

Instruction

SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

The Board recognizes its responsibility to ensure that students of foreign birth or ancestry who are identified as English Language Learners (ELLs) are provided with an appropriate bilingual education or English as a New Language (ENL) program.

The District has developed a comprehensive plan to meet the educational needs of ELLs. The plan will be kept on file in the District and submitted to the Commissioner of Education prior to the start of each school year. The plan includes:

- a) The District's philosophy regarding the education of ELLs;
- b) The District's administrative practices and procedures to screen, identify, and place ELLs in appropriate programs;
- c) The District's plan to provide parents and other persons in parental relation with information about all bilingual education and ENL programs available in the District and notices regarding program placement and the rights of parents or persons in parental relation in the language or mode of communication they best understand;
- d) The District's system to annually measure and track the academic progress and English language proficiency of ELLs and use of data to drive instruction;
- e) A description of the District's curricular and extracurricular services provided to ELLs;
- f) The District's administrative practices to annually evaluate ELLs;
- g) The District's procedure to identify support services for ELLs;
- h) The District's policies and procedures regarding ELLs who are students with disabilities;
- i) The District's procedures to exit ELLs including those students with inconsistent/interrupted formal education;
- j) The District's services to support former ELLs.

Additionally, the District will provide professional learning to all teachers, level III teaching assistants, and administrators that specifically addresses the needs of ELLs. For school business leaders, the District will provide professional learning related to the needs of ELLs and the federal, state, and local mandates for ELLs.

The Superintendent will ensure that all data, including plans, assurances, and reports as required by the Commissioner's regulations, is submitted to the State Education Department in a timely manner.

Education Law § 3204
8 NYCRR Parts 117 and 154 and § 100.2(g)

Adopted: July 13, 2009
Revised: December 14, 2012
Revised: December 13, 2021

(Continued)

Instruction

Bolton Central School District English Language Learners (ELL) Plan

- a) All students, regardless of their primary language, will be educated equally at Bolton Central School (BCS).
- b) Any student that registers at BCS will be asked to indicate primary language. During initial Prekindergarten/Kindergarten screenings - if language is noticed as a concern, the student will be referred to the Principal so that the Lab-R can be given. Any student who enters after the kindergarten age level will also be asked for their primary language and our teachers will refer any student of concern to our Response To Intervention (RTI) team for possible screening with the Lab-R.
- c) Should we declare a student eligible for ELL services, all notices and communications will be translated utilizing computer assistance software and/or foreign language teacher within our BOCES District.
- d) For a student declared ELL, regular testing for ELL students will occur yearly to determine the amount of intervention needed. Teachers will also use their day-to-day work samples and our benchmarked system for Math and ELA in Grades K-8.
- e) All ELL students will be availed of all supports during the day for curriculum improvement. They will also be part of any extracurricular activities and staff will be assigned as needed to support them towards success with curricular and extracurricular activities.
- f) Any student identified ELL will sit for the New York State English as a Second Language Achievement Test (NYSELAT) each spring and all other benchmark exams administered.
- g) Any ELL students will be on the weekly agenda for the RTI team to discuss current services and any and all changes that may be needed to continue to support the ELL student.
- h) Through our RTI team, students who are identified as an ELL with a disability will be reviewed weekly to ensure correct services and testing is provided.
- i) The district will follow the guidance for ELL's and test annually until a student is deemed proficient. We will also support an ELL one year post proficient with support services.
- j) Former ELL students will remain on the RTI agenda on a five-week basis to check and ensure they are succeeding academically each year, until graduation, post existing formal ELL services.