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Successful Policy Practices in Implementing New CR Part 154 Regulations

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Session Overview

- Understanding the new requirements of CR Part 154 + Q&A
- Reflecting on implementation of best practices and challenges
- Collaborative planning for CR Part 154 best practices implementation



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Session Objectives

Participants will be able to:

- Reflect upon their district's implementation of the new requirements of CR Part 154
- Define best practices in implementation



Effective ENL Programming with CR Part 154

CR Part 154 True/False Quiz: 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.		





Key CR Part 154 Requirements

CR Part 154 has new requirements for serving ELLs in these major areas:

1. ELL identification and exit criteria
2. Provision of programs for ELLs
3. ELL instruction and professional development
4. ELL progress monitoring and reporting
5. Parent notification and information



1. New Requirements: ELL Identification and Exit Criteria

1. **Personnel requirement:** qualified
2. **Students with Interrupted/Inconsistent Formal Education (SIFE)* ID requirement**
3. **Placement timing:** 10 days after initiating process
4. **Misidentification:** review process
5. **Exit Criteria:** 2 additional options
6. **Local diploma:** additional option



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1. ELL Identification and Exit Criteria

Questions or clarifications about CR Part 154 requirements regarding ELL identification and exit criteria?





2. New Requirements: Provision of Programs for ELLs

1. **Bilingual education programs:** 20+ ELLs same grade and language districtwide
2. **Program continuity:** continue type of program and programs with 15+ students



3. New Requirements: ELL Instruction and Professional Development

1. **New setting requirement:** Integrated ENL, 1-2 grade levels
2. **Required ELL-specific PD hours***

*<http://www.p12.nysed.gov/biling/docs/CRPart154.pdf> (pp. 36-40)



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2. Provision of Programs for ELLs

3. ELL Instruction and Professional Development

Questions or clarifications about CR Part 154 requirements regarding provision of programs (section 2) or ELL instruction and professional development (section 3)?





4. New Requirements: ELL Progress Monitoring and Reporting

1. **Lack of adequate ELL performance:** report, additional support services
2. **Exited ELLs:** Min. 2 years Former ELL services
3. **Program plans for ELL *subpopulations*:** provide information to parents in home language, progress tracking methods
4. **Program plan reports:** by subpopulations and languages



5. New Requirements: Parent Notification and Information

1. **Record-keeping:** parents' preferred language or mode of communication, and ID/placement process notices and forms
2. **Parent notification and communication:** in language indicated and on file
3. **Progress meeting with parents:** min. once a year



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4. New Requirements: ELL Progress Monitoring and Reporting

5. Parent Notification and Information

Questions or clarifications about CR Part 154 requirements regarding progress monitoring, reporting, parent notification and information?



Reflection on Best Practices

Reflect on the implementation of CR Part 154's 5 major areas in your school or district. Choose one priority area, and discuss best practices at your table. Share major points with the large group.

1. ELL identification and exit criteria
2. Provision of programs for ELLs
3. ELL instruction and professional development
4. ELL progress monitoring and reporting
5. Parent notification and information





Collaborative planning time

Collaborative Planning Time

Handout #2: CR Part 154 Implementation Planning Matrix

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>			





Collaborative Planning Time

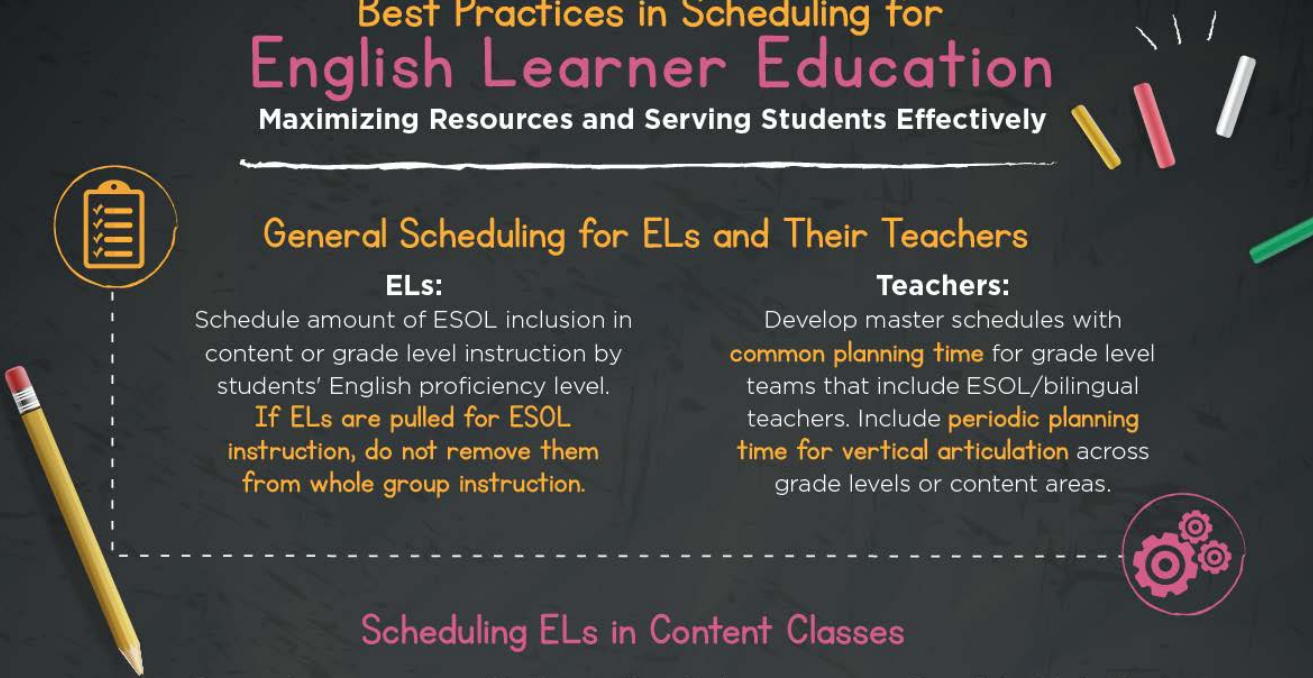
Work with other participants from your district to use the CR Part 154 Planning Tool to:

- Plan next steps in implementing best practices in your priority area

For continued use back in your setting, work with your team to:

- Begin to implement best practices in your priority area
- Begin documenting new requirements you already have in place
- Note ways you can enhance current practices

Best Practices in Scheduling Tool



Best Practices in Scheduling for English Learner Education

Maximizing Resources and Serving Students Effectively

General Scheduling for ELs and Their Teachers

ELs:
Schedule amount of ESOL inclusion in content or grade level instruction by students' English proficiency level.
If ELs are pulled for ESOL instruction, do not remove them from whole group instruction.

Teachers:
Develop master schedules with **common planning time** for grade level teams that include ESOL/bilingual teachers. Include **periodic planning time for vertical articulation** across grade levels or content areas.

Scheduling ELs in Content Classes

General:
Ensure ELs get access to the required time per day of any content area.

Mathematics, Science, Social Studies, Health and English Language Arts:
ESOL teachers and classroom teachers can co-teach to provide inclusion ESOL instruction.

Specials (Art, Music, Physical Education):
Specials help ELs develop their social and academic skills.
Do not pull ELs out for ESOL instruction during specials.



Services to Implement CR Part 154

- CR Part 154 District Action Plan
- Online Survey Tool on CR Part 154 School-Level Implementation
- ELL/MLL Program Guidebook
- Three-Year Strategic Plan for ELL/MLL Services
- Dual Language Program Self-Assessment Rubric
- Scheduling Resources
- Professional Development Upon Request
- Other Technical Assistance Services Upon Request



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Thank you!

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