

CR PART 154

COMPREHENSIVE PLAN



Draft: pending BOE review

In this plan, the following acronyms are used.

- ELL - English Language Learners
- ESL- English as a Second Language
- LEP- Limited English Proficiency
- ENL - English as a New Language

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English as a Second Language (ESL) is a specialized instructional program for students whose first language is not English. In an ESL program, trained and certified teachers use methods, techniques and materials designed to meet the needs of English Language Learners (ELLs).

The Hudson Falls Central School District contracts with WSWHE BOCES for ESL/ENL services.

ELL Identification Process and Eligibility

When a new student registers for school in our district and the parent/guardian indicates that there is a language other than English spoken in the home, the registrar will make the Principal and ESL teacher aware of the possible need for screening.

The ESL teacher will contact the family and schedule a meeting for the student to be assessed for ESL services. The New York State Identification Test for English Language Learners (NYSITELL) is the assessment used by all districts in New York State to determine a student's level of English proficiency and determine eligibility for ESL services.

There are five levels of English proficiency: Entering (Beginning), Emerging (Low Intermediate), Transitioning (Intermediate), Expanding (Advanced) Commanding (Proficient).

Students testing at Entering, Emerging, Transitioning, and Expanding Levels will receive ESL/ENL supports and services, including testing accommodations.

All ELLs in New York State are assessed annually to determine continued eligibility for ESL. Each year in May, ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT score determines the student's level of English proficiency and level of service for the following school year. When a student achieves the level of "Commanding," he/she will receive ESL monitoring and supports (including testing accommodations) for two more years before exiting the ESL program.

CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015



Program Philosophy and Goals

We believe that the entire school community is responsible for the education of English Language Learners. We believe that cultural diversity can add to the curriculum and broaden the educational experience of all students.

ESL/ENL teachers work closely with classroom and content teachers, as well as administration, support staff and community organizations. The ESL teacher develops individualized instruction for language acquisition and cognitive academic language skills through the use of sound instructional techniques.

Curriculum and Program Requirements

Our ENL curriculum is guided by the New York State English as a Second Language Learning Standards as well as the Common Core English Language Arts Standards. Our ENL program follows the New York State regulations and consists of two types of instructional ENL time: Stand-Alone and Integrated.

Stand-Alone ENL is an ENL class for Entering and Emerging ELLs. The students will receive instruction in order to acquire English language needed for success in the core content classes. Stand-Alone ENL is typically held in the ESL/ENL classroom with the ESL/ENL teacher and ELL students. Students are not taken out of core classes to receive Stand-Alone ENL.

Integrated ENL is for ELLs of all levels of English proficiency (Entering, Emerging, Transitioning, Expanding and Commanding). Integrated ENL is provided in the ELL students' grade-level classrooms. The ESL/ENL teacher and classroom teacher will co-teach during ELA or a content area class. The ESL/ENL teacher will work closely with the classroom teachers to provide language supports during classroom instruction.

Bilingual and English as a Second Language (ESL) Services for Limited English Proficient (LEP)/English Language Learners (ELLs) who are Students with Disabilities

Pursuant to [NYSED guidance](#), the Hudson Falls Central School District will ensure supports for each LEP/ELL student, including a student with a disability, to enable each student an access to receive appropriate instructional and support services.

Committee on Special Education

When the Committee on Special Education (CSE) develops an individualized education program (IEP) for a LEP/ELL student with a disability, it must consider the language needs of the student as they relate to the student's IEP as well as the special education supports and services a student needs to address his or her disability and to support the student's participation and progress in the general education curriculum. Such considerations include, but are not limited to:

- the student's need for special education programs and services to support the student's participation and progress in English language arts instruction, content area instruction in English and ESL instruction; and
- whether the student needs bilingual special education and/or related services.

LEP/ELL students are entitled to certain testing accommodations during the period of time that they are designated LEP/ELL pursuant to Part 154 and for up to two years immediately after they have achieved proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). However, it is still the responsibility of the CSE to identify in the student's IEP any individual testing accommodations needed by the student as a result of his or her disability, which may include, but are not limited to, the same testing accommodations that the student is entitled to as a LEP/ELL or former LEP/ELL student.

To ensure that the IEPs for LEP/ELL students are appropriately developed, personnel with knowledge of second language needs and how these needs relate to the student's disability should be invited to participate in CSE meetings.

ESL programs should be considered general education core instruction for all LEP/ELL students. In the first instance, each LEP/ELL student with a disability must be provided the opportunity to participate in the district's ESL program. This may mean that special education services, accommodations, program modifications and/or supplementary supports and services, for example, may be needed to support that student's participation and progress in the ESL program. It may also mean that the CSE may recommend that the ESL program be provided to the student in his/her special class(es).

When the CSE has determined that the student cannot, because of his/her disability, participate in the district's general bilingual education program or free-standing ESL program, it must consider specially designed instructional programs provided by appropriately qualified staff that would:

- support the development of the student's skills in the areas of understanding, speaking, reading, writing and communicating in English, through the integration of academic content appropriate for the student's age, grade level, English language skills, and level of English proficiency; and
- develop the cognitive skills of the LEP/ELL student.

This does not mean, however, that specially designed instruction (e.g., specialized reading instruction or supplemental instruction provided in a resource room) can replace a student's right to access the district's free-standing ESL program as a result of issues such as scheduling or availability of staff to provide such services.

Section 154.3(k)(2) of the Regulations of the Commissioner of Education gives parents the option to "withdraw their children only from participation in a bilingual education program," but not from ESL services. It does not give a CSE or any other district

personnel the authority to determine that a student with a disability will not receive any ESL instruction unless the student has been redesignated English proficient pursuant to Part 154 of the Regulations of the Commissioner of Education.

Further, section 154.3(l) of the Regulations of the Commissioner of Education allows the CSE to determine whether the required Part 154 services can be met by participation in general education classes or must be met, in part or in total, through special education programs and services (e.g., a bilingual special class; a special class with ESL instruction provided by appropriately qualified staff in the special class; bilingual counseling). It does not authorize the CSE to determine that a LEP/ELL student with a disability will not receive any services pursuant to Part 154. This section of the Regulations also provides that a student with a disability who is also receiving services pursuant to Part 154 would be counted as both a LEP/ELL student and a student with a disability for purposes of calculating State aid pursuant to section 3602 of the Education Law.

Even if the students are in special classes in the school district, they are entitled to receive ESL and, as appropriate, bilingual education programs of the district. For a student with a disability placed by the CSE in an out-of-district program (e.g., BOCES, approved private school), the CSE should consider how bilingual and/or language arts instructional programs, as such terms are defined in section 154.2 of the Regulations of the Commissioner of Education, can be made available to the student in the out-of-district placement, including, but not limited to consideration of whether the student could participate in the sending public school district's free-standing ESL program.

Testing Accommodations

These accommodations include time extension; separate location; third reading of listening selection (English language arts (ELA) exams only); bilingual glossaries (all exams except foreign language); simultaneous use of English and alternative language editions (not allowed for ELA and Foreign Language examinations); oral translation for lower incidence languages (not allowed for ELA and Foreign Language examinations); and writing responses in the native language (not allowed for ELA examinations).

Required Annual Reporting

- o Attesting to the development of a Part 154 Comprehensive Plan, that is kept on file and available for review upon request by NYSED, parents or any other school or community member.
- o Agreeing to complete and submit a CR Part 154 Data/Information Report to NYSED.
- o Documenting that the district has English Language Learners enrolled in the district

Parent Notification

Parents/guardians must be notified promptly regarding a student's assessment results and English Language Learner status. ESL/ENL Providers will also distribute additional home-school communications as the need arises.

CR Part 154 Data/Information Report

- o The number of students identified as being English Language Learners in the preceding school year, including their grade level, native language, and instructional program. Districts are required to provide information for students who are identified as general and special education students.
- o A Summary of the number of students served by school, grade level, and type of program.
- o Report on the number of Long-Term English Language Learners identified LEA-wide who received services beyond six years.
- o Report, by building, of the number and qualifications of teachers and support personnel providing services to students who are English Language Learners

The CR Part 154 Former English Language Learner Services District Plan

New York State Local Education Agencies must document services to be delivered to Former English Language Learners. Upon exiting ELL status, students must continue to receive at least .5 units of study or its equivalent of Integrated English as a New Language (ENL) and English Language Arts (ELA)/Core Content Area or other such services, approved by the Commissioner [CR Part 154-2.3(h)(1)(v)]. Districts are responsible for collecting school based former ELL program descriptions, retain their individual description of services and have it available for review upon request.

School District Waiver CR Part 154 Professional Development Requirements Specific to English Language Learners (ELLs)

- o New York State school districts that have fewer than thirty (30) ELLs enrolled or in which ELLs make up less than five percent (5%) of the district's total student population as of October 1, 2015.
- o According to CR Section 154-2.3(k) such districts may "seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements" and such request must include evidence that:
 - o All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district's or BOCES' ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs and that
 - o All bilingual and English to Speakers of Other Languages (ESOL) certified teachers receive training, sufficient to meet the needs of the district's ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- o This waiver does not exempt districts from providing professional development sufficient to meet the needs of its ELLs. It exempts districts from the minimum number of professional development hours required by CR Part 154 (15% of total required for classroom pedagogues and 50% of total required for those with a certificate in ESOL or who hold a bilingual extension).

ESL Program Goals beginning in 2017

- Continue collaboration between general education and ESL/ENL providers
- Host parent event for ELL families. Idea possibilities include pot luck dinner where each family brings dish to share. We would invite selected members of staff to present to families and expand understandings of opportunities within district for all students.

Appendices:

[Home Language Questionnaire](#) (completed at registration)

[Parent Notification Letters](#) (to be posted on school letterhead and sent home)

[NYSESLAT Report Samples](#) (sent by buildings to families)