

# COMMISSIONER'S REGULATIONS PART 154

A Report Presented to the  
New Paltz Board of Education

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# Discussion

- ▣ Team Membership
- ▣ Topics
- ▣ Accomplishments
- ▣ Part 154 Regulations

# Action Planning

## *Registration/Intake*

### *Identification of students as English Language Learners*

- ▣ An English as a New Language (ENL) teacher or qualified personnel will be present during Kindergarten registration and provide the appropriate intake procedures as outlined by Part 154. This includes determination of interrupted formal education (SIFE)
- ▣ For students registering during the year or for a grade level other than Kindergarten, Central Registration will notify the building principal of the new entrant. An ENL teacher or qualified personnel will meet with the new entrant at the building and provide the appropriate intake procedures as outlined by Part 154

# Action Planning

*Progress monitoring of English Language Learners*

- ▣ Teachers and administrators will analyze NYSESLAT data and local assessment data in order to provide pupil and programmatic recommendations

# Action Planning

*Program: Stand-alone and Integrated Learning Experiences*

- ▣ Review newly established proficiency levels and newly established required units of study
- ▣ Review guidelines governing classroom grouping for ELLs; i.e., Limitations on contiguous grade levels
- ▣ Provide predictions for student placement
- ▣ Determine staffing needs

# Action Planning

## *Certification*

## *Professional Development*

- ▣ Identify key teachers to attend SUNY New Paltz TESOL extension certification program
- ▣ Continue discussion on increasing total ENL FTE from 3.0 FTE to 4.0 FTE
- ▣ Integrated Co-teaching Professional Development specifically for teachers of English Language Learners
- ▣ Book Study: *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise*, by [Aida Walqui](#) , and [Leo van Lier](#)
- ▣ Frame Professional Development: Part 154 Regulations and expectations for successful implementation

# Action Planning

## *Communication with Families of English Language Learners*

- ▣ Teachers of ELLs (both general education and ENL teachers) will provide an additional parent teacher conference. This conference will occur between the first and last regularly scheduled conference
- ▣ School-to-home communications will be translated into the “language and mode of preferred communication as identified by parent”

# Action Planning

*Establishing Individualized Educational Plans (IEPs) for English Language Learners with learning disabilities*

- ▣ *Exit criteria for English Language Learners with Learning Disabilities*
- ▣ The Language Proficiency Team (LPT) will be formed in the spring of 2015. Professional development will be offered in June 2015 to review the process for recommending ELLs to the Committee on Special Education.
- ▣ Key staff members will participate in this professional development:
  - ENL teachers
  - Special Education teachers
  - Coordinators of Special Education
  - Director of Pupil Personnel Services
  - Building Administrators
  - Assistant Superintendent for Educational Programs
- ▣ The Language Proficiency Team will be in action during the 2015 – 2016 school year.



# Overall Implications

Student grouping for instructional purposes

- ▣ Contiguous Grade Levels
- ▣ New Proficiency Levels:
  - Beginner/Entering
  - Low-intermediate/Emerging
  - Intermediate/Transitioning
  - Advanced/Expanding
  - Proficient/Commanding

# Overall Implications

- ▣ Flexibility
  - Professional Development
  - Certified Teachers
  
- ▣ Extension vs. Full Certification