



# Impact of Changes to NYSED Part 154 of Commissioner's Regulations



February 10, 2015  
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## **Purpose of CR Part 154**

**To ensure that all ELLs are provided appropriate and equitable educational programs and services so they may attain the highest level of academic success and English language proficiency.**

### **Statutory Provision**

EL 3204 and 3602; Parts 80.9, 80.10, 100, 117, 200 and 154 of the Regulations of the Commissioner of Education; Chapter 827 of the Laws of 1982.



# Acronyms

**RBERN** – Regional Bilingual Education Resource Network

**ELL** – English Language Learners (not LEP)

**ESOL or ESL** – English to speakers of other languages or English as a second language

**ENL** – English as a New Language

**SIFE** – Students with Interrupted Formal Education

**NYSITELL** – NYS Identification Test for English Language Learners

**NYSESLAT** – NYS English as a Second Language Achievement Test

**LPT** – Language Proficiency Team



## ***CR Part 154 Amended Sections***

- ✓ Identification Process
- ✓ Instructional Program
- ✓ Parental Notification and Information
- ✓ Retention of Identification and Review Records
- ✓ Graduation Requirements
- ✓ Support and Transition Services
- ✓ Professional Development
- ✓ Exit Criteria
- ✓ District Planning/Reporting/Responsibilities



# Timeline

July 9, 2014	Amendments published in NYS Register Public comment period for 45 days
Sept 15-16	Amendments to Board of Regents for approval
Oct 1, 2014	Amended Part 154 regulations go into effect
2014-15	Planning and optional implementation
2014-15	Guidance on implementation
Sept 2015	Full Implementation



# Identification Process

- Updates:
  - Qualified staff is now required to administer the HLQ and implement the identification process
  - Program placement must be made within 10 school days
  - LPT to be established and to determine whether an ELL student's disability is the determinant factor affecting his/her ability to demonstrate proficiency in English
  - Identification of SIFE



# Instructional Program

- Program Changes:
  - Integrated Content and Stand-Alone ENL
  - Co-teaching models or teachers with Dual Certification
  - Implementation of a Bilingual Education program for districts with a qualifying population
  - Maximum allowable grade span for instruction is two contiguous grades

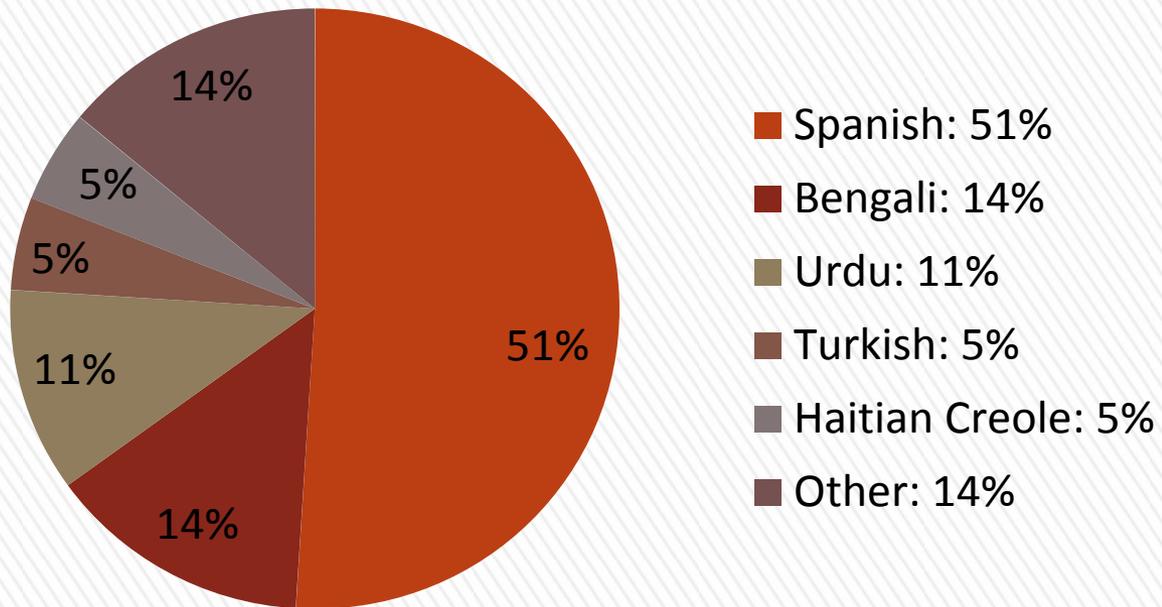


# Parental Notification & Information

- Meetings with parents of ELLs
  - In addition to all required school meetings, additional parental meetings in the preferred language of the family, must take place and provide information on the academic progress, content and needs of the ELL student.
  - Parent notification, signed consent and placement in an ENL/Bilingual program is required to take place within 10 school days after initiating the identification process.



## Languages in Our Program



# Retention of Identification and Review of Records

- Documentation & Record Keeping
  - ELL parent meetings
  - Identification and placement process in student's cum folder
  - Information provided to parents



# Graduation Requirements

- Proposed amendments to Part 100 regulations will allow ELLs who entered the school system in grade 9 or above, eligibility to appeal for graduation with a Local diploma by meeting the appeal conditions scoring between 55-61 on the Regents exam in English.



# Support & Transitional Services

- ELLs in transition, must receive support services for two years after exiting an ENL program. Support may include content integrated instruction.

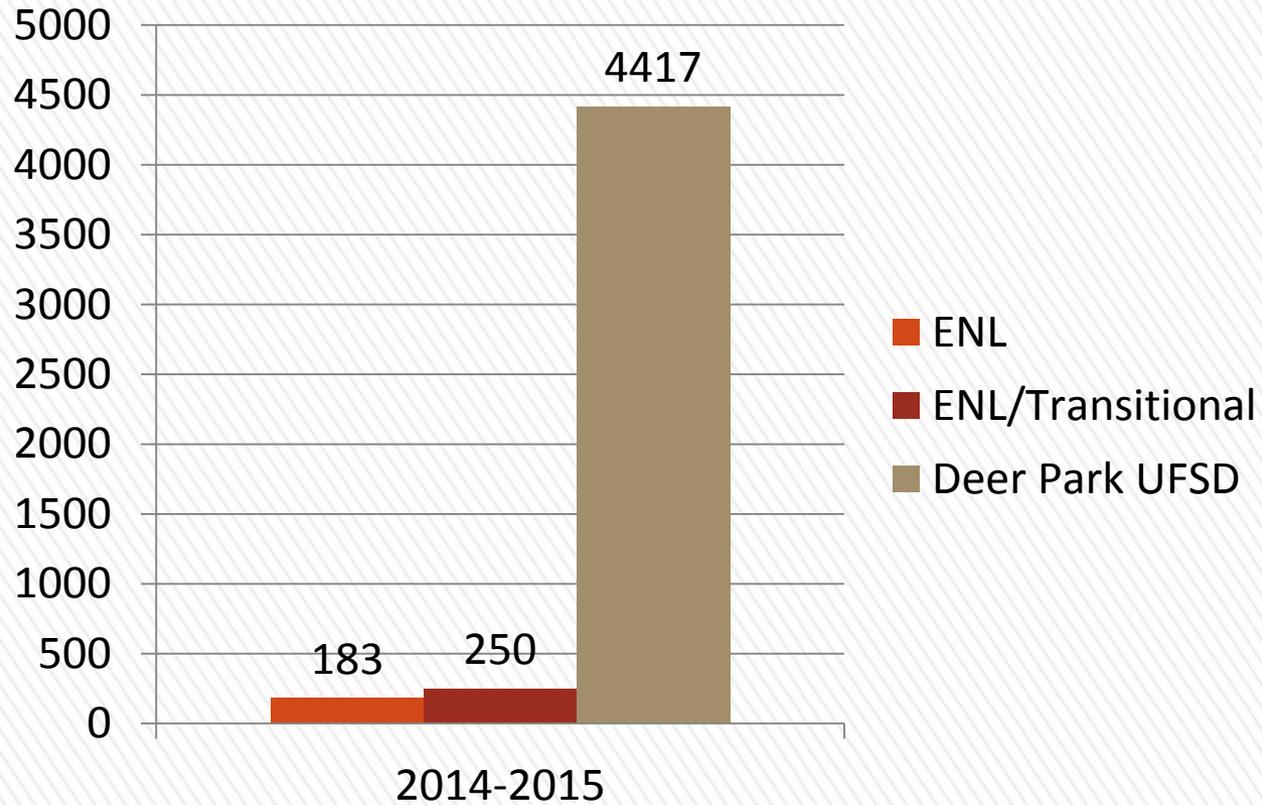


# Professional Development

- Administrators and content teachers
  - For both, 15% of professional development hours specific to needs of ELLs, language acquisition, cultural competency
- Bilingual and ENL teachers
  - 50% of professional development hours specific to needs of ELLs



# Percentage of ENL Students in the District



# Exit and Transition Services

- Exit criteria options
- Transitional supports
  - for at least two years after exit



# District Planning and Reporting

- Annual estimates in the spring, of ELL enrollment and languages of students (program population)
- Annual estimate of enrollment for the purpose of implementing Bilingual Education programs
- Reports on measurements and tracking academic progress of ELLs as a sub group
- Reports on programs for subpopulations of ELLs

\*Newcomers, SIFE, LT LEP, SWD/ELL



# Challenges:

## Staffing and scheduling

- Co-teaching of ENL and content teachers
- Limited grade span for instructional grouping



## **Challenges:**

### **Qualified translators and or interpreters**

- Identification process for ELLs
- Orientation meetings
- Parent-teacher conferences
- Quarterly progress meetings



# Moving Forward: Professional Development and Needs

- Administrators
  - ELL programs and regulations
- Classroom and content teachers
  - Research-based instruction for ELLs, culture, second language development, co-teaching
- Bilingual and ENL teachers
  - Literacy development, content knowledge, co-teaching



# Office of Bilingual Education and World Languages (OBE-WL)

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



# Instructional Requirements as of 9/1/15

2015-2016 ENL Service Time:

English Language Requirements						
English Proficiency Level	Grades K-8			Grades 9-12		
	Number of Units			Number of Units		
	Stand Alone ENL	Int. ELA	Either	Stand Alone ENL	Int. ELA	Either
Beginning/Entering	1	1	-	1	1	1
Low Intermediate/Emerging	½	1	½	½	1	½
Intermediate/Transitioning	-	½	½	-	½	½
Advanced/Expanding	-	1	-	-	1 <sup>^</sup>	-
Proficient/Commanding*	-	½ <sup>^</sup>	-	-	½ <sup>^</sup>	-

\*Service and Monitor for Two Years After Exit

<sup>^</sup> Integrated Content

