



Handout 1: CR Part 154 True or False Quiz

Directions: For each statement, answer whether it is true or false.

Statement	TRUE	FALSE
1. The three step ELL identification process includes: the NYS Home Language Questionnaire, an informal student interview, and completion of the NYSITELL.		
2. In order to identify Students with Interrupted Formal Education (SIFE), schools should review the student's academic history and ask for work samples in the student's home language and math.		
3. ELL identification, parent notification, signed consent and placement in a bilingual education or ENL program must take place within 30 school days after initiating the identification process.		
4. In order to no longer be classified as an ELL, a student must score at the commanding level on the NYSESLAT.		
5. Each school with 20 or more ELLs in the same grade who speak the same home language is required to provide a bilingual education program for those students.		
6. In order to ensure program continuity, schools are required to continue providing a bilingual education program if at least 10 students who speak the same home language were enrolled in such a program in the previous school year.		
7. English as a New Language (ENL) instruction is required to be offered in two settings: integrated ENL (ENL methodologies in content area instruction) and stand-alone ENL.		
8. The maximum allowable grade span is three contiguous grades for grouping instruction in ENL and bilingual education programs.		
9. 10% of total hours of professional development for all teachers must be focused on meeting the needs of ELLs, co-teaching strategies, and integrating language and content instruction.		
10. Districts are required to provide at least two years of former ELL services to support students who exit out of ELL status.		



Handout 2: CR Part 154 Implementation Planning Matrix

This planning matrix is based on an analysis of the new requirements of CR Part 154-1, CR Part 154-2 and CR Part 154-3, and can serve as an action plan for next steps in implementation of these new requirements. The planning matrix focuses on the major new requirements that are necessary for compliance with the state Commissioner's Regulations subparts.

How to use the matrix:

- The **Requirements** in the first column refer to the new CR Part 154 requirements highlighted in the New York State Department of Education's (NYSED) presentation titled, *"Ensuring Equal Educational Opportunities for English Language Learners: Amended Commissioner's Regulations Part 154"* (9/15/14), and are grouped in the following categories: ELL Identification and Exit Criteria; Provision of Programs for ELLs; ELL Instruction and Professional Development; ELL Progress Monitoring and Reporting; and Parent Notification and Information.
- The adjoining **Action Steps** column provides an area to describe the steps needed to implement the requirement successfully in your context.
- The **Timeline** column is an area that can be used to designate the dates for completion of the steps involved in implementing the requirement.
- The **Staff Responsible/Comments** column provides an area to note who will be responsible for implementing the steps of the particular requirement and other comments pertinent to the requirement. After the new requirements are implemented, the new processes and procedures will need to be monitored and evaluated.



Requirement	Action Steps	Timeline	Staff Responsible/Comments
1. ELL Identification and Exit Criteria			
<p>Implement a three step ELL identification process to ensure holistic and individualized decisions can be made by qualified personnel, including:</p> <ul style="list-style-type: none"> a) administration of the Home Language Questionnaire (HLQ); b) individual interview with the student; c) administration of a statewide English language proficiency identification assessment. d) Ensure 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. 			
<p>School districts are required to identify ELLs as Students with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the interview during the identification process. It includes a review of academic history and student work samples to determine level in home language and math. [154-2.3(a)(6)]</p>			
<p>Upon receiving a written request within an ELL's first 45 days of enrollment, school districts are required to</p>			



Requirement	Action Steps	Timeline	Staff Responsible/Comments
<p>implement a review process by qualified personnel to determine if a student may have been misidentified.</p> <p>A review of ELL identification determination would commence upon written request by a parent, a teacher with the consent of the parent, or a student, if the student is 18 years old or older.</p> <p>Before a change in ELL determination is final, parental consent, student consent if the student is 18 years or older, and principal and superintendent approval are required. [154-2.3(b)]</p>			
<p>ELL identification, parent notification, signed consent, and placement in a Bilingual Education or ENL/ESL program is required to take place within 10 school days after initiating the identification process. [154-2.3(g)(1)]</p>			
<p>School districts are required to complete the identification process before an ELL student receives a final school placement. A student is to be provisionally placed in a school until the identification process is completed. [154-2.3(a)(8)]</p>			
<p>Exit criteria has expanded to allow qualified students to exit ELL status by:</p>			



Requirement	Action Steps	Timeline	Staff Responsible/Comments
OPTION 1) Scoring at the Proficient/Commanding level on the NYSESLAT [154-2.3(m)(1)(i)] OPTION 2) Scoring at the Advanced/Expanding level on the NYSESLAT, -and- - 3+ on a grade 3-8 ELA Assessment, -or- - 65 + on the Regents Exam in English [154-2.3(m)(1)(ii)] OPTION 3) Please see Areas of Pending Regulation: Students with Disabilities. [154-2.3(m)(2)]			
Proposed amendments to Part 100 regulations to allow for ELLs who entered the school system in 9th grade or above, to be eligible to appeal to graduate with a Local diploma by: <ul style="list-style-type: none"> - meeting the appeal conditions available to all students scoring between 55-61 on the Regents exam in English 			
2. Provision of Programs for ELLs			
Each school with 20 or more ELL students of the same grade who speak the same home language continues to be required to provide a Bilingual Education program. [154-2.3(d)(4)]			



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Requirement	Action Steps	Timeline	Staff Responsible/Comments
<p>School districts are required to annually estimate ELL enrollment before the end of each school year, and create a sufficient number of Bilingual Education programs in the district, if there are 20 or more ELLs <i>district wide</i> of the same grade level who speak the same home language. [154-2.3(d)(1)]</p> <p>New Bilingual Education programs are not to be placed in a school identified as a School Under Registration Review or as a Focus or Priority School. [154-2.3(d)(3)]</p> <ul style="list-style-type: none">- A school district will be allowed to apply for a one-year waiver for languages that represent less than 5% of the statewide ELL population, if the district can demonstrate it meets established criteria and provides alternate home language supports. [154-2.3(d)(6)]			
<p>Districts are required to provide program continuity so that ELLs can continue to receive the program type (Bilingual Education or ENL/ESL) in which they were</p>			



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<p>initially enrolled. [154-2.3(e)] In order to ensure program continuity, schools are required to continue providing a Bilingual Education program if at least 15 students who speak the same home language were enrolled in such a program in the previous school year. [154-2.3(e)]</p>			
3. ELL Instruction and Professional Development			
<p>English as a New Language instruction is required to be offered through two settings: (1) Integrated ENL/ESL (ESL methodologies in content area instruction co-taught or individually taught by a dually certified teacher); and (2) Stand-Alone ENL/ESL (ESL instruction with an ESOL teacher to develop the English language needed for academic success). [152.2(m)and(x)]</p>			
<p>The maximum allowable grade span is two contiguous grades for grouping instruction in ENL/ESL and Bilingual Education programs. [154-2.3(i)]</p>			
<p>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</p>			



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content instruction: -15% total hours ELL-specific PD for All Teachers ~and~ -50% total hours ELL-specific PD for Bilingual Education and ENL teachers			
4. ELL Progress Monitoring and Reporting			
Districts are required to annually identify ELLs not demonstrating adequate performance and provide additional support services aligned to district wide intervention plans. [154-2.3(j)]			
School districts are required to provide at least two years of Former ELL services to support students who exit out of ELL status including: -A half unit of study of Integrated ENL/ESL in ELA, Math, Science or Social Studies, ~and/or~ -With OBEWLS approval, other services that monitor and support each Former ELL's language development and academic progress. [154-2.3(h)(1)(v)] and [154-2.3(h)(1)(v)]			
School districts are required to provide additional information in comprehensive plans regarding programs for subpopulations of ELLs, information			



Requirement	Action Steps	Timeline	Staff Responsible/Comments
provided to parents in the languages they best understand, methods to annually measure and track ELL progress, and systems to identify, assess, and exit students from ELL status. [154-2.4(b)]			
School districts are required to provide additional information in reports regarding programs for subpopulations of ELLs including program information, if offered, by subpopulations and languages spoken in the school district. [154-2.4(c)]			
5. Parent Notification and Information			
School districts are required to collect and maintain: a) Records indicating parent’s preferred language or mode of communication; and b) Records of notices and forms generated during the identification and placement process in ELL student’s cumulative record.			
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.			



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Requirement	Action Steps	Timeline	Staff Responsible/Comments
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 development progress and needs.			