

English as a New Language Program (ENL)

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March 17th, 2015



OVERVIEW

- Current Program
- Amendments to Part 154

CURRENT PROGRAM

Roosevelt (K-2)

2 Certified Teachers

Current Students: 48

Former Students: 14

Vernon (3-6)

1 Certified Teacher

Current Students: 22

Former Students: 16

OBHS (7-12)

2 Certified Teachers

Current Students: 22

(Mostly beginners who need 3 or more sessions each)

Former Students: 5

English Literacy Alternative Program (ELAP) Students: 7

OUR STUDENTS' HOME LANGUAGES

Spanish

Chinese

Russian

Farsi

Greek

PROUDLY PRESENTING OBEN'S FAMILY OUTREACH SATURDAY PROGRAMS



AMENDMENTS TO PART 154 REGULATIONS

Part 154.1

- Changed terminology
- 2014-2015


Part 154.2

- New and expanded program requirements
- 2015-2016


Part 154.3

- Identification criteria for students with disabilities
- Exit process
- 2015-2016

NEW PROGRAM NAME

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English as a
Second
Language (ESL)

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English as A
New Language
(ENL)

NEW & EXPANDED PROGRAM REQUIREMENTS

Enrollment &
Notification

Services

Support for
Former English
Language
Learners (ELL's)

English Language
Learners (ELL's)
with Disabilities

Exit Criteria

ENROLLMENT & NOTIFICATION

- **English as a New Language Identification Process in the Home Language by Qualified Staff (Bilingual or ENL teacher)**
 - Home Language Questionnaire
 - Individual Interview with the Student
 - Administration of the New York State Identification Test for English Language Learners (NYSITELL)
 - Determination for Students with a Disability
- **Eligible students must be placed in a program within 10 days.**

PROGRAM REQUIREMENTS

Integrated and Stand-Alone

- Type and hours required dictated by grade and proficiency level

Grade Spans

- The maximum allowable grade span is two contiguous grades.

Bilingual

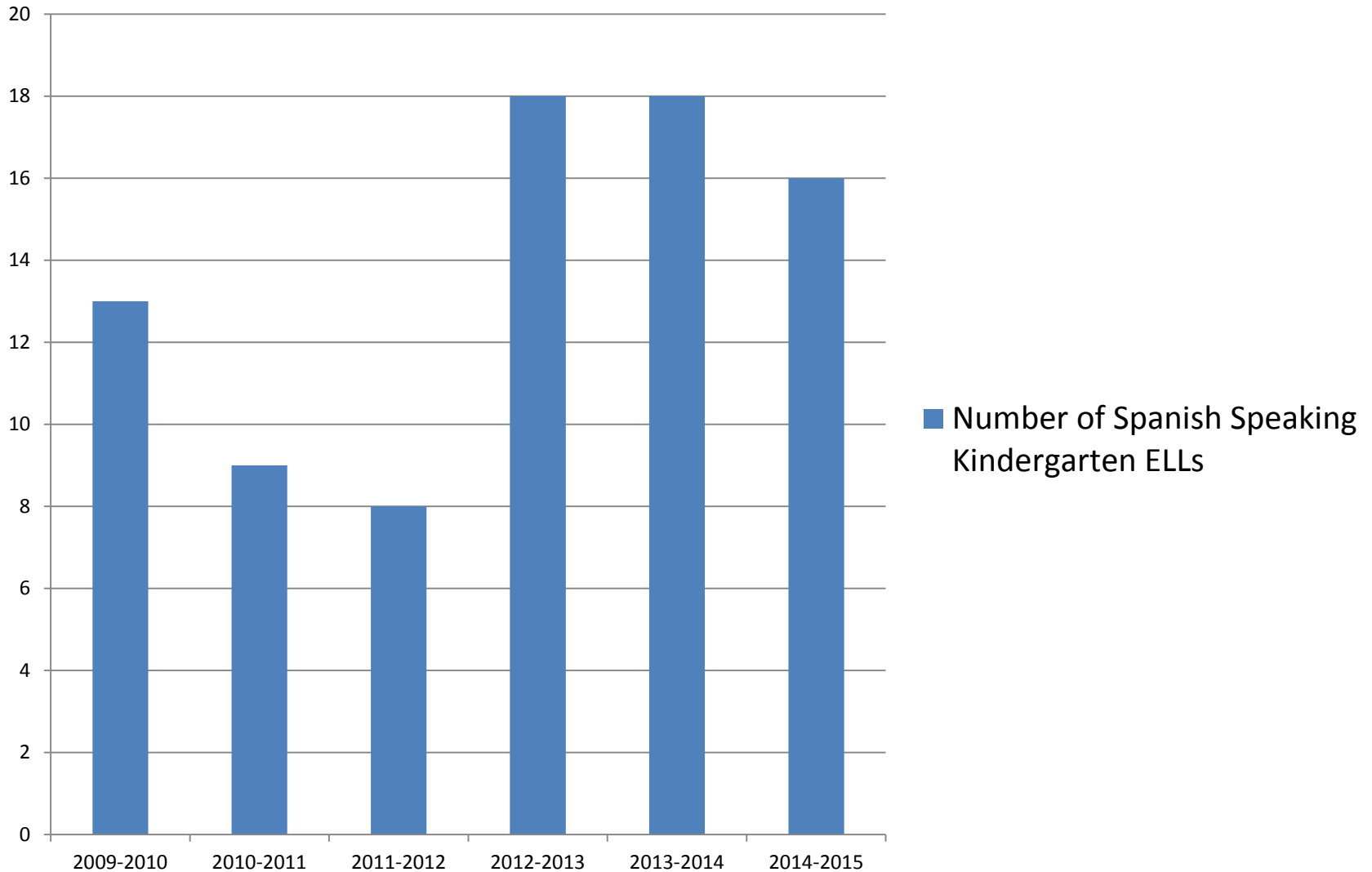
- Required if there are 20 or more kindergarten English Language Learners (ELLs) who speak the same language

WEEKLY ENGLISH AS A NEW LANGUAGE (ENL) UNITS OF INSTRUCTION REQUIRED BY GRADE BAND AND PROFICIENCY LEVEL

		Beginner/Entering	Low Intermediate/ Emerging	Intermediate/ Transitioning	Advanced/Expanding	Proficient/Commanding
K-8	Total Minimum Units of Study	2 units	2 units	1 unit	1 unit	½ unit for 2 years after exit
	Stand-alone	1 unit	½ unit	X	X	X
	Integrated	1 unit	1 unit	½ unit	1 unit	½ unit *or other services that monitor and support the student's language and academic progress as approved by the Commissioner
	Stand-alone or Integrated	X	½ unit	½ unit	X	X
9-12	Total Minimum Units of Study	3 units	2 units	1 unit	1 unit	½ unit for 2 years after exit
	Stand-alone	1 unit	½ unit	X	X	X
	Integrated	1 unit	1 unit	½ unit	1 unit	½ unit *or other services that monitor and support the student's language and academic progress as approved by the Commissioner
	Stand-alone or Integrated	1 unit	½ unit	½ unit	X	X

BILINGUAL EDUCATION PREDICTOR

Number of Spanish Speaking Kindergarten ELLs



OTHER CHANGES

- **English Language Learners with Disabilities**

- Identification During Enrollment
- Language Proficiency Teams

- **Exit Criteria Identification**

OPTION 1) Scoring at the Proficient/Commanding Level on the New York State English as a Second Language Assessment Test (NYSESLAT)

OPTION 2) Scoring at the Advanced/Expanding level on the NYSESLAT,

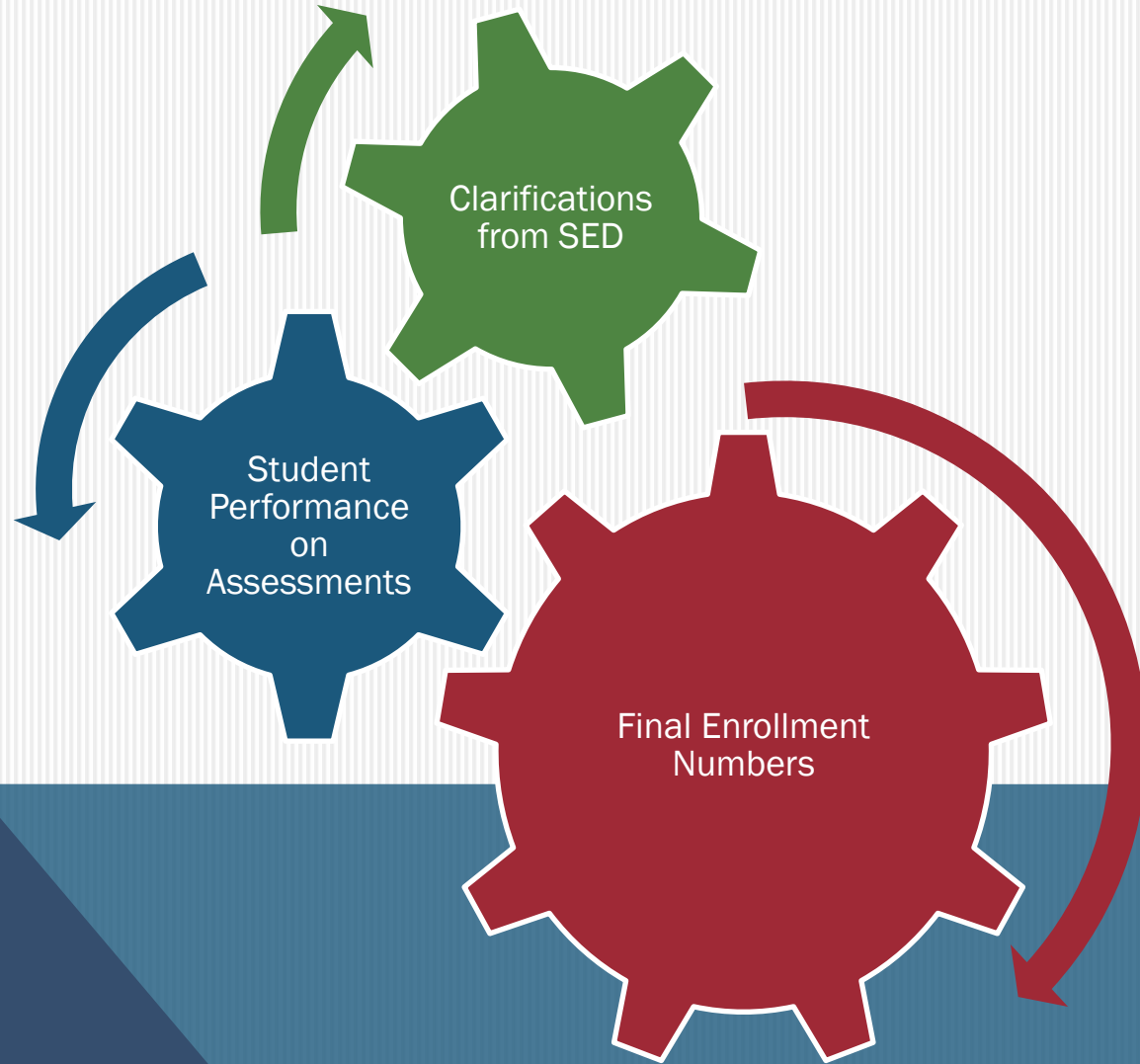
-and-

3+ on a grade 3-8 ELA Assessment,


-or-

65 + on the Regents Exam in English [154-2.3(m)(1)(ii)]

FACTORS IMPACTING OUR PLANNING



2015-2016 PLANNING

- Continue to Monitor the Number of English Language Learners Entering the District
 - Hire 2 Additional Full Time Equivalents
 - Strategic Hiring in Other Positions
 - Explore Opportunities for Current Faculty to Obtain Additional Certifications
 - Explore the Use of Bilingual Teaching Assistants
- 

TOGETHER WE CAN CHANGE THEIR FUTURE...



<http://teachersites.schoolworld.com/webpages/SLevy/familyoutreach.cfm?subpage=1901083>