

West Genesee School District



English Language Learner CR Part 154 (B-4)

Comprehensive Plan for our Free-Standing Program

1. The district's philosophy for the education of LEP students

The West Genesee Central School District believes that all students, regardless of ethnicity, income level, or language proficiency, should be provided opportunities to achieve the same educational goals and standards as the general student population and they are afforded equal access to all school programs and services corresponding to their ages and grade level. This philosophy is reflected in the district's mission statement, which states that, "The mission of the West Genesee Central School District in partnership with the community is to ensure that each student attains the knowledge, skills, and attitudes necessary, not only for lifelong learning, but also for becoming a cooperative, self-directed, productive, caring citizen." The West Genesee Central School District will maintain all current programs and services for English Language Learners (ELLs) that correspond to their ages and grade levels.

The West Genesee School District believes that all students, who by reason of foreign birth or ancestry and have limited English proficiency (LEP), must receive instruction that helps them to acquire the English language. Our free-standing ESL program focuses on intensive English language instruction, aligned with New York State Common Core Learning Standards, classroom curriculum and district. The ELL students are provided with appropriate materials which support ELL learning and have access to supporting technology for parallel read-along tasks. The District's free-standing program has no grade levels within a building with more than 20 English ELLs.

2. Administrative practices and procedures to screen, identify, and annually assess LEP students

In accordance with Parts 117 and 154 of the Regulations of the Commissioner of Education, the district will administer the Home Language Questionnaire to all newly enrolled students. If the home language is other than English or if the student's native language is other than English, the New York State LEP Identification Process which outlines screening, initial assessment, program placement, and annual assessment is followed. Each student will also be annually assessed in content areas to measure academic progress and using the NYSESLAT, administered by our TESOL-certified teachers.

The Central Registration Office under the leadership of the District's Director of Information and Accountability and/or his designee is responsible for administering the HLQ. The Central Registration Office contacts one of the TESOL certified teachers to conduct the informal interview and, if necessary, administer the formal initial assessment – the NYSITELL. Students registering with an IEP may have second language acquisition needs and therefore may take the NYSITELL with testing accommodations if determined appropriate. Following the scoring of the NYSITELL LEPs are placed in programming to meet the needs demonstrated

3. A description of the nature and scope of the ESL services available to LEP students

In accordance with Part 154, our free-standing ESL program is aligned to the New York State Standards. Utilizing pull-out and push-in methodologies in grades K-8, 2.4 ESL teachers have devised schedules for the students based on their current levels of proficiency to align with the required units of study. Our early literacy approach to K-2 ELA instruction is used in both the general education classroom and in the ESL classroom. In grades 3-8, teachers emphasize on vocabulary and comprehension skills.

English Proficiency Level	Entering	Emerging	Transitioning	Expanding	Commanding
ENL Instructional Time	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Stand-alone ENL	180 minutes	90 minutes			
Integrated ENL	180 minutes	180 minutes	90 minutes	180 minutes	
Flexibility		90 minutes can be stand alone or integrated	90 minutes can be stand alone or integrated		90 minutes per week of integrates for two additional years
Total	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Staffing	K-12 TESOL	K-12 TESOL	K-12 TESOL*	K-12 TESOL*	K-12 TESOL*

* The District's TESOL certified teachers are dually certified in Common Branch.

Our 9-12 free-standing program is staffed by a 0.6 ESL teacher who utilizes a stand-alone methodology. The High School has utilizes a team approach for Grades 9 and 10. The LEPs are scheduled on the same team in so far as possible so that the ESL teacher can work closely with the team of Core Content teachers. The High School has begun to incorporate a co-taught model in the Core Content. For example, a new co-taught Living Environment course is included in the 2016-2017 master schedule.

English Proficiency Level	Entering	Emerging	Transitioning	Expanding	Commanding
ENL Instructional Time	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Stand-alone ENL	180 minutes	90 minutes			
Integrated ENL	180 minutes	180 minutes	90 minutes	180 minutes	
Flexibility	180 minutes can be stand alone or integrated	90 minutes can be stand alone or integrated	90 minutes can be stand alone or integrated		90 minutes per week of integrates for two additional years
Total	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Staffing	K-12 TESOL	K-12 TESOL	ESL program occurs in our Learning Center with TESOL teacher and core content certified teachers	ESL program occurs in our Learning Center where TESOL teacher and core content certified teachers	ESL program occurs in our Learning Center where TESOL teacher and core content certified teachers

For students who achieve a proficiency level of Commanding on the NYSESLAT will receive transitional services (modifications and accommodations) in accordance with Part 154.

4. A description of the criteria used to place LEP students in appropriate ESL instruction programs

LEP Students' performance and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. The information obtained is used to determine student academic progress, the level of English language acquisition, and to refine services to the LEP students and report outcomes.

The initial assessment will consist of administering the NYSITELL to determine the student's level of need.

Each spring, the NYSESLAT will be administered to assess progress of the LEP students. Based on the outcome of these assessments the ESL instructional program will be determined in accordance with the Regulations of the Commissioner of Education.

Students also take New York State ELA and Mathematics assessments in Grades 3-8, per regulation, and take New York State Regents Examinations in Grades 9-12. As appropriate, the examinations are translated or administered in the students' home language.

Assessment results and progress reports will be communicated in a timely manner to parents. The communication will be in oral and written form. Parents will be consulted for future placement.

5. A description by building of the curricular and extracurricular services provided to LEP students

LEP students have equal access to all the curricular and extracurricular services provided.

6. A description of the district and school level procedures for the management of the program

The administration of the ESL program will be determined by the building administrator and the superintendent, or his designee, based on identified need. Once the need has been identified, they will determine the staffing, site selection, disbursement of materials and the coordination of funding necessary to provide instruction as required by the Regulations of the Commissioner of Education and as outlined in the District Comprehensive Plan.

The District shall provide in-service training to all personnel providing instruction or other services to LEP students in order to enhance staff appreciation for such students' native languages and cultures, and staff ability to provide appropriate instructional and support services.

The building administration and superintendent, or his designee, will supervise the implementation and monitoring of assessment related activities, parental notification and parental involvement activities.

7. Procedures for the distribution of school-related information to parents of LEP students in the language they understand

The District shall notify, in English and in the appropriate native language, the parent(s) or guardian(s) of a student designated as LEP of the student's placement in the ESL program. Parents will be informed that there is no provision to opt out of ESL services.

The District will hold multiple orientation and information sessions for the parents of ELL students on the State Standards and assessments, school expectations and general program requirements. Translators and or information written in the home language will be provided by the District.

The District will work with the R-BERN, NYSED, BOCES for technical support to appropriately and timely inform parents of LEP students of school-related activities and information pertinent to the education of their children. Activities will include but are not limited to website links and use of other technology to enhance communication.

8. Procedures for the submission of the results of the annual evaluation of LEP students

The district will adhere to the NYSED's timeline of submission of data. Upon receipt of assessment outcomes, the student's instructional program will be appropriately adjusted.

9. Procedures for the referral of LEP students who are suspected of having a disability

The procedures for the referral of any LEP students who are suspected of having a disability are in accordance with the district's identification procedures for all students. A multi-disciplinary evaluation will be conducted.

These procedures include pre-referral strategies, referral to instructional support team, documentation of student's response to intervention and consultation with parents. All documentation will be kept in the student's cumulative folder.

If a student is determined to have a disability, the student shall be provided special education programs and services in accordance with the individualized education program (IEP) developed for such student(s).

10. Professional Development for the District's Teachers

Under Part 154-2.3(k), a minimum of fifteen percent (15%) of required professional development hours for all teachers holding a professional licensure must be dedicated to language acquisition. For all ESL teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction. One of our ESL teachers serves on our Literacy Institute which designs our District's professional development for deeper understanding of the reading foundational skills. Research-based practices for language acquisition are part of those designs.