Introduction to CR Part 154

Commissioner’s Regulations Part 154
Adopted 9/15/2014

Presented by Ellen Paz
Mid-West RBERN
Tuesday, December 12, 2017
AREAS OF CR
PART 154
REGULATION

- ELL Identification Students with Disabilities
- ELL Exit Criteria
- Intervention Support for ELLs
- Former ELL Services
- Graduation Requirements
- Professional Development
- Certification
- School District Planning and Reporting Requirements
- Parent Notification and Information
- Retention of Records
- ELL Program Placement
- Program Requirements
- Provision of Programs
- Grade Span
- Program Continuity
ELL IDENTIFICATION

- Implement a three step ELL identification process, within 10 school days of enrollment, to determine whether a student is an English Language Learner or not.

(1) administration of the Home Language Questionnaire;
(2) individual interview with the student;
(3) administration of a statewide English language proficiency identification assessment.

- Qualified personnel is defined as a Bilingual Education or ESOL teacher, or a teacher trained in cultural competency, language development and the needs of English Language Learners.
WHO are Students of Interrupted Formal Education (SIFE)

1. Enter a US school after 2nd grade
2. Have at least 2 years less schooling than their peers
3. Function at least 2 years below expected grade level in Reading & Math
4. May be pre-literate in their first language
Parent notification and communication is required to be in the language best understood by the parents as indicated and on file in each ELL student’s cumulative record. It is the responsibility of the district to provide interpreters/translators, when needed.

School personnel is required to meet with parents or persons in parental relation at least once a year, in addition to other generally required meetings with parents, to discuss with parents their child’s academic content and language.

www.monroe2boces.org/RBERN
English language Proficiency Levels

- Entering - Beginning Level
- Emerging – Low Intermediate
- Transitioning – Intermediate
- Expanding – Advanced
- Commanding – NO longer receives ENL but continue to receive Test Accommodations
PROGRAM REQUIREMENTS & PROVISION OF PROGRAMS

- English as a New Language instruction is required to be offered through **two** settings:
  - Integrated ENL/ESL (ESL methodologies in content area instruction co-taught or individually taught by a dually certified teacher);
  - and
  - Stand-Alone ENL/ESL (ESL instruction with an ESOL teacher to develop the English language needed for academic success)
School districts are required to ensure that a prescribed percentage of Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction:

- 15% total hours ELL-specific PD for all Teachers

- 50% total hours ELL-specific PD for Bilingual Education and ENL/ESL teachers
School districts are required to provide additional information in NYS reports regarding programs for subpopulations of ELLs including program information, if offered, by subpopulations and languages spoken in the school district.

- Newcomer – under 3 years
- Developing – 4 -6 years
- Long Term – over 6 years
- SIFE – Students with Interrupted Formal Education
- ELL/SWD – English Language Learners with disabilities
Contact us with questions related to English Language Learners

Thank you for your attention!