
News from the Assistant Commissioner

Parent Orientation Video Released

The Office of Bilingual Education and World Languages is pleased and excited to release an [English Language Learner \(ELL\) parent orientation video](#), titled

[ELL Parent Orientation Video](#). This lively whiteboard animation, which runs approximately ten minutes, describes the ELL identification process and outlines in detail various program options available to parents. Under CR part 154, prior to an ELL's placement in a Bilingual Education (BE) or English as a New Language (ENL) program, districts must provide parents (or persons in parental relation) of new ELL entrants with a high-quality orientation session in the parents'/guardians' indicated preferred language. In order to ensure that districts provide consistent information regarding ELL programs and services, the video should be used at all ELL parent orientation sessions. It is currently available in Arabic, Chinese Simplified, Chinese Traditional, English, French, Haitian, Russian, Spanish, Bengali and Urdu. In addition, if the video is not available in a parent or guardian's preferred language, we are making every effort to ensure that a translated script will be provided in that language. Please note that the [ELL Parent Orientation Video](#) contains information found in the video and much more.

Topics covered in the video include, but are not limited to:

- A description of the ELL identification process
- An explanation of ENL and BE programs, including Transitional Bilingual Education and Dual Language programs
- ELLs' basic rights under CR Part 154
- OBEWL and ELL Parent Hotline contact information

In addition, we have created a number of translated resources specifically for parents, including a [Parent Bill of Rights](#) that summarizes critical rights concerning educational access and programming for ELLs and their parents and guardians. The Bill also includes information on how parents, persons in parental relation, and students can contact our [ELL Parent Hotline](#) at (800) 469-8224 or OBEWL at 518-474-4444. The Board's approval is

June 2016

[Navigating the Road to Success: Guiding Secondary ELLs Towards Graduation in](#)

NYS Seal of Biliteracy (NYSSB) Passed by the Board of Regents

an endorsement of language acquisition. The Seal of Biliteracy is a

Required forms, including [Form B-1](#), [Form B-2](#), and [Form B-3](#)

All information can be found at: <http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html>

Collaboration is an essential 21st century skill that all teachers need to engage in for the sake of diverse student populations. In light of the changes to Commissioner's Regulations (CR) Part 154, stand-alone English as a New Language (ENL) classes will no longer satisfy the requirements. English Language Learners will need to receive Integrated ENL Services, which may be satisfied through co-teaching.

The New York State Education Department (NYSED) [Office of Bilingual Education and World Languages](#) (OBEWL) in collaboration with the Regional Bilingual Education Resource Networks (RBERNs) is pleased to announce seven one-day professional development events that will explore evidence-

Guidance Relating to the Right of Individuals Over Compulsory School Age to Attend High School

This guidance memorandum from Deputy Commissioner Angelica Infante-Green clarifies the right of all individuals, regardless of citizenship, who reside in New York State (NYS) and are between the ages of 5 and 21, to a free public high school education in their school district of residence. For further information, go to:

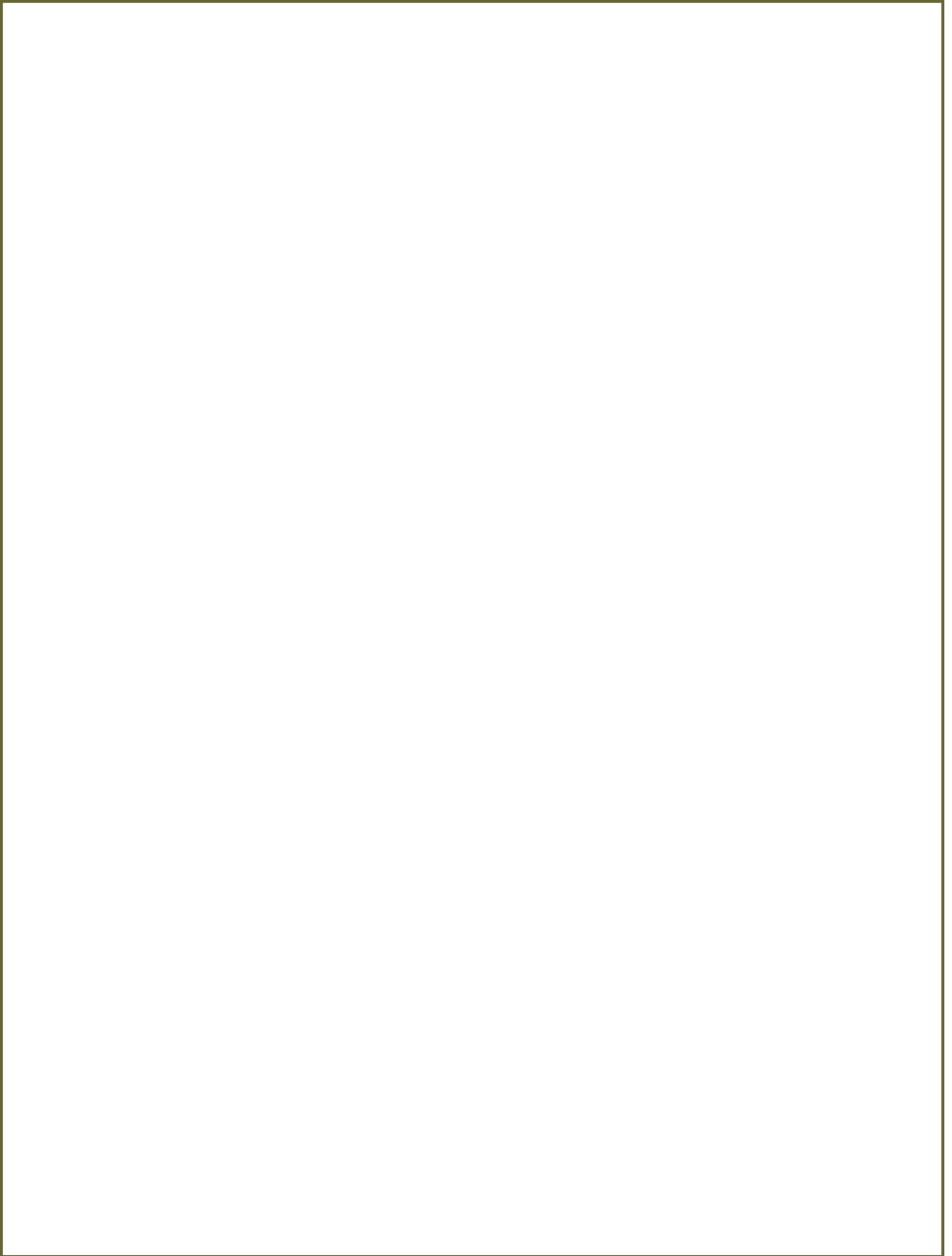
<http://www.p12.nysed.gov/biling/docs/EdLaw3202Guidance5.27.16.pdf>

Guidance Regarding Bilingual Programs and English Language Learner (ELL) Parent Information

News and Resources

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The US Department of Education announced today a new Federal policy statement from the U.S. Departments of Health and Human Services and Education on better supporting dual language learners in early childhood programs. . Following are links to the press statement and the toolkit: <http://www.ed.gov/news/press-releases/fact-sheet>



Resources to Support English Language Learners Using EngageNY English Language Arts Curriculum

By Diane August, PhD.

Specialists at the Center for English Language Learners at the American Institutes for Research (AIR) have developed materials to support teachers with English Language Learners (ELLs)/Multilingual Learners (MLLs) in their classrooms.

"Our work is motivated by the belief that English Language Learners should be given access to grade level course content," said American Institutes for Research, Managing Researcher, Diane August. "These resources provide this access through routines and scaffolds that support English Language Learners at all levels of English proficiency."

These resources for teachers with ELLs in their classrooms, accompany lessons developed by Core Knowledge, Expeditionary Learning, and Public Consulting Group that can be found on the EngageNY website. The routines and scaffolds are consistent with the New York State P-12 Common Core Learning Standards (CCLS) by aligning them with criteria in the Evaluating Quality Instructional Programs (EQuIP) rubric. EQuIP is a rubric that 35 states are using. The rubric provides criteria to determine the quality and alignment of curricular lessons and units to the New York State P-

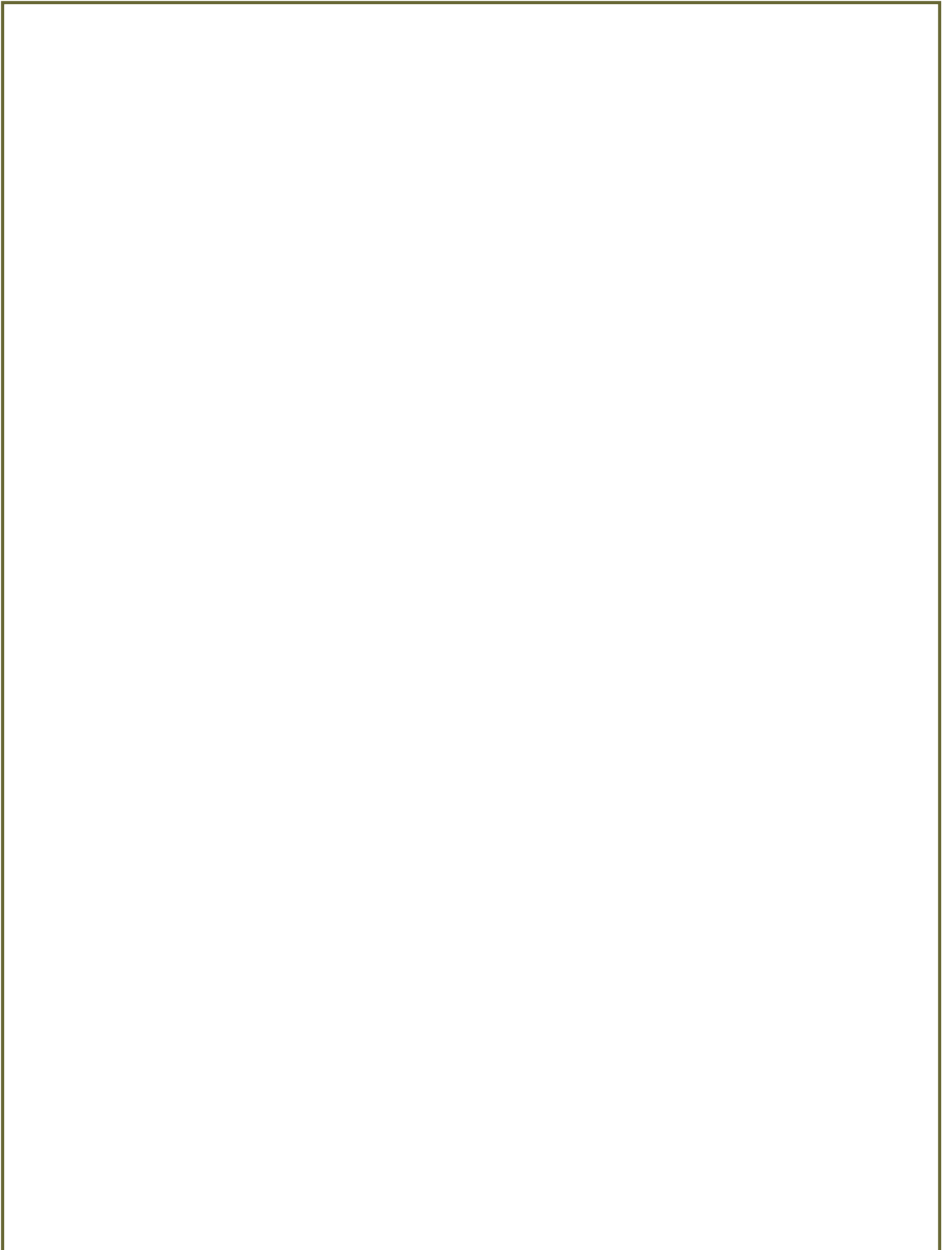
Resources to Support English Language Learners Using EngageNY English Language Arts Curriculum (continued)

Inventory of Resources

Materials to support teachers in developing the background knowledge and vocabulary of ELLs include two webinars, a resource guide, and exemplar lessons.

Each webinar is approximately 90 minutes long. Each provides information related to the techniques used for developing

Navigating the Road to Success: Guiding Secondary



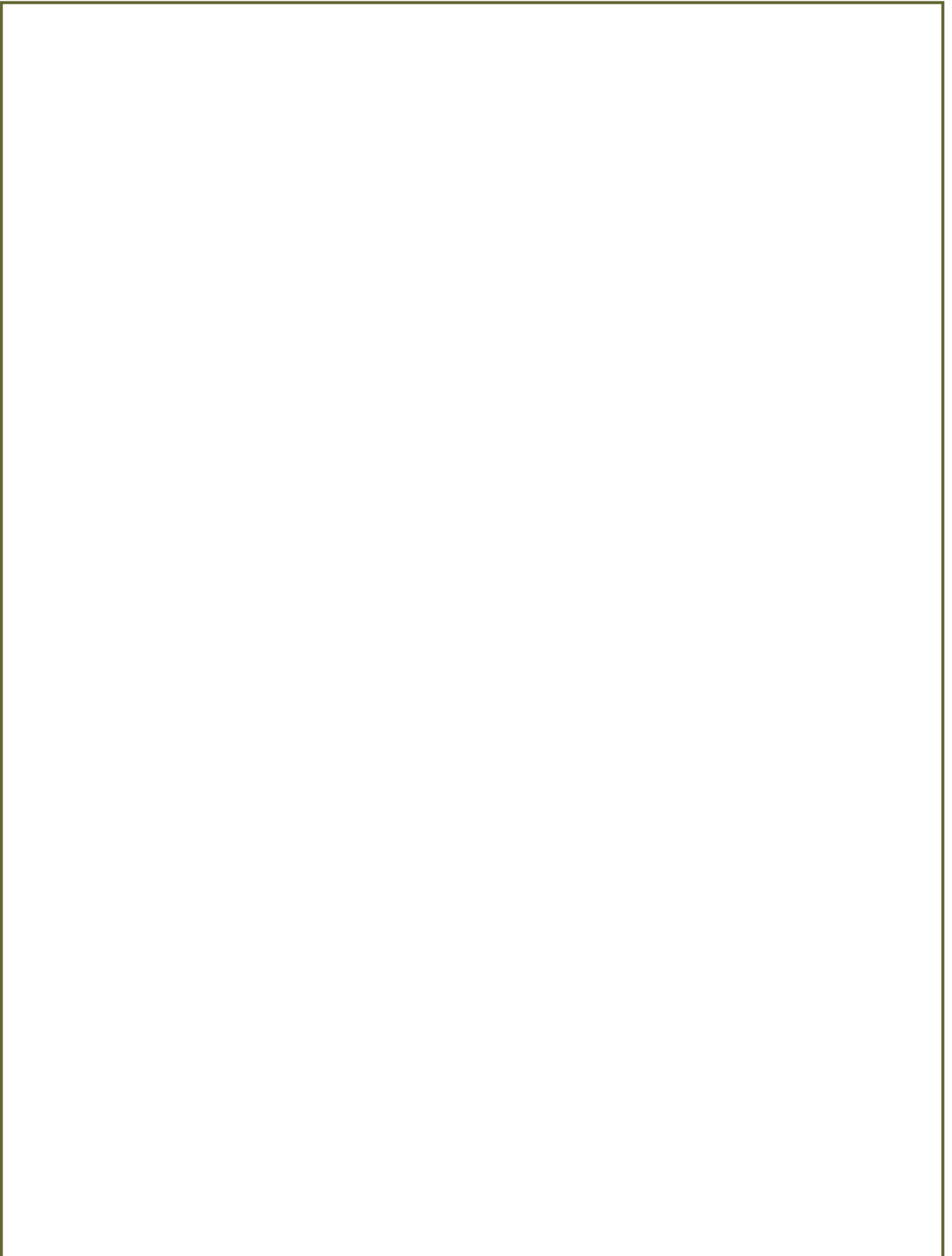
World Languages

Q No. All students must earn at least one unit of credit in a LOTE in order to meet the requirements for a Regents diploma unless a student with a disability is exempted from LOTE study on his or her Individualized Education Program (IEP). However, schools may award 3-5 units of credit for documented school attendance and residence in an other than English environment, provided the experience occurred at age 10 or older in direct contact with that environment and its people. These credits would satisfy the LOTE units of study requirement. Keep in mind though that no credit may be awarded for residence in a bilingual home within an English speaking environment because the amount of foreign language learning which occurs cannot be predicted.

Q No. Since the examination is now locally developed and no longer NYS approved, students can no longer receive credit by examination. This student would still need to successfully complete three units of study in a LOTE or complete a five unit sequence in the Arts or CTE in order to receive the Regents diploma with advanced designation.

Q Yes. Since your school doesn't offer the language the student took in his prior school, the student can take a different language class to complete the mandatory three units of study. However, the student will still be required to pass a locally developed Checkpoint B examination in one of the languages studied to complete the credit and receive the Regents diploma with advanced designation.





(OBEWL) provides support to districts in developing and implementing educational programs for English language learner (ELL) students. Under the guidance of OBEWL, over 625 districts, Charter Schools and Non-Public Schools implement educational programs and services for over 300,000 ELL students in our state. These students come from over 200 language backgrounds. Our [website](#) has current information on regulations, programs and funding for districts. Please contact us for additional information.

Phone:
E-mail: obefls@nysed.gov

Phone:

Website: <http://www.p12.nysed.gov/biling/>



In an Integrated ENL, the student makeup of a class does not have to be a mix of ELLs and Non-ELLs, but can be if you choose to. An Integrated ENL class could be made up entirely of ELLs. The Integrated nature of Integrated ENL is in the instruction, not necessarily the student make-up of the class.

CR Part 154 Frequently Asked Questions

Standard ENL is the 9th grader Enter-
 Beginning (Level 1) EP has flexibility
 in the 3rd unit of study. This could be
 either Integrated ENL in ELA, Math,
 Science, or Social Studies or another
 Stand-alone. The co-teaching option to
 deliver Integrated ENL instruction also
 allows flexibility for teachers to combine
 their expertise in collaborating to
 deliver simultaneous instruction.

Units of Study provide inherent
 flexibility to meet the varied needs of ELLs. In
 the example presented, in addition to the re-
 quired periods of Integrated ENL in ELA and

In the example given,
 the student would be permitted
 to receive one content-area credit in so-
 cial studies, while satisfying the CR
 Part 154 Integrated ENL requirement.
 However, if the teacher does not have
 dual certification in ESOL and Social
 Studies, then a certified 7-12 Social
 Studies teacher must co-teach the
 class with a certified ESOL teacher in
 order for one content-area credit in
 Social Studies to be awarded.



Units of Study, based
 on an ELL's proficiency level, there are
 required and flexible units of Integrated
 ENL. Scheduling decisions are made at
 the district or school level. Please refer
 to the Unit of Study Tables: [http://](http://www.p12.nysed.gov/biling/resource/cr-part-154/units-of-study-tables.html)
[www.p12.nysed.gov/biling/resource/cr-](http://www.p12.nysed.gov/biling/resource/cr-part-154/units-of-study-tables.html)
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