



# Lake George Central School District

## Comprehensive English Language Learners Education Plan CR Part 154

All Local Educational Agencies (LEAs) receiving Foundation Aid must comply with Part 154 of the Commissioner's Regulations (CR Part 154), which govern services for students who are English Language Learners (ELLs). Under CR Part 154, LEAs are required to develop a Comprehensive Plan to meet the educational needs of ELL students (CR Part 154.3[a]). All LEAs must keep their completed Comprehensive Plans on file in the LEAs' main office and make them available for review upon request by the New York State Education Department.

## **Lake George Central School District**

### **Comprehensive ELL Education Plan**

#### **NYSED Regulation CR Part 154:**

The Commissioner's Regulation Subparts 154-1, 154-2, and 154-3 establish the legal requirements for the education of English Language Learners (ELLs) in New York State. As such, a school district is required to develop and have on file a comprehensive plan to meet the educational needs of students who are English Language Learners (ELLs).

#### **Introduction:**

This plan outlines Lake George Central School District's philosophy, programs, services, and procedures for supporting English Language Learners/Multilingual Learners (ELLs/MLLs) in accordance with Part 154 of the New York State Commissioner's Regulations and the principles laid out in the NYS Blueprint for ELL/MLL Success.

This plan aims to incorporate the principles and guidance from NYSED to support Lake George's ELL/MLL students in becoming bilingual, biliterate and prepared for college and careers. This plan is not intended to provide every specific detail related to ELL/MLL students and further details can be provided by district representatives. Additional information can also be found on our website at [www.lkgeorge.org](http://www.lkgeorge.org).

#### **District Philosophy:**

In accordance with the district's Student Centered Learning Environment policy, The Lake George School District, in alignment with and affirmation of its Mission, Vision, and Values, is committed to creating and sustaining a student-centered learning environment where everyone is welcome, important, and valued; where individuals experience acceptance and belonging; where individual and cultural diversity is recognized and celebrated; and where each and every student is guided toward personalized educational opportunities that enable them to thrive and contribute to the betterment of society. All teachers in Lake George CSD are teachers of English Language Learners and Multilingual Learners and through the support of a certified English to students of Other Languages (ESOL) teacher will plan and deliver culturally and linguistically appropriate instruction, provide integrated language and content scaffolds, use standards-aligned linguistically accessible materials, and collaborate to address the multiple needs of all students.

#### **Frequently Used Terms and Definitions:**

- **Bilingual Content Area Instruction:** Content area instruction delivered in the home/target language.
- **Bilingual Education Program (BE):** A Bilingual Education program which includes Transitional Bilingual Education and Dual Language that is research based and comprises the following instructional components: Language Arts which includes Home and English Language Arts; English as a New Language; and Bilingual content areas.

- **Commanding/Proficient:** As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within his or her grade level. This student is designated as a Former ELL and is entitled to receive two years of Former ELL services.
- **Content Area Teacher:** A NYS certified teacher in grades 7-12 teaching a subject area such as English, Math, Science, Social Studies, Technology, Music, Art, etc.
- **Core Content Area:** English, Math, Science, and Social Studies; and Home Language Arts for Bilingual Education programs.
- **Developing ELLs:** Students who have been identified as ELLs and have received ENL instruction, as a component of their BE or ENL program, for a total of four to six continuously enrolled school years in the U.S.
- **Dual Language:** Dual Language programs offer students from two different or the same home language backgrounds and/or cultures opportunities to become bilingual, biliterate, and bicultural while improving their academic ability.
  - o The Two-way model includes both ELLs and English proficient students. The teacher or teachers provide instruction in both languages.
- **The One-way model:** is primarily composed of students who come from the same home language and/or background. The teacher or teachers provide instruction in both English and the target language.
- **Elective Credit:** Courses offered to satisfy graduation requirements. In terms of ENL programs, elective credit is awarded for Stand-alone ENL.
- **Emerging/Low Intermediate:** A student at this English language proficiency level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSITELL or the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
- **English as a New Language (ENL) Instructional Time:** The minimum amount of time an ELL is required to receive instruction in an ENL Program.
- **English as a New Language (ENL) Program:** A research-based English language development program comprised of two components:
  - o Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and
- **Stand-alone ENL:** Students receive English language development instruction taught by a NYS certified ESOL teacher in order to acquire the English language needed for success in core content areas. This program is formerly known as English as a Second Language (ESL).
- **English to Speakers of Other Languages (ESOL/TESOL) Teacher:** A NYS certified teacher of English to Speakers of Other Languages (ESOL), grades K-12.
- **English Language Learner (ELL):** A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a State designated level of proficiency on the NYSITELL or the NYSESLAT.
- **English Proficiency Level:** A student's performance on the NYSITELL or the NYSESLAT indicates the student's level of English language proficiency. Those levels are: Entering, Emerging, Transitioning, Expanding, or Commanding.
- **Entering/Beginning:** A student at this English language proficiency level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSITELL or the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
- **Expanding/Advanced:** A student at this English language proficiency level shows great independence in advancing his or her academic language skills. As measured by the NYSITELL or the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
- **Former ELL:** Once a student has reached the Commanding level, he or she is designated as a Former ELL and is entitled to receive two years of Former ELL services.

- **Former ELL Services:** Students must continue to receive at least .5 units of study or its equivalent of integrated ENL or other such services that monitor and support their language development and academic progress for two years once they have exited from ELL status.
- **Grade Span:** The maximum allowable grade span for grouping instruction in grades K-12 ENL or BE classes is two contiguous grades, except for ELLs in a special class as defined by section 200.1(uu).
- **Home Language Arts:** A unit of study or its equivalent in language arts in the student's home language; the teaching and learning of reading, writing, speaking, and listening.
- **Home Language Supports:** During ENL instruction in the classroom, each ELL's home language is used as an instructional support for learning academic content and English. These may include, but are not limited to:
  - Materials and resources in the home language such as hard copy and/or online dictionaries, encyclopedias, books, and other media.
  - Pairing students of various language proficiencies to support each other in the home language and English.
  - Teachers who are bilingual, bilingual teaching assistants, community members, and student teachers use the student's home language to clarify concepts/content whenever possible.
- **Integrated English as a New Language (ENL):** Students receive core content area and English language development instruction which includes home language supports and appropriate ELL scaffolds. Integrated ENL instruction is a co-teaching approach carried out by a combination of NYS certified ESOL and content area teachers. Dually certified teachers may also teach Integrated ENL.
- **Language Arts:** A core content subject which includes the teaching and learning of reading, writing, speaking, and listening in English and/or in the home language. ▪ **Language Other Than English (LOTE) Teacher:** A NYS certified teacher who teaches a world language (Spanish, French, etc.).
- **Language Proficiency Team (LPT):** The Language Proficiency Team (LPT) is a team that upon student registration that has an IEP, must review the student's IEP, and other supporting documents, to determine whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. (See Appendix A for further description outlining the LPT team)
- **Multilingual Learner (MLL):** Multilingual Learner refers to all students who speak or are learning one or more language(s) other than English, including: 1) current ELLs; 2) students who were once ELLs but have exited out ELL status; 3) students who were never ELLs but are heritage speakers of a language other than English; and 4) World Languages students.
- **New York State English as a Second Language Achievement Test (NYSESLAT):** An assessment designed to annually assess the English language proficiency of all ELLs enrolled in grades K-12. It is one component of the State's compliance with Federal laws that mandate annually assessing and monitoring the English Language proficiency progress of all ELLs.
- **New York State Identification Test for English Language Learners (NYSITELL):** An assessment that is administered once during the ELL Identification/Reentry process. It is designed to determine if a student is an ELL at the time of the student's enrollment in the NYS public school system.
- **Reentry:** The process followed pursuant to CR 154-2.3 to determine if a student is an ELL who is reentering a NYS public school after not attending a NYS public school for two years.
- **Stand-alone ENL:** Students receive English language development instruction taught by a NYS certified ESOL teacher in order to acquire the English language needed for success in core content areas.
- **Students with Inconsistent/Interrupted Formal Education (SIFE):** ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival
- **Target Language:** The language that is being taught and learned.
- **Transitioning/Intermediate:** A student at this English language proficiency level shows some independence in advancing his or her academic language skills. As measured by the NYSITELL or the

NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.

- **Transitional Bilingual Education Program:** Program offers students of the same home language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language.
- **Units of Study:** Required number of minutes of instruction per week throughout the school year or the equivalent. One unit of study as per CR 154 is the equivalent of 180 minutes of instruction per week throughout the school year.

## **Administrative Procedures**

When a student registers and indicates a home language other than English, the district administers the Home Language Questionnaire in their native language along with the New York State Identification Test for English Language Learners (NYSITELL) to assess the student's English proficiency level. The assessment and process is facilitated by a certified ESOL teacher. Based on their NYSITELL score, which ranges from Entering (beginner) to Commanding (proficient), the student is placed in the appropriate English as a New Language (ENL) program with services and accommodations matching their proficiency level. ELLs take the NYSESLAT annually to reassess their level and adjust program placement as needed. The certified ESOL/TESOL instructors communicate continuously with classroom teachers to monitor ELLs' strengths, weaknesses, grades, and upcoming assignments to provide the right support.

## **Specific Administrative Procedures Outlined**

The determination process includes 3 steps:

1. The administration of the home language questionnaire
2. The personal interview with the student Note: If during the personal interview, the certified staff member believes the student has experienced interrupted/inconsistent formal education (SIFE), the SIFE Oral Interview Questionnaire and Multilingual Literacy Diagnostic (MLD) are administered. Additionally, the certified staff member conducts a review of the student's academic history and solicits and reviews work samples.
3. The administration of the New York State Identification Test for English Language Learners (NYSITELL) Note: The NYSITELL assesses a student's reading, writing, listening and speaking abilities. The NYSITELL includes multiple choice questions which assess a student's reading and listening abilities and response questions which assess a student's writing and speaking abilities. A student's NYSITELL results are categorized into one of five proficiency categories. The ELL identification process, parent notification, procurement of signed consent and placement in a English as a second language program is completed within ten days.
4. A detailed flow chart with screening, identification, placement, review and exit criteria requirements can be found [here](#).

## **Students with Disabilities Entering the District with an IEP**

Follow CR Part 154-3 procedures regarding Students with Disabilities. Based on evidence reviewed, the Language Proficiency Team (LPT) [Appendix A] makes the following determination:

1. If the LPT determines that the student with an IEP may have second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP.
2. If the LPT recommends to the principal that the student with an IEP does not have second language acquisition needs, and the principal agrees, the principal notifies the superintendent and the parents/guardians. The Superintendent then has 10 days to agree or disagree. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and thus not be designated as an ELL, and their right to request a review and their [9] screening for ELL Identification stops. Interview notes, academic and assessment history, work samples, and record of LPT considerations are to be collected and maintained in each student's cumulative record.
3. ELL Screening, Identification, and Placement must be completed within 10 school days from enrollment date. This indicates that the student is not an ELL.

### **English Language Learner (ELL) Program Exit**

Based on the NYSESLAT assessment, ELL students may reach exiting status. If this occurs, the following ELL Exit Criteria will occur:

1. Upon exiting ELL status, an ELL is entitled to 2 years of Former ELL Services and testing accommodations on NYS assessments. The same Exit Criteria pertain to ELLs with disabilities, but they must receive testing accommodations listed in their IEPs.
2. Grades K-12: Scoring at the Commanding/ Proficient Level on the NYSESLAT
3. Grades 3-8: Scoring at the Expanding/Advanced Level on the NYSESLAT, and 3 or above on the NYS ELA assessment in the same school year
4. Grades 9-12: Scoring at the Expanding/Advanced Level on the NYSESLAT and 65 or above on the Regents Exam in English
  - a. Opportunities will occur for former ELLs to earn NYS Seal of Biliteracy through continued language study

### **Instructional Practices / Programs Options**

The Lake George Central School District offers ENL programs at all of its schools for students who are learning English as a new language. Eligibility for the ENL program is based on an interview and state assessment ([NYSITELL](#)) to determine the level of English language services that are required. Students in the ENL program are English language learners (ELLs). ELLs receive language instruction through "stand alone" ENL classes and/or "integrated" ENL in their school.

#### **Stand alone ENL**

Stand alone ENL is when a student receives instruction in order to acquire the English language needed for success in core content classes (English Language Arts, mathematics, science, and social studies). Stand alone ENL often, but not always, takes place in a separate environment where students work in small groups so they

feel comfortable taking risks with language. Only students at the first two English proficiency levels (entering and emerging) receive stand alone ENL.

### **Integrated ENL**

Integrated ENL is for all English language learners at all English proficiency levels (entering, emerging, transitioning, expanding, and commanding). During integrated ENL, students receive core content area and English language development instruction simultaneously, often in the regular education classroom setting. Integrated ENL can be delivered by a teacher who is dual-certified in the content area and ENL, or through co-teaching where the classroom teacher and ENL teacher plan, teach, and assess together. This inclusive model also provides appropriate instructional supports to enrich comprehension for ELLs.

### **Transitional Bilingual Education Program**

Transitional Bilingual Education (TBE) programs offer students of the same home language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language. The students' home language is used to help them progress academically in all content areas while they acquire English. The goal of a TBE Program is to provide students with the opportunity to transition to a monolingual English classroom setting without additional supports once they reach proficiency. Even though the amount of English instruction students receive will increase over time, in a TBE program, there will always be home language instruction/supports allowing students the opportunity to develop bilingually.

A student's English proficiency and grade level determine the minimum number of service hours:

When the ELL population in a given grade level has less than 20 students with the same other than English native language, the District provides a Free Standing English as a Second Language program featuring: Integrated English as a New Language (ENL) units to support content area instruction delivered in a co-teaching model. Stand-alone English as a New Language (ENL) units to support ELA instruction delivered by a teacher certified in English as a Second Language.

Note: The maximum allowable grade span is two contiguous grades for grouping purposes

## 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)
<b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	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.)	
<b>FLEXIBILITY</b>		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
<b>TOTAL</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching)</b> 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



## CR Part 154-2 (9-12) 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)
<b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>	<b>3 units of study per week</b> (540 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
<b>FLEXIBILITY</b>	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
<b>TOTAL</b>	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
<b>AWARDING CREDITS</b>	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
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.*

Updated May 6, 2015





If the ELL population in a given grade level reaches 20 or more students with the same native language other than English, the district will provide a Bilingual Transitional program to include English as a New Language (ENL) units to support ELA, home language units and bilingual content area units.

Note: The maximum allowable grade span is two contiguous grades for grouping purposes.

CR Part 154-2 (K-8) Transitional Bilingual Education Program						
ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)	
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
	INTEGRATED ENL / ELA	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 <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
	TOTAL ENL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
HOME LANGUAGE ARTS	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class		
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
STAFFING/ PERSONNEL	<b>K-8 BILINGUAL EDUCATION PROGRAM</b> <ul style="list-style-type: none"> <li>(K-6 Bilingual) Common Branch teacher with a bilingual extension</li> <li>(7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.]</li> </ul>			<b>K-8 ENGLISH AS A NEW LANGUAGE PROGRAM</b> <ul style="list-style-type: none"> <li>(K-8 STAND-ALONE) ESOL certified teacher</li> <li>(K-6 ENL) Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program.</li> <li>(7-8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.</li> </ul>		
	<p>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.</p> <p><i>*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Content Area shall mean ELA, Math, Science, and Social Studies.</i></p>					

**CR Part 154-2 (9-12) Transitional Bilingual Education Program**

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			Former ELLs must continue to receive services for an additional two years
	INTEGRATED ENL / ELA	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	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
	TOTAL ENL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
AWARDING CREDITS	STAND-ALONE ENL	Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		HOME LANGUAGE ARTS Language Other Than English (LOTE) credit is awarded upon passing each corresponding HLA unit of study		
	INTEGRATED ENL	Core Content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		BILINGUAL CONTENT AREA Core Content area credit is awarded upon passing each corresponding Bilingual Content Area subject		
STAFFING/ PERSONNEL	BILINGUAL EDUCATION PROGRAM			ENGLISH AS A NEW LANGUAGE PROGRAM		
	<ul style="list-style-type: none"> <li>(9-12) Bilingual Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.]</li> </ul>			<ul style="list-style-type: none"> <li>(9-12) Stand-alone ESOL certified teacher</li> <li>(9-12) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.</li> </ul>		
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



## Parent/Guardian Engagement

School staff members will personalize an approach to meeting with parents/guardians upon registration of their ELL student. Once a student has been identified as an ELL, an orientation meeting will occur with parents/guardians to share information on the ENL Programs and recommendations, student expectations, and to review parental rights. All meetings with parents/guardians of ELL students will be afforded the opportunity to have a qualified interpreter attend meetings to provide translation support. Opportunities for training parents on the strategies to support their children's language development will be provided throughout the school year.

## Professional Learning

The District's professional development options include offerings specific to the topics of vocabulary development, evidence based literacy practices, co-teaching strategies, and integrating literacy and content area instruction, all of which support the needs of ELL students. Said ELL-specific workshops comprise at least 15% of the total hours offered to all staff including faculty, administrators and teaching assistants. The school district contracts with the local BOCES for ESOL teaching services and ESOL teachers are required to devote 50% of her professional development clock hours to the pursuit of workshops on the following topics: second language acquisition content area integration best practices in co-teaching

This plan aims to incorporate the principles and guidance from NYSED to support Lake George's ELL/MLL students in becoming bilingual, biliterate and prepared for college and careers. This plan is not intended to provide every specific detail related to ELL/MLL students and further details can be provided by district representatives. Additional information can also be found on our website at [www.lkgeorge.org](http://www.lkgeorge.org).

## **Appendix A:**

### Language Proficiency Team (LPT)

In accordance with CR Part 154 Regulations, Lake George Central School District will establish a Language Proficiency Team. The LPT will comprise the building principal; a teacher or related service provider with a bilingual extension and/or a certified teacher of English to Speakers of Other Languages; the CSE Chairperson; and, the student's parents/guardians.

The Language Proficiency Team (LPT) must review the student's IEP, and other supporting documents, to determine whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

1. If these documents contain sufficient information to make that determination, the LPT does not need to contact the CSE.
2. If the LPT does not believe these documents contain sufficient information to make that determination, the LPT should reach out to a member of the student's CSE team that created the student's IEP to request guidance; and/or utilize the expertise of the CSE Chairperson for further guidance.
3. The participation of the CSE (whether the CSE that created the student's IEP or the district CSE) should be flexible. It may consist of:
  - a. Reviewing the student's clinical file and providing input by email as to whether the evaluative materials would show that the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English; or
  - b. Reviewing the student's clinical file and participating in the LPT meeting in person; or
  - c. Reviewing the student's clinical file and participating in the LPT meeting by teleconference.
4. The LPT will collaborate and make a determination as to whether the student should take the NYSITELL exam. If consensus cannot be reached, the superintendent will review all of the information and make a final determination as to whether the student should take the NYSITELL exam.



## 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 referred for a special education evaluation in the past?**  No  Yes\* \*Please complete 10b below

**10b. \*If referred for an evaluation, has your child ever received 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:  Parent  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: <input type="checkbox"/> No <input type="checkbox"/> Yes	
<b>**DATE OF INDIVIDUAL INTERVIEW:</b> _____ <small>MO. DAY YR.</small>	<b>OUTCOME OF INDIVIDUAL INTERVIEW:</b> <input type="checkbox"/> ADMINISTER NYSITELL <input type="checkbox"/> ENGLISH PROFICIENT <input type="checkbox"/> REFER TO LANGUAGE PROFICIENCY TEAM
NAME/POSITION OF QUALIFIED PERSONNEL ADMINISTERING NYSITELL	
NAME: _____	POSITION: _____
<b>DATE OF NYSITELL ADMINISTRATION:</b> _____ <small>MO. DAY YR.</small>	<b>PROFICIENCY LEVEL ACHIEVED ON NYSITELL:</b> <input type="checkbox"/> ENTERING <input type="checkbox"/> EMERGING <input type="checkbox"/> TRANSITIONING <input type="checkbox"/> EXPANDING <input type="checkbox"/> COMMANDING
FOR STUDENTS WITH DISABILITIES, LIST ACCOMMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP PURSUANT TO CSE RECOMMENDATION:	