

Williamson Central School District

English as a New Language (ENL) Handbook

Procedures, Practices and Instructional Guidance

Grades K–12



District Information

Williamson Central School District

Williamson, New York

Superintendent: E Bridget Ashton

Coordinator of Instruction, Innovation and Intervention: Karen Hoody

Aligned to: NYSED CR Part 154

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1. ENL Program Overview

The Williamson Central School District English as a New Language (ENL) Program is designed to ensure that all English Language Learners (ELLs), also referred to as Multilingual Learners (MLLs), receive equitable access to grade-level curriculum while developing academic English proficiency.

The ENL Program:

- Supports students in listening, speaking, reading, and writing English
- Ensures compliance with NYSED Commissioner's Regulation Part 154
- Provides instruction through stand-alone and integrated ENL models
- Promotes culturally responsive and linguistically sustaining practices

The ultimate goal is for students to develop the English language skills necessary to participate meaningfully and independently in all academic settings.

The district currently has three certified ENL providers in the district:

- Elementary School: Roxana Mailao Melo, rmarilaomelo@williamsoncentral.org
- Middle School: Melissa Ridley, mridley@williamsoncentral.org
- High School: Lynn Born, lborn@williamsoncentral.org

The district currently has two Migrant Outreach Community Liaisons supporting our district:

- Maria Olivera, mOlivera@williamsoncentral.org
- Ana Sanchez, asanchez@williamsoncentral.org

Other opportunities for language support include access to translation services through Propio and/or devices such as Pocketalk.

2. Legal Foundations for ENL Instruction

The ENL Program is grounded in the following laws and guidance:

- Title VI of the Civil Rights Act (1964)
- Lau v. Nichols (1974)
- Equal Educational Opportunities Act (1974)
- Every Student Succeeds Act (ESSA)
- NYSED Commissioner's Regulation Part 154

Williamson CSD is legally obligated to:

- Identify English Language Learners
- Provide required ENL services
- Monitor progress and outcomes
- Maintain accurate documentation

3. Identification & Enrollment Procedures

Step 1: Home Language Questionnaire (HLQ)

The Home Language Questionnaire (HLQ) must be administered to all students at the time of enrollment and maintained in the student's cumulative record.

- If responses indicate a language other than English → proceed to an individual interview
- If English is the only language indicated → student is not immediately considered as an ELL

Step 2: Individual Interview

The Interview is conducted by a qualified staff member who is fluent in the home language of the student and parent/guardian or uses a qualified interpreter/translator of the language or mode of communication the student and parent/guardian best understands.

The interview must:

- Review educational history, prior schooling, and language use
- Include informal assessment of literacy in the home language (when possible)

Step 3: Initial English Language Proficiency Assessment

Students identified through screening must be assessed using the New York State Identification Test for English Language Learners (NYSITELL)

- Administered by qualified personnel
- Must include appropriate accommodations for students with IEPs or 504 Plans
- Results determine English proficiency level:
 - Entering
 - Emerging
 - Transitioning
 - Expanding
 - Commanding

Timeline Requirement: All screening, identification, and placement must be completed within 10 school days of enrollment.

Step 4: SIFE Determination (if applicable)

A SIFE is an ELL who has attended U.S. schools for less than 12 months and, upon initial enrollment, is two or more years below grade level in home-language literacy and/or math due to interrupted/inconsistent schooling.

SIFE status is determined after the NYSITELL is administered through a review of multiple data sources. If a student is suspected to be SIFE:

- A formal SIFE questionnaire and diagnostic process must be administered by qualified personnel
- Determination must include:
 - Interview data
 - Academic history
 - Work samples
 - Diagnostic screening tools

SIFE identification is a formal Part 154 process and may be supported but not replaced by MTSS structures.

Step 5: Parent Notification of ELL Identification

Parents/guardians must receive all written and electronic school communications in the parent/guardian's preferred language, including but not limited to:

- ELL identification status and proficiency level
- Program placement options
- Right to request a Review of ELL Identification Determination
- Information about parent orientation

Step 6: Parent Orientation

Districts must provide a high-quality parent orientation session in the parent's preferred language.

The orientation must include:

- Explanation of ENL and Bilingual Education (BE) program models (if applicable)
- NYS learning standards and assessments

- Program goals and expectations

Documentation (agenda, sign-in sheets) must be maintained.

Step 7: Program Placement

Students must be placed in an appropriate program within 10 school days of enrollment, regardless of parent attendance at orientation.

- Placement is based on:
 - NYSITELL proficiency level
 - Grade level
 - Available program models

When the district meets the NYSED threshold for establishing a Bilingual Education program—20 or more ELLs in the same grade level who share the same home/primary language—the district will provide Bilingual Education programming in accordance with CR Part 154 and applicable NYSED requirements. If the threshold is not met, identified ELLs must still receive required ENL services.

4. ENL Service Models

Williamson CSD provides ENL instruction through the following NYSED-approved models:

A. Stand-Alone ENL

- Delivered by a certified ESOL teacher
- Focuses on:
 - Academic vocabulary
 - Language structures
 - Listening, speaking, reading, writing

B. Integrated ENL

- ENL instruction delivered within content classes
- Must be provided by:
 - A dually certified teacher, or
 - A co-teaching partnership (ENL + content teacher)

Integrated ENL includes:

- Shared instructional responsibility
- Explicit language objectives
- Planned scaffolds

5. Units of Study Requirements (NYSED)

A Unit of Study = 180 minutes per week

Grades K–8

Proficiency Level	Current CR Part 154 Units of Study Requirements
Entering	360 min/week
Emerging	360 min/week
Transitioning	180 min/week
Expanding	180 min/week

Grades 9–12

Proficiency Level	Current CR Part 154 Units of Study Requirements
Entering	540 min/week
Emerging	360 min/week
Transitioning	180 min/week
Expanding	180 min/week

Former ELLs receive at least .5 Unit of Study (minimum 90 minutes/week) of Integrated ENL in ELA/Core Content Area or other Commissioner-approved equivalent services for two years.

2026–27 WIDA Transition

Beginning in the 2026–27 school year, New York State is transitioning from the NYSESLAT to WIDA ACCESS as the annual English language proficiency assessment. The first WIDA ACCESS and WIDA Alternate ACCESS administration will occur in Spring 2027. NYSITELL will continue to be used for initial ELL identification during the 2026–27 school year.

During this transition year, Williamson CSD will continue to provide ENL services in accordance with the current CR Part 154 Units of Study requirements and NYSED guidance.

NYSED Scheduling Guidance/Recommended Practices

(as per NYSED An Administrator's Guide for Supporting the Implementation of the Co-Teaching Instructional Model Within Integrated ENL Settings)

1. Build the Schedule Around ENL First

- Program ELLs first, then build the rest of the master schedule around them.
- Prioritize:
 - ENL mandates (minutes by proficiency)
 - SWD + ELL overlaps

2. Strategic Clustering of Students

- Cluster ELLs to:
 - Maximize co-teaching efficiency
 - Reduce number of sections requiring ENL support

Guidelines:

- Keep ELLs in as few classrooms/sections as possible
- Avoid >50% ELLs in a class (to preserve peer language models)

3. ELA as the Anchor for Services

- Prioritize co-teaching in ELA first
- Then expand to other core areas as staffing allows

4. Scheduling (Elementary)

- Do not schedule ELA at the same time across all grades
- Instead: Stagger blocks so ENL teachers can co-teach across grade levels
- Consider: Mixed-grade ENL groupings for stand-alone services if needed

5. Secondary Scheduling

- Place ELLs in: Fewest number of ELA sections per grade
- Consider: Mixed-grade ENL groupings for stand-alone services if needed

6. Instructional Expectations (All ENL Settings)

All ENL instruction will include:

- Clearly stated content objectives
- Explicit language objectives
- Scaffolded student discourse
- Visuals, modeling, and structured talk
- Ongoing formative assessment of language growth

7. Expectations for Classroom and Testing Accommodations

Classroom and testing accommodations are provided to ensure that English Language Learners (ELLs) have equitable access to instruction and assessment while developing English proficiency. Accommodations are intended to reduce language barriers, not lower academic expectations or alter learning standards.

Classroom Accommodations

- ENL students are expected to engage with grade-level content alongside their peers.
- Classroom accommodations must be:
 - Consistent
 - Proficiency-level appropriate
 - Routinely used during instruction
- Accommodations should support access to content while promoting independent language development over time.

Common Instructional Accommodations

Classroom accommodations may include, but are not limited to:

- Visual supports (charts, images, models, graphic organizers)
- Explicit vocabulary instruction and pre-teaching
- Sentence starters and language frames
- Chunked directions and simplified language (not simplified content)
- Small-group or partnered instruction
- Extended time for assignments and tasks
- Opportunities for oral responses, drawing, or use of graphic organizers
- Use of bilingual glossaries or word-to-word dictionaries

Staff Responsibilities

- Classroom teachers are responsible for implementing agreed-upon accommodations.
- ENL teachers collaborate with classroom teachers to:
 - Recommend appropriate accommodations
 - Support lesson planning
 - Monitor effectiveness
- Accommodations should be adjusted as students' English proficiency improves.

Testing Accommodations

English Language Learners (ELLs) may receive testing accommodations, as appropriate, to reduce language barriers and provide equitable access to assessments. Accommodations should support a student's ability to demonstrate knowledge and skills without changing what the assessment is intended to measure.

Classroom and Local Assessments

For classroom, curriculum-based, universal screening, and locally developed assessments, accommodations should be selected based on the student's English language proficiency, instructional needs, and the purpose of the assessment.

Accommodations used during classroom and local assessments should support access while maintaining the knowledge or skill being measured.

New York State Assessments

NYSED permits specific testing accommodations for ELLs on New York State ELA and content-area assessments. The accommodations available depend on the assessment. Staff must follow the current NYSED School Administrator's Manual (SAM) for the specific assessment being administered.

Depending on the assessment and the student's needs, allowable accommodations may include:

- **Extended time** – reasonable extensions of testing time may be provided.
- **Separate location** – testing may occur individually or in a small-group setting.
- **Bilingual dictionaries and glossaries** – direct word-to-word translations may be used where permitted; definitions or explanations are not permitted.
- **Alternative-language editions** – when NYSED provides a translated edition for the assessment, eligible ELLs may use the English and alternative-language editions as permitted.

- **Oral translation** — for certain State content-area assessments when a NYSED-translated edition is not available in the student's home/primary language, an oral, direct translation may be permitted.
- **Responses in the home/primary language** — on certain State assessments other than ELA, students using an alternative-language edition or oral translation may be permitted to respond in their home/primary language.

Important Assessment-Specific Requirements

Testing accommodations are not identical across all New York State assessments. For example, alternative-language editions, oral translations, and responses in the home/primary language are not permitted on the New York State ELA assessment. Staff should not assume that an accommodation permitted on one State assessment is permitted on another.

Throughout the school year, students will participate in universal screening measures, curriculum-based formative and summative assessments, locally developed assessments, and required New York State assessments.

- ENL students are assessed based on content understanding, not language barriers alone
- Accommodations must align with classroom practice

8. Annual English Language Proficiency Assessment — WIDA ACCESS

All identified English Language Learners (ELLs) are required to participate annually in New York State's English language proficiency assessment.

Beginning with the 2026–27 school year, New York State will administer:

- **WIDA ACCESS** for eligible English Language Learners; and
- **WIDA Alternate ACCESS** for eligible English Language Learners with the most significant cognitive disabilities who meet New York State participation criteria.

WIDA ACCESS assesses students' academic English language proficiency across four language domains:

- Listening
- Speaking
- Reading
- Writing

New York's first administration of WIDA ACCESS and WIDA Alternate ACCESS will occur in Spring 2027.

Testing Accommodations

Because WIDA ACCESS is specifically designed to measure English language proficiency, accommodations must be consistent with the purpose and construct of the assessment. Staff must follow the current NYSED and WIDA assessment administration and accommodations guidance when determining and providing allowable accommodations.

Students with disabilities must receive allowable accommodations consistent with their IEP or Section 504 Plan and applicable NYSED/WIDA requirements.

During the 2026–27 school year, NYSITELL remains New York State's assessment for the initial identification of English Language Learners.

9. ENL & Special Education: Identification, Referral, and Ongoing Services

English Language Learners (ELLs) may not be referred to Special Education solely due to limited English proficiency, cultural differences, or interrupted schooling. All referrals must demonstrate that concerns persist despite appropriate ENL instruction and interventions.

Step 1: High-Quality Instruction & ENL Services

Before considering a Special Education referral, the district must ensure that the student has received:

- Required ENL Units of Study based on English proficiency level
- Instruction delivered by appropriately certified staff
- Consistent classroom accommodations aligned to language needs
- Access to grade-level content with appropriate scaffolding

Documentation must show that instruction was appropriate, consistent and implemented with fidelity

Step 2: MTSS Referral

If concerns persist, the student should be supported through MTSS or other general education intervention structures.

Required Evidence Includes:

- Targeted academic or behavioral interventions
- Progress monitoring data
- Documentation showing lack of adequate response to intervention
- Collaboration between the ENL teacher, classroom teacher and building administrator

Important: Language acquisition timelines must be considered when reviewing progress. If the LPT determines that the student may have second-language acquisition needs, the student is referred for NYSITELL. If the LPT determines that the student's disability is the determinant factor and the student does not have second-language acquisition needs, the recommendation proceeds through the principal and superintendent review process required by CR Part 154-3.

Step 3: Distinguishing Language Difference vs. Disability

Prior to referral, the MTSS team and Language Proficiency Team (LPT) must work collaboratively to determine whether a student's difficulties are primarily related to English language development, cultural or educational background, interrupted or inconsistent formal education (SIFE), or a suspected disability.

Key questions include:

- Are concerns present in both English and the home language (when applicable)?
- Are difficulties consistent across settings?
- Has the student had sufficient time and exposure to instruction?

Step 4: Pre-Referral Collaboration

If concerns remain after ENL services and interventions:

- An MTSS team meeting is convened, including:
 - ENL teacher
 - Classroom teacher
 - Administrator
 - And all related LEP and/or service providers (as appropriate)
- Existing data is reviewed:
 - Classroom performance
 - Intervention data
 - Language proficiency data
 - Attendance and background information

At this stage, no Special Education referral is made unless sufficient evidence exists.

Step 5: Referral to Special Education (If Warranted)

A Special Education referral may be initiated only if:

- Concerns persist despite appropriate ENL instruction and interventions
- Data suggests difficulties are not solely language-based
- There is evidence of impact across languages and contexts

Referral procedures must follow IDEA requirements and district protocols.

Step 6: Evaluation Considerations

If an evaluation occurs:

- Assessments must be nondiscriminatory and conducted in the student's native language or preferred mode of communication when appropriate
- Qualified interpreters must be used as needed
- ENL staff must participate in the determination process:
 - Review of results
 - Eligibility discussions

Step 7: Ongoing Service Coordination

If a student is found eligible for Special Education:

- ENL services continue as required under CR Part 154
- The IEP does not replace ENL services
- ENL and Special Education staff collaborate to align accommodations, coordinate service delivery and monitor student progress

Step 8: Considerations for students entering with an IEP:

- The Language Proficiency Team (LPT) must determine whether the student has second language acquisition needs
- The LPT makes recommendations regarding:
 - Whether NYSITELL should be administered
 - Appropriate testing accommodations are set up as needed

If the student is determined not to require ELL identification:

- Superintendent review is required
- Parents must be notified of:

- Determination
- Right to request a review

10. Exiting & Monitoring ENL Services

Students exit ELL status when they meet the English language proficiency criteria established by NYSED.

Beginning in 2026–27, New York State is transitioning from the NYSESLAT to WIDA ACCESS for annual English language proficiency assessment. The district will apply the proficiency, exit, and service-level criteria established by NYSED for the applicable school year.

Post-Exit Requirements:

- Students receive 2 years of formal ELL monitoring
- Continue to receive:
 - At least .5 Unit of Study (minimum 90 minutes/week) of Integrated ENL in ELA/Core Content Area or other Commissioner-approved equivalent services for two years
 - Testing accommodations (as applicable)

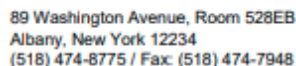
11. Professional Learning Expectations

Williamson CSD will provide professional learning to support educators in effectively meeting the needs of English Language Learners/Multilingual Learners.

In accordance with NYSED requirements:

- Professional classroom teachers, school leaders, and Level III teaching assistants who are subject to CTLE requirements must complete a minimum of 15% of their required CTLE hours in language acquisition addressing the needs of ELLs/MLLs, including best practices for co-teaching and integrating language and content instruction.
- Educators who are subject to CTLE requirements and hold a Professional ESOL certificate or Bilingual Education extension must complete a minimum of 50% of their required CTLE hours in language acquisition aligned with core content instruction.
- CTLE requirements vary by certificate type and registration status. Educators who hold only Permanent certificates are not subject to CTLE requirements.

All staff serving ELLs/MLLs are expected to participate in district professional learning, collaborate with ENL and classroom teachers, and consistently implement appropriate instructional supports.



*Dear Parent or Guardian:
In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English, as well as prior school and personal history. Please complete the sections below entitled Language Background and Educational History. Your assistance in answering these questions is greatly appreciated. Thank you.*

Please write clearly when completing this section.		
STUDENT NAME:		
<i>First</i>	<i>Middle</i>	<i>Last</i>
DATE OF BIRTH:		GENDER:
		☐ Male ☐ Female
<i>Month</i>	<i>Day</i> <i>Year</i>	
PARENT/PERSON IN PARENTAL RELATION INFO:		
<i>Last Name</i>	<i>First Name</i>	<i>Relation to Student</i>

HOME LANGUAGE CODE

Language Background <i>(Please check all that apply.)</i>			
1. What language(s) is(are) spoken in the student's home or residence?	☐ English	☐ Other _____ <i>specify</i>	
2. What was the first language your child learned?	☐ English	☐ Other _____ <i>specify</i>	
3. What is the Home Language of each parent/guardian?	☐ Mother _____ ☐ Guardian(s) _____	☐ Father _____ <i>specify</i>	<i>specify</i>
4. What language(s) does your child understand?	☐ English	☐ Other _____ <i>specify</i>	
5. What language(s) does your child speak?	☐ English	☐ Other _____ <i>specify</i>	☐ Does not speak
6. What language(s) does your child read?	☐ English	☐ Other _____ <i>specify</i>	☐ Does not read
7. What language(s) does your child write?	☐ English	☐ Other _____ <i>specify</i>	☐ Does not write

THIS SECTION TO BE COMPLETED BY DISTRICT IN WHICH STUDENT IS REGISTERED:	
SCHOOL DISTRICT INFORMATION:	STUDENT ID NUMBER IN NYS STUDENT INFORMATION SYSTEM:
District Name (Number) & School	Address

Home Language Questionnaire (HLQ)—Page Two

Educational History	
8. Indicate the total number of years that your child has been enrolled in school _____	
9. Do you think your child may have any difficulties or conditions that affect his or her ability to understand, speak, read or write in English or any other language? If yes, please describe them.	
Yes* ☐	No ☐ Not sure ☐ *If yes, please explain: _____
How severe do you think these difficulties are? ☐ Minor ☐ Somewhat severe ☐ Very severe	
10a. Has your child ever been <u>referred</u> for a special education evaluation in the past? ☐ No ☐ Yes* *Please complete 10b below	
10b. *If referred for an evaluation, has your child ever <u>received</u> any special education services in the past?	
☐ No ☐ Yes – Type of services received: _____	
Age at which services received (Please check all that apply):	
☐ Birth to 3 years (Early Intervention) ☐ 3 to 5 years (Special Education) ☐ 6 years or older (Special Education)	
10c. Does your child have an Individualized Education Program (IEP)? ☐ No ☐ Yes	
11. Is there anything else you think is important for the school to know about your child? (e.g., special talents, health concerns, etc.)	
12. In what language(s) would you like to receive information from the school? _____	

Month: _____ Day: _____ Year: _____

Signature of Parent or of Person in Parental Relation _____ Date _____

Relationship to student: ☐ Mother ☐ Father ☐ Other: _____

OFFICIAL ENTRY ONLY - NAME/POSITION OF PERSONNEL ADMINISTERING HLQ	
NAME: _____	POSITION: _____
IF AN INTERPRETER IS PROVIDED, LIST NAME, POSITION AND CREDENTIALS: _____	
NAME/POSITION OF QUALIFIED PERSONNEL REVIEWING HLQ AND CONDUCTING INDIVIDUAL INTERVIEW	
NAME: _____	POSITION: _____
ORAL INTERVIEW NECESSARY: ☐ No ☐ Yes	
**DATE OF INDIVIDUAL INTERVIEW: _____ MO. DAY YR.	OUTCOME OF INDIVIDUAL INTERVIEW: ☐ ADMINISTER NYSITELL ☐ ENGLISH PROFICIENT ☐ REFER TO LANGUAGE PROFICIENCY TEAM
NAME/POSITION OF QUALIFIED PERSONNEL ADMINISTERING NYSITELL	
NAME: _____	POSITION: _____
DATE OF NYSITELL ADMINISTRATION: _____ MO. DAY YR.	PROFICIENCY LEVEL ACHIEVED ON NYSITELL: ☐ ENTERING ☐ EMERGING ☐ TRANSITIONING ☐ EXPANDING ☐ COMMANDING
FOR STUDENTS WITH DISABILITIES, LIST ACCOMMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP PURSUANT TO CSE RECOMMENDATION: _____	



STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Office of P-12

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Questionario de Idioma del Hogar ("HLQ" por sus siglas en inglés)

Estimados padres o tutores:
Con el fin de proporcionar la mejor educación posible a su hijo(a), necesitamos determinar el nivel del habla, lectura, escritura y comprensión en el inglés, así como conocer su educación previa e historial personal. Por favor, llene con su información las secciones "Conocimientos de idiomas" e "Historial educativo". Apreciamos mucho su colaboración respondiendo a estas preguntas. Gracias.

Por favor escriba con claridad al completar esta sección.		
NOMBRE DEL ESTUDIANTE:		
Nombre	Segundo nombre	Apellido
FECHA DE NACIMIENTO:		GÉNERO:
		☐ Masculino
		☐ Femenino
Mes	Día	Año
INFORMACIÓN DE LOS PADRES/PERSONA EN RELACIÓN PARENTAL		
Apellido	Primer Nombre	Relación con el estudiante

CÓDIGO DEL
IDIOMA DEL HOGAR

--

Conocimientos de idiomas

(Por favor, marque todas las opciones que sean aplicables)

1. ¿Qué idioma(s) se habla(n) en el hogar o residencia del estudiante?	☐ Inglés	☐ Otro	especifique
2. ¿Cuál fue el primer idioma que su hijo(a) aprendió?	☐ Inglés	☐ Otro	especifique
3. ¿Cuál es el idioma primario de cada padre / tutor?	☐ Madre	☐ Padre	especifique
	☐ Tutor(es)		especifique
4. ¿Qué idioma o idiomas entiende su hijo(a)?	☐ Inglés	☐ Otro	especifique
5. ¿Qué idioma o idiomas habla su hijo(a)?	☐ Inglés	☐ Otro	☐ No sabe hablar
6. ¿Qué idioma o idiomas lee su hijo(a)?	☐ Inglés	☐ Otro	☐ No sabe leer
7. ¿Qué idioma o idiomas escribe su hijo(a)?	☐ Inglés	☐ Otro	☐ No sabe escribir

TO BE COMPLETED BY THE DISTRICT IN WHICH THE STUDENT IS REGISTERED

SCHOOL DISTRICT INFORMATION:	STUDENT ID NUMBER IN NYS STUDENT INFORMATION SYSTEM:
District Name (Number) & School	Address

PARA LLENAR POR EL DISTRITO EN EL QUE EL ESTUDIANTE SE HA INSCRITO

Questionario de Idioma del Hogar (HLQ) — Página Dos

Historial Educativo	
8. Indique con un número el total de años que su hijo(a) lleva inscrito en una escuela: _____	
9. ¿Cree usted que su hijo(a) pueda tener dificultades, interferencias o problemas educacionales que le afecten su capacidad para entender, hablar, leer o escribir en inglés o en cualquier otro idioma? En caso afirmativo, por favor descríbalos.	
Si* ☐ No ☐ No se sabe ☐	* En caso afirmativo, por favor explique: _____
¿Qué gravedad considera usted que tienen estas dificultades educacionales? ☐ Poca gravedad ☐ Algo grave ☐ Muy grave	
10a. ¿Alguna vez se ha recomendado a su hijo(a) a tener una evaluación de educación especial? ☐ No ☐ Si* * Por favor, llene 10b.	
10b. <u>*Si se le ha recomendado alguna vez una evaluación, ¿ha recibido su hijo(a) alguna vez alguna forma de educación especial?</u>	
☐ No ☐ Sí – Explique, que forma o formas de educación especial recibió: _____	
Edad en la que recibió la intervención o forma de educación especial (favor de marcar todas las opciones que sean aplicables):	
☐ De nacimiento a 3 años (Intervención Temprana) ☐ 3 a 5 años (Educación Especial) ☐ 6 años o mayor (Educación Especial)	
10c. ¿Tiene su hijo(a) un Programa de Educación Individualizada ("IEP" por sus siglas en inglés)? ☐ No ☐ Sí	
11. ¿Considera que hay alguna otra información importante que la escuela deba saber sobre su hijo(a)?	
(Por ejemplo, talentos especiales, problemas de salud, etc.) _____ _____	
12. ¿En qué idioma(s) quiere usted recibir la información de la escuela? _____	

Mes: _____ Día: _____ Año: _____

Date

Firma del padre/madre o de la persona en relación paternal _____

Relación con el estudiante: ☐ Madre ☐ Padre ☐ Otra: _____

OFFICIAL ENTRY ONLY - NAME/POSITION OF PERSONNEL ADMINISTERING HLQ	
NAME: _____	POSITION: _____
IF AN INTERPRETER IS PROVIDED, LIST NAME, POSITION AND CREDENTIALS: _____	
NAME/POSITION OF QUALIFIED PERSONNEL REVIEWING HLQ AND CONDUCTING INDIVIDUAL INTERVIEW	
NAME: _____	POSITION: _____
ORAL INTERVIEW/NECESSARY: ☐ No ☐ Yes	
**DATE OF INDIVIDUAL INTERVIEW: _____ Mo Day Yr	OUTCOME OF INDIVIDUAL INTERVIEW: ☐ ADMINISTER NYSITELL ☐ ENGLISH PROFICIENT ☐ REFER TO LANGUAGE PROFICIENCY TEAM
NAME/POSITION OF QUALIFIED PERSONNEL ADMINISTERING NYSITELL	
NAME: _____	POSITION: _____
DATE OF NYSITELL ADMINISTRATION: _____ Mo Day Yr	PROFICIENCY LEVEL ACHIEVED ON NYSITELL: ☐ ENTERING ☐ EMERGING ☐ TRANSITIONING ☐ EXPANDING ☐ COMMANDING
FOR STUDENTS WITH DISABILITIES, LIST ACCOMMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP PURSUANT TO CSE RECOMMENDATION: _____	

Attachment B:

Interview Questions

This informal interview is intended to gather background information to help inform ENL services. The questions provided offer choice and flexibility and are not meant to be used as a script.

- Select questions based on the student's age, language proficiency, and background.
- Questions may be asked of the student, parent/guardian, or both, with an interpreter as needed.

Key information should be documented and used to support instructional planning and service decisions.

Parent/Guardian Interview

Family & Language Background

- What language(s) is your child most comfortable using?
- What language(s) are spoken at home?
- Which language does your child prefer for speaking, reading, and writing?
- Does anyone at home speak English with your child?
- Does your child translate for the family? When?

Educational History

- Has your child attended school before? Where and for how long?
- What language was instruction in?
- Any gaps in schooling?
- Did your child receive language support or special classes?
- Can your child read and understand in their home language?

Family Communication

- Preferred language for communication?
- Preferred method: phone, text, email, or paper?
- Do you need an interpreter?
- Any questions about ENL services or school expectations?

Closing

- What are your child's strengths?
- What are your hopes for this year?
- Anything else we should know?

Student Interview

General

- How do you feel about school?
- What subjects are easiest/hardest?
- What do you do when you don't understand?
- Which feels easiest in English: listening, speaking, reading, or writing?

Classroom Language & Supports

- Do you understand your teachers?
- What helps most: whole group, small group, or 1:1?
- What supports help you learn (visuals, partner work, extra time, examples)?
- Are you comfortable asking questions?

Reading & Writing

- Can you read/write in your home language?
- What do you like to read?
- Do you prefer sentence starters, free writing, or talking before writing?

Social-Emotional / Adjustment

- How is your child adjusting to school?
- Any recent challenges or concerns?
- Does your child have friends they feel comfortable with?
- What feels stressful or confusing?

Closing

- What do you believe are your strengths?
- What are your hopes for this year?
- Anything else we should know?

After the interview, the ENL teacher should document:

- Language dominance
- Literacy in home language
- Student strengths
- Recommended service model (stand-alone, integrated, or combination)
- Any immediate supports needed

Attachment C:

Click [HERE](#) to access SIFE Assessment

Attachment D:

ENL Identification, Placement & SIFE Documentation Checklist

Student Name: _____

DOB: _____ Grade: _____ School: _____

Date of Enrollment: _____

1. Screening & Identification

- ☐ Home Language Questionnaire (HLQ) completed and filed
- ☐ Individual interview completed by qualified personnel (notes included)
- ☐ Interpreter used (if applicable) documented
- ☐ Determination of home/primary language documented
- ☐ Completed within **10 school days**

2. NYSITELL Assessment

- ☐ NYSITELL administered by qualified personnel
- ☐ Score report (copy/original) filed
- ☐ Proficiency level recorded
- ☐ Testing accommodations documented (if applicable)
- ☐ Date of administration recorded

3. ELL Identification Determination

- ☐ ELL / Not ELL decision documented
- ☐ Rationale for determination included

4. SIFE Determination (if applicable)

- ☐ SIFE questionnaire/checklist completed
- ☐ Interview data reviewed
- ☐ Academic history/prior records reviewed
- ☐ Work samples/diagnostic data included
- ☐ Literacy/numeracy screening documented

- ☐ Multiple data sources used
- ☐ Final SIFE determination + rationale documented

5. Students with Disabilities (if applicable)

- ☐ IEP reviewed
- ☐ LPT recommendation documented
- ☐ NYSITELL decision (administered/not) documented
- ☐ Accommodations aligned to IEP
- ☐ Superintendent determination (if applicable)
- ☐ Parent notification documented

6. Parent Notification

- ☐ Notification letter sent within **5 school days**
- ☐ Provided in preferred language
- ☐ Includes:
 - ☐ Proficiency level
 - ☐ Program placement
 - ☐ Parent rights (review process)

7. Parent Orientation

- ☐ Orientation offered (documented even if not attended)
- ☐ Agenda/materials retained
- ☐ Sign-in sheet (if attended)

8. Program Placement

- ☐ ENL/BE placement documented
- ☐ Placement based on proficiency + grade level
- ☐ Occurred within **10 school days**
- ☐ Student schedule reflects required ENL minutes

9. Instruction & Services

- ☐ Service model identified (stand-alone / integrated)
- ☐ ENL-certified staff assigned
- ☐ Evidence of language + content objectives

10. Assessment & Progress Monitoring

- ☐ Classroom assessment data collected
- ☐ Progress monitoring documented
- ☐ Classroom accommodations consistently used

11. Annual English Language Proficiency Assessment

- ☐ WIDA ACCESS/WIDA Alternate ACCESS administered, as applicable
- ☐ Score report filed
- ☐ Allowable testing accommodations documented, if applicable
- ☐ Results reviewed and used in accordance with current NYSED guidance

12. Exit Criteria (if applicable)

- ☐ Current NYSED exit criteria met
- ☐ Supporting assessment results documented
- ☐ Exit decision recorded
- ☐ Parent/guardian notification documented

13. Post-Exit Monitoring (2 Years)

- ☐ Monitoring records maintained
- ☐ Academic progress reviewed
- ☐ Supports documented (if applicable)

14. Review of ELL Identification (if requested)

- ☐ Written request received
- ☐ Review initiated within **10 school days**
- ☐ Review completed within required timeline
- ☐ Final determination documented
- ☐ Parent notification + consent documented

