KNOW WHERE TO SEND THE INVOICE.

User Name: KTUFSD.org

Password: 12345

After you are successfully logged in the person icon turns to the letter **M.**

Step 2 – LANGUAGE REQUESTED

UPLOAD WORD FILE

Fill in the Language you would like your document or letter translated into.

Next upload your file. The site will automatically do the word count for you. Whenever possible **upload you file in Word**.

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Step 3 – SHOW PRICES

Click show prices. We always try to use Economy. However, if the file you upload is a PDF you have to use Professional, which is much more expensive. So whenever possible upload in **Word** so you can use Economy.

Step 4 – PROJECT NAME

EMAIL ADDRESS

The next page will ask you for your project name. Be very specific.

Ex. Smith Open House Invitation (Spanish), Lindbergh Open House (Arabic).

This will make it easier to identify.

*Next fill in **YOUR** email address.

<mark>WITHOUT YOUR EMAIL ADDRESS THEY WON'T BE ABLE TO SEND YOU YOUR TRANSLATION</mark>. You will receive a confirmation email that they received your request. In a day or so the translated document will be emailed to you.

You will be able to identify which document by the **Project Name**.

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Interpreter/Translation Information

An interpreter or translator may be obtained for the following reasons:
1. Parent/Teacher conferences
2. State assessments (not the ELA or NYSESLAT)
3. Committee on Special Education meetings
4. Written correspondence to families

Translator Time Sheet for Ken-Ton

List of approved translators

Language Lines
1. Dial: 1-866-874-3972
2. Provide CLient ID: 572493
3. Indicate: Language

Translated.com
Username: ktufsd.org
Password: 12345

How to use Translated.com

- Fill in the word count (there is a word count tool you can use)
- Language you need
- Show prices
- Choose - Professional (NOT Economical)
- Order
- Enter username and password
- Click continue
- upload your letter or document
- ENTER YOUR EMAIL ADDRESS SO THE QUOTE WILL BE SENT TO YOU

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Guidelines for working with ELLs and Interpreters on NYS Assessments

1. ELLs can use English/Native Language dictionary or word to word bilingual glossary

2. Interpreter should only read the information in the test booklet.
   a. Interpreter does not explain how to do the question.
   b. Interpreter does not give the definition of a word.
   c. Interpreter does not check to see if the answers are correct.

3. Interpreter can re-read the question when the student is checking over his/her answers if the student would like to hear the question again.

4. Student responses written in a native language must be translated by the interpreter to English before the exam is submitted. The ENL teacher must be present. The interpreter must sign/initial the work translated.

Remember, the test is to assess student knowledge, not the interpreters. The ELL is to complete the work on his/her own. If he/she does not know the answer to the question, just move on to the next question. Just reassure the student that it is ok that they do not know everything on the test. The ELL should try their best.

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Testing Accommodations

ENL Testing Accommodations

ELLs and Former ELLs are entitled to these ELL Testing Accommodations as per CR Part 154 Regulations. District staff should make all necessary arrangements in providing these accommodations during all NYS exams.

ELA Exempt
Recently arrived English Language Learners may be eligible for one, and only one exemption from the administration of the Grades 3-8 English Language Arts Tests. English Language Learners (including those from Puerto Rico) who have been attending school in the United States for the first time for less than one year are exempt.

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ELLs and Special Education

Language Proficiency Team (LPT)-
- Dr. Michael Lewis- Director of Special Education
- Jennifer Conway- ENL Coordinator
- Parent(s) or guardian(s) of student
- Interpreter
- Administrator of student's school (as needed)
- ENL teacher of student's school (as needed)

According to Part 154-3.2, Language Proficiency Team (LPT) shall mean a committee that makes a recommendation regarding the initial assessment of English Language Learner status for a student with a disability.

Link to regulations:
[REGULATIONS](#)

CSE Meetings- An ENL teacher MUST be present at the CSE meeting of an ENL student.

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Glossary of Terms

BICS- *Basic Interpersonal Communication Skills*
- Social language needed to function in a society

CALP- *Cognitive Academic Language Proficiency*
- Academic language needed to be successful in educational settings

ELL- *English Language Learner*
- Student who is immersed in an environment in which a language(s) other than English is/are spoken

ENL- *English as a New Language*
- The English language instruction/program that ELLs receive in school

ESL- *English as a Second Language*
- Also known as ENL
- Fromer term used to describe the program that ELLs receive

Formal ELL
- An ELL who exited from the ENL program

HLQ- *Home Language Questionnaire*
- Given to all new entrants to determine if another language other than English is spoken at home

Home Language
- The predominant language that is used to communicate at home

Integrated ENL
- Service that is provided to an ELL that is taught by an ENL teacher and a classroom/content teacher

L1- *First Language*
- The first language that a child is able to communicate in (not always the home language)

Long-Term ELL
- An ELL who has been in the ENL program for 7 years or more

MLS- *Multilingual Literacy Screener*
- Used to identify the literacy level in the home language

NYSESLAT- *New York State English as a Second Language Achievement Test*
- NYS test that is given to current ELLs every Spring to measure English proficiency.

NYSITELL- *New York State Identification Test for English Language Learners*
- NYS test that is given to new entrants to determine English language proficiency

SIFE- *Student with Interrupted Formal Education*

Stand Alone
- ELLs receive direct English language instruction by a certified ENL teacher

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