



Sweet Home Schools.... Every student, one community, ready for the future.

"We empower students to be innovative, self-directed, curious, compassionate, resilient, persistent, lifelong learners."

Sweet Home School District's Philosophy for the Education of Students Learning English as a New Language (ENL)

The Sweet Home CSD is committed to helping all our children learn and achieve at high levels. Literacy is the gateway to learning and life's opportunities. We are committed to ensuring that our students that are learning English as a New Language (ENL) achieve to the same levels in all NYS Common Core Learning Standards areas as English speaking students. Our ENL students are fully included in our school programs. They are encouraged to participate in all our programs- academic and co-curricular. Accommodations and additional supports are provided when necessary. This includes after school academic intervention services.

English as a New Language (ENL) Services at Heritage Heights

Students from across the four Sweet Home elementary schools from homes where languages other than English are spoken will be screened to determine if they are in need of support services as English language learners. Heritage Heights Elementary School services all the Sweet Home elementary students in need of ENL instruction. Under the instructional guidance of ENL teachers **Miss Ashleigh Bowers, Miss Jessica Conboy, Mrs. Melissa Erikson, Miss Jennifer Grosjean** the Heritage ENL program combines two models of instruction:

- pullout or stand-alone ENL services and
- inclusion or integrated ENL within the regular classroom.



These models are used flexibly to meet the needs of the child. Each English language learners is placed in mainstream classrooms and receives ENL support based on their English language proficiency level (i.e. Entering, Emerging, Transitioning, Expanding, and Commanding). Students at the commanding level of proficiency receive ENL for an additional two years after reaching this level. *Note: See the ENL Units of Study table for and overview of mandated service hours and teacher supports.*

Our ENL instruction incorporates a variety of teaching methods such as co-teaching, direct instruction, small group, or one-on-one work. ESL teachers collaborate with classroom teachers to support students and help them find success throughout the day. All units of study are aligned with both state and local academic standards. English language learners receive the necessary support and instruction to acquire English language concepts and skills. The law requires all students identified as English language learners through screening tools (i.e. NYSITELL) and annual mandated testing (i.e. NYSESLAT), to receive these services.

Screening Process, Placement and On-Going Assessment

Sweet Home utilizes a central registration process. All students are screened upon entry to our schools during this registration process. Registration personnel have received training from our



ENL teachers in recognizing potential English language learners. The parent/guardian of each student, regardless of language background, must complete a Home Language Questionnaire. Questions and prompts about a student language development and home language usage are the focus of this form. Based on the Home Language Questionnaire, a highly qualified ENL teacher will screen any student that might be in need for ENL service. Students will be given an oral interview to better gauge their language needs. The results are evaluated. If after the oral interview, if it is determined that a child would benefit from ENL service, the child will be given the New York State Identification Test for English Language Learners (NYSITELL). The purpose of the NYSEITELL is to assess the English language proficiency of new entrants whose home language is a language other than English, as indicated on their Home Language Questionnaire. It is used to determine if the student is in need of ENL services. Based on NYSEITELL results, students will be categorized into one of five levels (Entering, Emerging, Transitioning, Expanding, and Commanding), which will determine the number of hours and type of service each student will receive. Should a student score at the Commanding level of proficiency on this assessment, they will not need formal ENL service and will be registered at their home elementary school. Each year in September families receive a letter notifying them if they are enrolled in the ENL program at Heritage. Parents are encouraged to participate in our Fall Parent ENL Orientation program as well as parent/teacher conferences with ENL teachers throughout the year.

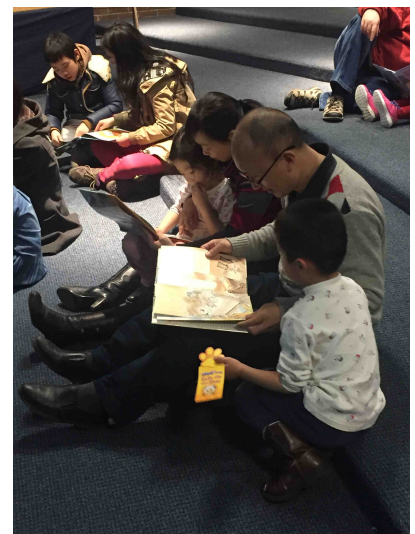


In the spring of each school year each ENL student will take the New York State English as a Second Language Achievement Test (NYSESLAT). This assessment is designed to assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12. The NYSESLAT is the approved New York State assessment instrument to measure the English language proficiency of English language learners (ELLs) in all public and charter schools. This assessment measures a student's English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English. This secure assessment determines a student's growth in English language proficiency, continued eligibility, and the amount of program services in an ENL student is eligible to receive. Assessment results are made available to parents in August of each year. In New York State, a student is considered an ELL until s/he achieves the Commanding/Proficient level on the NYSESLAT. The NYSESLAT is one component of the State's compliance with Federal laws that mandate annually assessing and monitoring the English Language proficiency of all ELLs.

Note: Once students are finished with year two at the commanding level of proficiency and it is determined that students no longer require this support, they may return to their home elementary school or remain at Heritage Heights until they transition to the middle school.

Family Involvement

Family involvement is critical to the success of any child's school experience. It is no different for children where a language other than English is spoken. While communication can create challenges, it should in no way prevent the school or family from working closely together to meet the needs of children. It is important for each family to know what is happening in their children's lives at school. Heritage ENL and classroom teachers will strive to maintain close contact and communicate with families. Translation services are available. Teachers will often try to use translation tools such as *Google Translate* to better communicate in writing with parents. While we know this is not the perfect tool, it often can be used as a basic form of communication when direct oral translation services are not available.



Heritage teachers will strive to get to know the cultural traditions of the families we serve. We certainly try to be respectful when scheduling school events around important cultural or religious holidays that would prevent large numbers of students from missing important instruction time or school events. Throughout the year, teachers also make personal connections with families through our Back-to-School Night, PTA Family Night events, Literacy Nights, parent-teacher conferences and our annual ENL family picnic in June.

Parents are strongly encouraged to continue to promote native language skills while their children are learning English in school. Strong native language skills will help children learn English. Children knowing two or more languages are a great asset.

All parents are encouraged to get to know our school and other families as well as take advantage of our parent volunteer program.

In general, all parents are encouraged to support learning by:

- Providing a place where children can do their homework
- Checking that homework is completed each night
- Asking their children to tell them about what they learned each day
- Keeping in regular contact with a classroom teacher or ENL teacher about their child's progress
- Asking teachers about any questions that arise
- Reading and tell stories in their native language.

Remember, your child's ENL teacher and classroom teacher is a great resource to you and your child. Your child's success is of critical importance to us. Don't hesitate to reach out to the school if you have a question or concern.

