

COMMISSIONER REGULATIONS PART 154
COMPREHENSIVE EDUCATION PLAN FOR ENGLISH LANGUAGE LEARNERS

District: Copenhagen Central School District		
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- District description of the demographic breakdown of the ELL/MLL population:

Population	# of students	Total ELL/MLLs	%
Total Student Population	462	2 Inc. 1 Former ELL	0.4
Newcomer ELL/MLLs (0-3 years)	2	2	100
Developing ELL/MLLs (4-6 years)	0	0	0
Long term ELL/MLLs (7 or more years)	0	0	0
Former ELL/MLLs (formerly an ELL and subsequently exited from ELL status)	1	2 Inc. 1 Former ELL	50
Students with Interrupted Education (SIFE)	0	2	0
ELL/MLL Students with Disabilities (SWD)	1	2	50

- **Types of Programs**

[illegible]

Please answer each question fully.

The descriptions must include:

- 1) A concise statement that describes the district's commitment to ensure all ENL pupils are provided with:
 - i) The same opportunities to achieve the same educational goals and standards as the general student population;
 - ii) Equal and equitable access to all school programs and services; and
 - iii) Required programs and services that correspond to their ages and grade level(s).

District's philosophy regarding the education of ELL/MLLs.

Including, but not limited to programs types offered in the district, including programs, if they exist and/or instructional practices, specifically for sub-populations of ELLs (1. SIFE, 2. Newcomer, 3. Developing, 4. LFE and Former ELLs, 5. ELLWD) and an explanation of the supporting research for each program as well as the goals and strategies of each program.

Philosophy

Copenhagen Central School District (CCSD) believes and expects that all students, regardless of varied backgrounds in learning ability, socioeconomic status, race, religion, ethnicity, etc., will successfully complete the learning program offered. Our mission is to be a community of learning, where all students are afforded a variety of educational opportunities; where measurable graduation outcomes are established which guarantee the education of the whole student; and where an atmosphere of respect, caring and trust promotes success and focus on student responsibility. All students are expected to graduate with either a local high school diploma or Regents high school diploma by meeting both the local and NYS mandated requirements for such diploma. Because of its size, CCSD takes a personalized approach to providing services for all students who require extra support, including Special Education, Academic Intervention, and English Language Learners. Each student's needs are evaluated and individual schedules and supports are established. CCSD works with BOCES to secure certified personnel for many of the services offered. It is the overall goal to have students integrated in general education classes as much as possible with the appropriate level of support that each child needs to succeed provided in ways that best support that need.

ELL/MLL/SIFE students may benefit from the following intervention services provided at CCSD:

- Response to Intervention (RTI)
- Literacy support (pull-out and/or push-in)
- Academic Intervention Services (AIS)
- After-school tutoring provided by CCSD teachers
- NYS Migrant Education Program

1. Students with Interrupted Education (SIFE)

At this point in time, there is one SIFE enrolled at CCSD. When a student enrolls with the District, s/he will be evaluated for placement using the ELL/MLL processes for screening, identification and placement described in **Section D** below. The *SIFE Oral Interview Questionnaire* and the *Diagnostic Tool for SIFEs* will be administered by qualified personnel. In so doing, the student will be screened for placement into the appropriate education program. This screening will occur in the language necessitated by the results of *Individual Interview* and identification of the student's ELL/MLL status. Subsequently, the educational program that is developed will capitalize upon the background knowledge and interests of each SIFE, will be age appropriate, and will allow them sufficient time to achieve educational goals. When creating the personalized learning plan, the following areas will be considered: social-emotional, academic data, short and long term goals, strategies and instructional supports, vocational opportunities, school-family connection, and transitional planning.

2. Newcomer ELL/MLLs (0-3 years)

CCSD currently has a Newcomer ELL/MLL enrollment of three students (one of whom is a Former ELL). Each year they will be evaluated using the processes described in **Sections F and H** below. Their programs will be adjusted based on the results of their evaluations each year and they will each receive an individualized plan for success as developed by the principal, assistant principal, ESOL teacher, WL teacher, guidance counselor and , if necessary, special education teacher. At all times students will receive the minimum of support required by the *Commissioner's Regulations Part 154-2 Units of Study* and will frequently be provided an excess of support.

3. Developing ELL/MLLs (4-6 years)
There are zero Developing ELL/MLLs enrolled at CCSD. When the Newcomer ELL/MLLs transition to this phase of their educational experience, they will continue to receive the amount of support they require as determined by their annual assessments described in Sections F and H below. Every student learns at a different rate, therefore will be provided an ENL program based on his/her individual need as developed by the principal, assistant principal, ESOL teacher, WL teacher, guidance counselor and , if necessary, special education teacher. At all times students will receive the minimum of support required by the <i>Commissioner's Regulations Part 154-2 Units of Study</i> and will frequently be provided an excess of support.
4. Long term ELL/MLLs (7 or more years)
CCSD has no Long Term ELL/MLLs on the roster at this time. If/when Long Term ELL/MLLs are part of the CCSD student body, it is the goal that their previous years of support will have provided them with enough growth to be independent or nearly independent learners. However, there is a possibility that other factors may prevent this from happening, in which case, the students will receive the same consideration as Developing ELL/MLLs.
5. Former ELL/MLLs
Currently, there is one former ELL/MLL at CCSD. For at least 2 years after becoming Former ELL/MLLs, the student will continue to receive ENL services (0.5 Integrated unit of study) in accordance with <i>CR Part 154 Regulations</i> .
6. ELL/MLLs With Disabilities
ELLs/MLLs with disabilities, of which there is one currently enrolled at CCSD, will be monitored by the Committee on Special Education (CSE). Their IEPs will be created and updated yearly. Each student's IEP will be strictly followed as with any and all SWDs regardless of their primary language. Additionally, their ENL program will be designed to meet their particular language needs to complement their IEP, and the ESOL teacher will attend all CSE meetings for that student.

District Administrative Practices:

A. The nature and scope of the English as a New Language (ENL) and/or bilingual instructional program and services available to ELL/MLLs:
<ul style="list-style-type: none"> • The program and services provided by CCSD for our ELLs/MLLs are driven by the individual needs of each student. An ESOL certified teacher is contracted from BOCES. Each student receives one-on-one instruction every day with the ESOL teacher. The ESOL teacher is provided thirty minutes each day to collaborate with the students' general education teachers to ensure continuity in curriculum and communication. Additionally, as an added bonus, we provide our ELLs/MLLs time with our Spanish teacher since that is their primary language. Although she is not certified ESOL, we feel that this time above and beyond their required ESOL time benefits them in their bilingual efforts. She is able to assist them with any confusion they may have in transferring knowledge from what they understand in Spanish to what they are trying to communicate in English. We have found this extra support to be invaluable. • The district's PDP Committee plans all professional development and will ensure that the mandatory hours are provided for ENL/Bilingual employees, content area teachers and staff, and all district administration. The focus will make certain that staff understands why we must meet educational and social needs, as well as to understand regulations and mandates. The committee will explore opportunities provided by the Regional Bilingual Resource Network (RBERN), EngageNY, the Office of Bilingual Education and World Languages at the NYSED, by and other reputable organizations • Both the ESOL teacher and the Spanish teacher work together to communicate with the family to both act as liaisons for other teachers and to answer specific questions regarding events happening at CCSD. Parents have weekly, sometimes daily, access to these teachers for any and all questions and concerns. Additionally, general education teachers regularly communicate with the family in varied formats including parent conferences, email, telephone, etc. Written parent communications will be translated into the language best understood by parents. Any parent informational meetings held will take parent needs into consideration, and appropriate supports will be provided to ensure all parents are able to be actively involved in their student's education.

B. The district's curricular and extracurricular services provided to ELLs/MLLs:

At Copenhagen Central School, all students are welcomed and encouraged to participate in any curricular and extracurricular activities of interest to them. Schedules are created with the maximum amount of flexibility to make student desires attainable. Students are placed in general education classes with their peers. They are invited to participate in activities in the same manner as all other students. Activities in which our ELLs took part last year include: basketball, baseball, ASPIRE, high school musical, Student Council, STEM Camp, band ensemble, chorus ensemble, to name a few. They also both received after school ESOL services and tutoring provided by the district. For a complete list of activities available for student participation, go to

<http://ccsknights.schoolfusion.us/overview/clubs.phtml?sessionid=5f5b5d4595be7c978a172d00bda53fa0>

and

http://athletics.ccsknights.schoolfusion.us/modules/groups/integrated_home.phtml?&gid=2258536&sessionid=5f5b5d4595be7c978a172d00bda53fa0

C. The district and school level procedures for the management of the programs and services:

CCSD is a one building school district. All students, preK-12, are housed under the same roof. As a result, all programming, planning and management covers the entire district. Staffing for the program includes the principal, assistant principal, ESOL teacher, Spanish teacher and guidance counselor. All training and professional development is planned and implemented by the PDP Committee (of which all administrators are members) and follow through is ensured by the administration. The principal is responsible for all state mandated assessments in the district from 3-8 Assessments to Regents exams to NYSITELL and NYSESLAT. The ESOL teacher and the principal work together to requisition necessary materials and the District Office makes those purchases. Those costs have been minimal since such a small percentage of students need them. Additionally, CCSD is a 1:1 device school. Every student and teacher receives a laptop or tablet. This makes communication and software distribution simple and effective for both students and providers. Finally, communication between family and school is frequent and routine and is delivered in the manner most conducive to parent understanding. General education teachers, the ESOL teacher and the Spanish teacher speak with the family weekly, sometimes daily, via informal conferencing, parent teacher conferencing, email and telephone. ELLs/MLLs and their family receive a very personal relationship with the faculty and school.

D. The District's administrative practices and procedures to screen, identify, place, and annually assess English Language Learners/Multilingual Learners, as well as identify 1. SIFE, 2. Newcomer, 3. Developing, 4. LTE and Former ELLs, 5. ELLWD.:

All children who enroll in the Copenhagen Central School District are screened for inclusion in the ENL program.

- The Home Language Questionnaire is included with registration materials by the central registrar. It is completed after enrollment has concluded but before they leave the registration meeting.
- If a the language spoken at home is other than English or the student's native language is other than English, qualified personnel conducts a formal interview with the student. Qualified personnel are defined as a Bilingual Education or ESOL teacher, or a teacher trained in cultural competency, language development and the needs of English Language Learners. If necessary, the interview is conducted in the student's native language.
- If the student speaks a language other than English, or speaks little or no English, qualified personnel administer the New York State Identification Test for English Language Learners (NYSITELL). Qualified personnel are defined as a Bilingual Education or ESOL teacher, or a teacher trained in cultural competency, language development and the needs of English Language Learners.
- If a student scores at the Entering (Beginning), Emerging (Low Intermediate), Transition (Intermediate), or Expanding (Advanced level), the student is placed in the stand-alone free-standing ENL program.
- Each spring students are assessed using the New York State English as a Second Language Achievement Test (NYSESLAT).
- Students who score at Entering (Beginning), Emerging (Low Intermediate), Transition (Intermediate) or Expanding (Advanced) levels continue in the ENL program for the next year.
- For a student to exit ELL/MLL status, the student must achieve the following:
 - OPTION 1) Scoring at the Commanding (Proficient) level on the NYSESLAT [154-2.3(m)(1)(i)]
 - OR**
 - OPTION 2) Scoring at the Expanding(Advanced) level on the NYSESLAT, and 3+ on a grade 3-8 ELA Assessment, or 65+ on the Regents Exam in English [154-2.3(m)(1)(ii)]

E. The district's procedures to provide parents and other persons in parental relation with information about all BE and ENL programs available in the district as well as information and notices regarding program placement and the rights of such parents or person in parental relation, in the language or mode of communication that parents and persons in parental relation best understand.

- At the time of registration, after enrollment is complete and the HLQ has been provided in the language of the parents' choice, parents will meet with the principal to review the next steps in the process, or to arrange a time when this can be accomplished with an interpreter, if necessary. At no time will students act as interpreters for their parents. The NYSITELL will be administered, if necessary. When the student's level of need is established, and the entitlement/placement letter has been sent to the parents in the correct language, the guidance counselor will create a general education schedule and the principal will work with the ESOL teacher to create the ENL program.
- Preliminary orientation will happen on an individual family basis since it is rare that CCSD enrolls ELLs/MLLs. Parents will receive a copy of the NYSED Parent's Bill of Rights, be provided with access and time to view parent videos about NYS public education.
- Written notifications sent to all parents will be provided to ELL parents in their language of choice. Such items include meeting notifications, parent teacher conferences, student opportunities, etc. School events are advertised on the school website which can easily be translated using web browser tools.
- An interpreter will be provided at any meeting, if necessary and/or requested by parents or teachers/staff.

F. The district's administrative practices to annually evaluate ELL/MLLs.

ELLs/MLLs will be evaluated annually using assessments including classroom formative and summative assessments, local interim assessments, universal screening, NYSESLAT, NYS 3-8 Assessments and Regents Exams. Teacher Team meetings are held weekly (high school) or bi-weekly (middle school and elementary school) where, among other topics, individual student progress is discussed and changes or additions to support students are suggested and acted upon. Finally, the Student Support Services Team (SSST) meets biweekly for the sole purpose of keeping a watchful eye over our most at-risk students, including ELLs/MLLs.

G. The district's procedures for the submission of the results of the annual evaluation of ELL/MLLs.

All student information is housed in the student management system, eSchool Data (ESD). From entry date to home address to schedule to test scores to demographics, etc., the data is entered into ESD where the necessary information is submitted/retrieved by the Mohawk Regional Information Center (MORIC) for submission to NYSED for mandatory data reporting as described in the *SIRS* manual and *CR Part 154*.

H. The district's system to annually measure and track the academic progress and the English Language Proficiency (ELP) of ELL/MLLs and use of data to drive instruction.

- Copenhagen Central School District has implemented a Data Driven Instruction (DDI) model across all curricular areas. Three times per year, teachers administer interim assessments and meet with departments, grade levels, service providers (including ESOL) and administrators to discuss results and implications for instruction, set learning/instructional goals, and determine what must be retested on the next assessment. This system also applies to the ENL program.
- Discipline and attendance are also addressed in a routine manner. Parents are notified behavior problems every time a student is sent to the office. Parents are notified of attendance problems at five absences (letter home), 10 absences (letter home to be returned with parent and student signatures), fifteen absences (parent conference with student, guidance counselor, nurse, principal) and twenty absences (parent conference with those at prior conference plus the superintendent). The purpose of continuous communication is to have an ongoing conversation regarding what additional immediate supports are necessary for students who struggle with these hindrances to their educative process.
- The NYSESLAT, NYS 3-8 Assessments and Regents exams will also be analyzed and used to inform individual student programs for the following school year.
- The PDP Committee plans all professional development based on input from teachers, staff and administration. That input is generated from assessment data, team meetings, parent conferences, student behavior data, etc. Additionally, the mandated 15% of all professional development will be designed to meet the input received by the PDP Committee.

I. The district's procedures to exit ELL/MLLs, ELL/MLLs w/disabilities and SIFEs

All ELL/MLL students, including SWDs and SIFEs are exited when they reach "Commanding" level of proficiency on the annual English proficiency assessment or the NYSESLAT

OR

ELL/MLL students may be exited when they reach "Expanding" level of proficiency on the NYSESLAT and 3+ on the grade 3-8 NYS ELA assessment or 65+ on the English Regents exam.

J. The district's services to support Former ELL/MLLs.

For at least 2 years, after testing "proficient" or "commanding" on the NYSESLAT, former ELLs/MLLs will:

- continue to receive ENL/Bilingual services (0.5 Integrated unit of study) in accordance with *CR Part 154 regulations*

OR

- With NYSED OBE approval, the district will implement a monitoring plan for Former ELLs/MLLs

Students with Disabilities:

K. District's policy and procedures to refer ELL/MLLs who are SWD to the Language Proficiency Team (LPT) during the 2015-2016 school year or to the CSE during the 2016-2017 school year and thereafter, to make determinations consistent with the requirements of CR Part 154.

A non-ELL student having a disability with an IEP upon initial entry shall be enrolled using the same process as any other student:

- The HLQ will be administered as described above.
- If the HLQ reveals the necessity, a formal interview will be conducted as described above.
- If it is determined that the student qualifies, the NYSITELL will be administered as described above.
- The principal will be responsible for making and communicating final decisions to the superintendent and parents.

L. District's Procedures for the referral of ELL/MLL who are suspected of having a disability:

Any student suspected of having a disability shall be referred to Committee on Special Education. ESL teachers are involved in the initial referral of and CSE meetings of LEP students. The same process is used for ELL/MLL students as any other student suspected of having a disability.

Steps in the special education process are as follows. Parents are contacted and invited to participate in each step of the process.

1. Prior to initial CSE referral, if a student is not making adequate academic progress, s/he is referred to the Child Study Team (CST). In accordance with the district's teacher handbook, "All academic concerns should be brought to the child study team. The Child Study Team consists of the CSE chairperson, school psychologist, speech therapist, occupational therapist, AIS providers, reading teachers, and the classroom teacher. Teachers should complete a Child Study Team Referral which is located on the Intranet. This referral form should be forwarded to the Director of Student Services who will schedule a meeting to discuss the concerns." If it is determined the student would benefit from intervention services, the student is placed in a program providing special academic intervention services. If inadequate progress is made, the student is then referred to the Committee on Special Education (CSE), **a multidisciplinary team**, for evaluation. A signed consent must be received from the parent for CSE evaluation of the student.
2. Evaluation Process – The CSE arranges for evaluation of the student's abilities and needs.
3. Eligibility Determination – Based on the evaluation results, the CSE decides if a student is eligible for special education services and programs.
4. IEP – If a student is eligible to receive special education services, the CSE develops and implements an appropriate Individual Education Plan (IEP). Based on the IEP the CSE determines the student's placement.
5. Annual Review/Reevaluation – At least once a year the IEP is reviewed and, if needed modified. The student has a reevaluation at least once every three years to review the need for Special Ed.

The "district" assures that the provisions of the Education Law with respect to education of LEP students are adhered to (CR §154.3[d])

PROGRAM GUIDELINES

The following pages provide general guidelines regarding programs and services for ELL/MLLs.

Commissioner's Regulations Governing Programs and Services for ELL/MLLs

Parts 117 and 154 of the Regulations of the Commissioner of Education address the screening of new entrants and services for ELL/MLLs. CR Part 154 addresses the specific requirements for the implementation of instructional programs and activities for ELL/MLLs.

CR Part 154 requires that ELL/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.

Eligible Students

Students eligible to receive services under CR Part 154 are those identified as English Language Learners (ELL/MLLs). These students come from a home where a language other than English is spoken and score below a State designated level of proficiency on The New York State Identification Test for English Language Learners (NYSITELL).

Types of Instructional Programs

Bilingual Education Program: Each LEA that has an enrollment of 20 or more English Language learners of the same grade level assigned to a building, all of whom have the same native language which is other than English, shall provide such students with bilingual education programs. The bilingual education program includes two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English Language Arts (ELA), English as a New Language (ENL) and Native Language Arts (NLA). The content area instructional component is delivered through instruction in the native language and English through ENL methodologies.

English as a New Language Program: Each LEA that has English language learners of the same grade level assigned to a building, but which does not have 20 of such students with the same native language which is other than English, shall provide either an English as a New Language (ENL) program, or a bilingual education program to students. An ENL program shall mean a program of instruction composed of two components: a language arts instructional component and a content area instructional component. Such instruction shall take into account the first language and culture of such students. The language arts instructional component is delivered through instruction in ELA and ENL. The content area instructional component is delivered through instruction in English and ENL methodologies.

Court Orders (CR Part 154.2[f])

A LEA that is subject to a court order or is a party to a preexisting agreement with an appropriate Federal agency requiring programs substantially equivalent to or in excess of those required under Part 154, will not be required to comply with Part 154 and will be in compliance with it as long as the LEA fully implements the court order or agreements and fulfills all other requirements of Part 154 that are not addressed by such court order or agreement.

Required Assessments

The New York State Identification Test for English Language Learners (NYSITELL) is the only test approved by the New York State Education Department for the initial identification of students as English Language Learners. The New York State English as a Second Language Achievement Test (NYSESLAT) is the only NYSED-approved test for measuring ELL/MLLs' level of English proficiency on an annual basis to determine whether these students continue to receive ENL/bilingual programs and services.

Parental Transfer/Withdrawal Option

Parents of a newly enrolled ELL/MLL must be informed of their child's placement in a bilingual or ENL instructional program within 10 days of enrollment. In addition, LEAs must advise parents of the

transfer/withdrawal option afforded to them under CR Part 154. This transfer/withdrawal option is specified below.

Withdrawal from a bilingual education program:

The parents or other persons in parental relation to a student designated as an English Language Learner shall have the option to withdraw their child from participation in an instructional bilingual education program, provided that:

1. The parents or other persons in parental relation to a student designated as English Language Learners meet with the school principal along with the school or LEA supervisor of bilingual education to discuss further the nature, purposes, educational values of the program and the skills required of personnel; and
2. At a minimum, such student shall participate in an English as a New Language (ENL) instructional program.

Transfer from a school that only offers an ENL program to a school that offers a bilingual education program:

In a school building where the number of eligible students does not require the offering of a bilingual education program, parents or other persons in parental relation to a student identified as an English Language Learner shall have the option of transferring their child to a school within the LEA, provided such program is available at such other school. A parent who chooses not to exercise the option to transfer shall be informed that his or her child shall participate only in an English as a New Language instructional program. Signed parent letters exercising the withdrawal/transfer option must be kept in the student's cumulative record.

Note:

Parents or other persons in parental relation to a child of appropriately identified ELL/MLLs do not have the option to withdraw their children from an ENL instructional program under CR Part 154.

ELL/MLL Evaluation

State assessment data for ELL/MLLs must be coordinated and submitted through the New York State Education Department's data collection system.

Technical Assistance

The State Education Department's Office of Bilingual Education and World Languages (OBEWL) provides on-going technical assistance to LEAs on issues related to the education of ELL/MLLs and in the development of the 2014-2015 CR Part 154 Data/Information Report. To reach the OBEWL in Albany, please call 518-474-8775; for assistance in New York City, please call 718-722-2445. You may also find information on the OBEWL website at: <http://www.p12.nysed.gov/biling/>.

In addition, the Regional Bilingual Education Resource Networks (RBERNs) are available to provide technical assistance and professional development in their respective regions. The Statewide Language RBERN also serves to provide technical assistance and professional development to schools and districts in order to improve instructional practices and educational outcomes of students who are English Language Learners. Schools and districts are encouraged to contact the RBERN in their region or the Statewide Language RBERN. For more information on the Regional Resource Networks and the Statewide Language RBERN, please see <http://www.p12.nysed.gov/biling/>.