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Office of Bilingual Education and World Languages

Comprehensive English Language Learner (ELL) Education Plan (CEEP) 2024-2025

Submission Guide

Reference the guidance below for the corresponding questions on the 2024-2025 CEEP for the Office of Bilingual Education and World Languages. Please note that the completed 2024-2025 CEEP, along with all required documentation, must be submitted to the New York State Education Department (SED) no later than **Friday, December 20, 2024.**

#	Guidance
District/LEA Information	
1	Local Education Agency (LEA) and Basic Education Data System (BEDS) Code
2	Local Education Agency (LEA) name means School District Name
3	Chief District Officer means School District Superintendent
4-5	Add requested contact information
Program Contact Information	
6	An ELL Program Designee means an individual within a school or district designated to oversee and manage the educational services and compliance aspects related to English Language Learners (ELLs). This role typically involves coordinating ELL identification, placement, and instructional services, ensuring adherence to state and federal regulations, supporting teachers and staff in implementing ELL programs, and communicating with families.
7	Position title for ELL Program designee (director, principal, assistant principal, etc.)
8	List <i>all</i> the stakeholders, with titles, that aided in the completion of CEEP.
9-10	Add requested contact information
11	A World Languages Program Designee means an individual designated to oversee and manage the implementation and development of world language programs within a school or district. This role involves ensuring that language instruction aligns with state and national standards, supporting teachers in curriculum development and instructional strategies, and promoting effective teaching of languages other than English.

12	Position title for World Languages Program designee (director, principal, assistant principal, etc.)
13-14	Add requested contact information
15	Respond if the school district will offer the New York State Seal of Biliteracy (NYSSB) in the 2024-25 school year. If no, briefly share the primary barriers for not offering the NYSSB to students.
16	<p>Respond if there were one or more identified English Language Learner(s) enrolled in the school district in the 2023-2024 school year. If no, describe the school district’s contingency plan to identify and provide services and programming for English Language Learners (ELLs) should one or more enroll. If yes, include the current structures and processes for:</p> <ol style="list-style-type: none"> 1. ELL Identification 2. Placement 3. Programming <p>Be sure to specify the steps and procedures, along with a clear timeframe, from the day of student registration to full integration into appropriate services and programs. For further information, refer to the ELL Identification and Placement resources available via the New York State Education Department.</p>
<i>Last question for respondents answering no to question 16</i>	
CEEP 2024 25	
1	Respond with only a number equaling the total students enrolled in the school district eligible to receive services under CR Part 154, including Former ELLs who receive services for 2 years after exiting ELL status.
2	<p>Respond with only a number equaling the total students enrolled in the school district eligible to receive services under CR Part 154, including Former ELLs who receive services for 2 years after exiting ELL status, who are currently unserved or receiving less than the minimum required units of study.</p> <p>If the number is greater than zero, provide an explanation as to what is being done in the school district to ensure that ELLs are receiving the minimum required units of study, which includes an actionable timeline.</p>
3	Respond with only a number equaling the total number of teachers with ESOL certification teaching in an ENL program.
4	Respond with only a number equaling the total number of teachers without ESOL certification teaching in an ENL program.
5	Respond with only a number equaling the total number of teachers with bilingual extension teaching in a bilingual education program.
6	Respond with only a number equaling the total number of teachers without bilingual extension teaching in a bilingual education program

Statement of Assurances and Program Update

District Educational Philosophy for English Language Learners

Guidelines for a 'Yes' Response:

Overview: A 'Yes' response indicates that the school district's educational philosophy includes researched-based goals that specifically address English Language Learners (ELLs), and all ELL subpopulations.

Response Requirements: Respondents must briefly state the research-based goal(s) for each applicable program offered by the school district. If the school district does not offer a program listed, please respond simply with 'N/A'.

B.1.a. English as a New Language

[English as a New Language \(ENL\)](#): emphasizes English language acquisition. In an ENL program, language arts and content-area instruction are taught in English using specific ENL instructional strategies. Some content area classes are Integrated ENL classes. Students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher. In a Stand-alone ENL class, students receive English language development instruction taught by a NYS-certified teacher of English to Speakers of Other Languages (ESOL) in order to acquire the English language needed for success in core content areas. This program typically serves ELL students from many different home/primary language backgrounds whose only common language is English and therefore cannot participate in a bilingual program.

C.1.b. Bilingual Education Programs

- 1.b.1 [Transitional Bilingual Education \(TBE\)](#): students of the same home language have the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language. The students' home language is used to help them progress academically in all content areas while they acquire English. The goal of a TBE Program is to provide students with the opportunity to transition to a monolingual English classroom setting without additional supports once they reach proficiency. Even though the amount of English instruction students receive will increase over time, in a TBE program, there will always be home language instruction/supports allowing students the opportunity to develop bilingually.
- 1.b.2 [One-way Dual Language](#): students who come from the same primary or home language and or background have the opportunity to be bilingual or multilingual. The teacher or teachers provide instruction in both English and the primary or home language simultaneously.
- 1.b.3 [Two-way Dual Language](#): includes both native English speakers and ELLs. The teacher or teachers provide instruction in both

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English and the home/primary language. In the majority of Dual Language Programs, the students receive half of their instruction in their home/primary language and the remainder of their instruction in the target language. Depending upon the model, the percentages of English and home/target language instruction will vary. For example, in a 90%-10% model, a greater percentage of the instruction is in the target language other than English and increases over time until reaching 50%-50%. The goal of these programs is for students to develop literacy and proficiency in English and in the home/target language (the second language that is being acquired/learned).

D.1.c. English Language Learners with Disabilities

[English Language Learners with disabilities](#): An English Language Learner (ELL) with a disability requires a dual approach to support, considering both their language acquisition needs and their disability-related needs. This involves aligning the student’s language development goals with their Individualized Education Program (IEP), while providing the necessary special education supports and services to address their disability.

E.1.d. Former English Language Learner

[Program for Former English Language Learners \(ELLs\)](#): Supports students who at one time were identified as ELLs and have met the criteria for exiting ELL status within the past two school years. Upon “exiting” ELL status, Former ELLs continue to receive two years of additional English as a New Language (ENL) services, and are entitled to two years of accommodations on New York State (NYS) assessments. The NYSED states that Former ELLs “must continue to receive at least .5 units of study or its equivalent of Integrated ENL in ELA/Core Content Area or other such services.”

F.1.e. Newcomer English Language Learners

[Newcomer Program](#): Built on a foundational instructional language development approach that specifies how high-quality academic standards-based integrated content and language development will be delivered throughout the ELL’s day. Must be efficient in providing Newcomer ELLs with the differentiated and comprehensive services that address their particular language, literacy, and academic demands.

G.1.f. Students with Inconsistent/Interrupted Formal Education (SIFE)

[Program for Students with Interrupted/Inconsistent Formal Education \(SIFE\)](#): Supports English Language Learners (ELLs) who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the United States.

H.1.g. Long-Term English Language Learners

[Program for Long-Term ELLs](#): Supports English Language Learners who have received English-language support through Bilingual Education or English as a New Language (ENL) for six or more years without scoring at the Commanding level on the NYSESLAT.

	<p>Goal Considerations: Respondents may wish to consider the following items when providing their program goals:</p> <ul style="list-style-type: none"> ● Instructional practices ● Access to curricular and extracurricular services ● Access to support services aligned with intervention plans ● Access to guidance programs <hr/> <p><u>Guidelines for a 'No' Response:</u></p> <p>Overview: A 'No' response indicates that the school district's educational philosophy does not include researched based goals that specifically address English Language Learners (ELLs), and all ELL subpopulations.</p> <p>Response Requirements: Describe the specific steps the district will take to identify, implement, and monitor research-based goals that directly address the educational needs of English Language Learners (ELLs) and all ELL subpopulations.</p> <ul style="list-style-type: none"> ● Timeline: Set a realistic, step-by-step timeframe for identifying needs, setting goals, implementing strategies, and reviewing progress. ● Stakeholder Involvement: Identify and include all necessary stakeholders in the process, outlining their specific roles and how each will contribute to the identification and achievement of ELL goals. ● Outcomes: Include the expected short- and long-term outcomes that will result from the implementation of the action plan.
8	<p>Initial Identification</p> <hr/> <p><u>Guidelines for a 'Yes' Response:</u></p> <p>Overview: A 'Yes' response indicates the district has implemented a Standard Operating Procedure (SOP) for the identification process to ensure holistic and individualized decisions can be made by qualified personnel.</p> <p><i>You may reference and utilize the English Language Learner (ELL) Identification Checklist Template as part of your district's Standard Operating Procedure (SOP). This is made available on the NYSED website.</i></p> <p>Response Recommendations: Respondents must describe or upload a copy of their SOP. The SOP should indicate the individuals or departments that are responsible for each part of the identification process, referencing the items listed below.</p> <ul style="list-style-type: none"> ● Qualified personnel: defined as a (1) New York State Bilingual Education or English to Speakers of Other Languages (ESOL) teacher who is fluent in the home language of the student and parent/guardian or uses a qualified interpreter/translator of the language or mode of communication the student and parent/guardian best understands or (2) a NYS certified teacher who has been trained in cultural responsiveness, language development, and the needs of ELLs and who is proficient in the home language of the student or parent/guardian

or uses a qualified interpreter/translator of the language or mode of communication the student or parent/guardian best understands. ([English Language Learners \(ELLs\) Screening, Identification, Placement, Review, and Exit Criteria](#), page 4)

- [Home Language Questionnaire](#): An HLQ should be reviewed by qualified personnel if a language other than English is listed any place on the form. Please note that HLQs have been translated into 43 languages. If a district opts to use a form other than the HLQ (for example by using an online registration process) the first 7 questions of the HLQ must be included. It is highly encouraged that both sides of the document are completed and the finalized NYSITELL results are indicated on the back of the form. The HLQ needs to be filled out only once, upon the first entry into a NYS public school.
 - **Reentry**: If the student was initially identified as an ELL, but does not attend a NYS public school for 2 or more consecutive school years, they should be treated as a reentry. The ELL identification process starts over if the student has opted to go to a private school, lived abroad, or lived in another U.S. state or territory for 2 or more consecutive school years. ([English Language Learners \(ELLs\) Screening, Identification, Placement, Review, and Exit Criteria](#), page 9)
- **Transfer of Records**: If a student transfers from one school to another within New York State, the original school must transfer records in a timely manner. The school that receives the new student must honor the ELL status determination from the original school based on the student's NYSITELL or NYSESLAT levels. A student's records should have the completed HLQ, record of the interview, the NYSITELL scores, SIFE designation, parent notifications, NYSESLAT scores, as well as assessments including 3-8 ELA and Math Exams, 5th and 8th grade Science Exams and all Regents exams. Keeping good records is imperative. As districts move to computer based record keeping, paper records should be appropriately digitized. [CR 154-2.3(c)(2)]
- [Students with Interrupted/Inconsistent Formal Education \(SIFE\)](#): There are many SIFE screening tools available. Please note that use of the [Multilingual Literacy Screener \(MLS\)](#) is encouraged, but the number of languages available is limited. In lieu of the MLS, please indicate the use of an oral interview questionnaire, a writing screener, and/or a Computer Based test such as the STAR, iReady, etc.
- [Parent Orientation](#): High quality parent orientations are mandated by CR Part 154. They must include information on the state standards, assessments, and program goals for ENL and/or Bilingual Education programs. This orientation should be provided in a way that parents can access and understand. Schools must maintain records of orientation sessions, agendas, and sign in sheets.

Guidelines for a 'No' Response:

Overview: A 'No' response indicates that the district is not currently adhering to mandated administrative practices to ensure the proper identification of English Language Learners (ELLs).

Response Requirements: Provide a detailed description of the steps the district will take to implement the required administrative practices to ensure accurate and timely identification of ELLs.

- **Timeline:** Compliance with the ELL identification process is not optional and must be addressed immediately. Districts are expected to recognize the urgency of resolving any deficiencies and meeting state requirements. It is essential that the district develops a clear and feasible timeline to implement a Standard Operating Procedure (SOP) that addresses these issues. The SOP should provide a step-by-step framework to ensure proper identification, and districts may utilize the template provided above as a guide.

- **Stakeholder Involvement:** Stakeholder involvement is crucial in developing and implementing the SOP. At a minimum, it is expected that:
 - District administrators, ENL coordinators, and other relevant staff collaborate on the development of the SOP.
 - Training is provided to all personnel involved in the identification process, including those responsible for enrollment, student assessment, and language services.
 - New staff are trained as part of their onboarding process to ensure continuity and consistency in identification practices. Regular refresher training should also be scheduled to maintain compliance and effectiveness.
- **Outcomes:** The district will be expected to demonstrate successful adoption of the Standard Operating Procedure, including documentation of training for all involved stakeholders.

Identification of ELL Students with a Disability

Guidelines for a 'Yes' Response:

Overview: A 'Yes' response indicates the district follows all administrative practices to ensure proper identification of ELL students with disabilities.

Response Requirements: Respondents must list the district officers and/or agents that are actively on the Language Proficiency Team(s) for the school district. The list must also include the officers/agents current title.

LPT Definition: The Language Proficiency Team (LPT) must be used to screen new entrants and reentering students who have already been identified as students with disabilities. The LPT ensures the appropriate initial identification of English proficiency for students with disabilities by requiring a committee of individuals with expertise in the areas of second language acquisition and disabilities in the screening process.

The LPT is minimally comprised of:

1. a school/district administrator;
2. a teacher or related service provider with a bilingual extension and/or a teacher of ESOL;
3. the director of special education or individual in a comparable title (or his or her designee); and
4. the student's parent or guardian.

A qualified interpreter or translator of the language or mode of communication the parent/guardian best understands, as defined in CR section 154-2.2(t), must be present at each meeting of the LPT. For more information, please refer to the [Guidance Determining English Language Learner/Multilingual Learner \(ELL/MLL\) Status of and Services for Students with Disabilities](#) document.

Guidelines for a 'No' Response:

Overview: A 'No' response indicates the district does not follow all administrative practices to ensure proper identification of ELL students with

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	<p>disabilities.</p> <p>Response Requirements: Describe the steps the district will take to implement the proper administrative practices that include the LPT and MTSS-I for identifying ELLs with Disabilities.</p> <ul style="list-style-type: none"> ● Timeline: Set a realistic timeline in forming the LPT with the minimal number of district officers/agents. Secondly, set a realistic timeline for implementing the referral process of ELLs suspected of having a disability through MTSS-I. ● Stakeholder Involvement: Refer to the NYSED guidance (page 5) for the required minimal district representation for the LPT. ● Outcomes: The district will detail the establishment of the standard operating procedures for the LPT with the minimal number of district officers/agents and MTSS-I referral process for ELLs suspected of having a disability.
10	<p style="text-align: center;">Annual Measurement and Tracking of Academic Progress and English Language Proficiency</p> <p><u>Guidelines for a 'Yes' Response:</u></p> <p>Overview: A 'Yes' response indicates that the district follows all administrative practices outlined in all the School Administrator's Manuals (SAM) to ensure annual measurement and tracking of academic progress of English language proficiency for all English Language Learners.</p> <p>Response Requirements:</p> <ul style="list-style-type: none"> B. Respondents must upload a school building testing schedule that confirms the NYSESLAT exam is administered within the testing schedule as determined by the New York State Education Department. Please submit the current and/or most recent school building testing schedule. C. Respondents must detail how data obtained by progress monitoring is driving instruction specific to English Language Learners. <ul style="list-style-type: none"> a. It is encouraged that this information is collaboratively gathered from multiple sources, and primarily from instructors who are directly teaching English Language Learners. b. Examples of progress monitoring tools may include but are not limited to: <ul style="list-style-type: none"> i. Formative Assessments ii. Summative Assessments iii. Student Portfolios iv. Computer-based Assessments <hr style="border-top: 1px dashed black;"/> <p><u>Guidelines for a 'No' Response:</u></p> <p>Overview: A 'No' response indicates that the district is not following administrative practices to ensure annual measurement and tracking of academic progress and English language proficiency for all English Language Learners.</p> <p>Response Requirements: Describe the steps the district will take to implement the mandated administrative practices to ensure annual measurement</p>

	<p>and tracking of academic progress and English language proficiency for all English Language Learners.</p> <ul style="list-style-type: none"> ● Timeline: Adherence to the annual testing requirements is mandated. Districts must make note of the urgency in addressing any issues with meeting state assessment requirements. It is strongly encouraged that the district develops a feasible timeline for a progress monitoring program to inform instruction of English Language Learners. ● Stakeholder Involvement: It is encouraged that a minimum, the following stakeholders are involved in the following processes: <ul style="list-style-type: none"> ○ Annual Measurement and State Assessments: Testing/Assessment/Data Coordinator, Building Principals, ENL/BE Department Director ○ Academic Progress Monitoring: Director of Curriculum/Instruction, ENL/BE Department Director, Building Principals, Building Assistant Principals, ENL/BE Teachers ● Outcomes: The district will first coordinate the necessary components to successfully administer the NYSESLAT within the testing window provided by NYSED. Second, establish and implement progress monitoring protocols throughout the academic year to inform instruction specific to English Language Learners in preparation for the NYSESLAT and other NY State assessments.
11	<p>Parental Notifications</p> <p><u>Guidelines for a ‘Yes’ Response:</u></p> <p>Overview: A ‘Yes’ response indicates that the district has and follows administrative practices in place to ensure that multilingual parents, as well as parents and others in parental relation to ELLs, receive notices and information in the language and mode of communication they best understand.</p> <p>Response Requirements: Please provide evidence of at least three (3) items as examples of current or most recent parental notification and/or communication. See below for examples:</p> <ul style="list-style-type: none"> ● Registration and enrollment documentation ● School/classroom announcement and/or notifications ● Information for extracurricular activities ● Parent/family handbooks ● Notices for parent-teacher conferences ● Permission slips ● Report cards ● School policies such as academic procedures, discipline policies, special education services, etc.

	<p><u>Guidelines for a 'No' Response:</u></p> <p>Overview: A 'No' response indicates that the district is not currently adhering to required administrative practices to ensure that multilingual parents, as well as parents and others in parental relation to English Language Learners (ELLs), receive notices and information in the language and mode of communication they best understand.</p> <p>Response Requirements: Provide a comprehensive description of the steps the district will take to update all modes of communication to ensure accessibility for multilingual parents and guardians of ELLs.</p> <ul style="list-style-type: none"> ● Timeline: Set a realistic and clearly defined timeframe for reviewing, updating, and implementing changes to district communication practices. ● Stakeholder Involvement: Detail how various stakeholders will be engaged in the process of updating communication practices. ● Expected Outcomes: The district should aim to achieve measurable outcomes through the updated communication practices. <p>See Resources and Samples of Parent Notification Letters.</p>
12	<p>English as a New Language Programming</p> <p><u>Guidelines for a 'Yes' Response:</u></p> <p>Overview: A 'Yes' response indicates that all parts of CR Part 154 and other relevant regulations and statutes are followed for students identified as English Language Learners and that they are provided the units of study in ENL according to their English proficiency level as prescribed by CR Part 154 by an appropriately certified teacher, including for two years after exiting ELL status.</p> <p>Response Requirements: Provide sample student/school schedules that show how the units of study are implemented for all proficiency levels of students, including students who have exited ELL status within the last two years. It is encouraged to upload existing documents that the school/district uses to ensure schedules comply with regulatory requirements for ENL units of study. Ensure student names are removed. Refer below for response examples:</p> <ul style="list-style-type: none"> ● A template that indicates students (without names), proficiency levels, when minutes of ENL service occurs ● Indicate clusters or sections of courses for which ENL service is provided ● Include individual student schedules, teacher schedules, or building wide schedules <p><u>Guidelines for a 'No' Response:</u></p> <p>Overview: If not all students are receiving the required minimum units of study in English as a New Language (ENL), or if these units are not provided by an appropriately certified teacher, the district must develop a clear plan to achieve compliance. This includes addressing any scheduling issues,</p>

	<p>staffing shortages, or other barriers that prevent the district from meeting state requirements for ENL instruction.</p> <p>Response Requirements: Provide a detailed description of the steps the district will take to address the identified areas of noncompliance. The plan should focus on ensuring that every English Language Learner (ELL) receives the mandated units of study with instruction from appropriately certified ENL teachers. The steps should include:</p> <ul style="list-style-type: none"> ● Timeline: Establish a realistic, step-by-step timeframe for addressing the issues. ● Scheduling Revisions: If the source of noncompliance can be resolved through adjustments to scheduling practices, outline the specific changes. ● Recruitment and Hiring Efforts: If the source of noncompliance is due to a shortage of appropriately certified ENL teachers, describe the district’s efforts to recruit, hire, and retain certified teachers. ● Student Support: In the interim, while the district works toward full compliance, describe the practices and strategies in place to ensure that the language acquisition needs of students who are unserved or partially served are met.
13	<p>Bilingual Education Programming</p> <p>Indicate ‘Yes’ if the school district currently has 20 or more English Language Learner (ELL) students in the same grade level who speak the same home language.</p> <p>Indicate ‘No’ if the school district does not currently have 20 or more English Language Learner (ELL) students in the same grade level who speak the same home language.</p>
14	<p>If answered yes to question thirteen (13) above, has the school district implemented a Bilingual Education program for each grade-level and language group as required by [CR 154- 2.3(h)(3)]</p> <p>B. If no, confirm if the district has submitted the <i>One Year Exemption from Providing BE Programs in Languages other than Spanish and Chinese</i>.</p> <p>C. If no, describe why the school district has not implemented a bilingual education program despite reaching the requirement as required by [CR 154- 2.3(h)(3)]</p> <p>D. If yes, then list the language(s) that the bilingual education program is offered in.</p> <p>E. If yes, indicate which grade(s) the bilingual education program is offered in.</p>
15	<p><u>Guidelines for a 'Yes' Response:</u></p> <p>Overview: A ‘Yes’ responses indicates that the district meets the threshold for providing bilingual education and that all parts of CR Part 154 and other relevant regulations and statutes are followed for students identified as English Language Learners and that they are provided the units of study in bilingual education and ENL according to their English proficiency level as prescribed by CR Part 154 by an appropriately certified teacher, including for</p>

two years after exiting ELL status.

Response Requirements: Provide sample student, school schedules or a description that demonstrate how the required units of study in bilingual education are implemented for all proficiency levels of students, including those who have exited ELL status within the last two years (Former ELLs). You may upload existing documents that the school or district uses to ensure compliance with state regulations for bilingual education and ENL (English as a New Language) units of study. Make sure that student names and any other identifying information are removed prior to submission.

- **Program Type/Model:** Clearly identify the type of bilingual education program being used in the school (e.g., transitional bilingual education, one-way dual language, two-way dual language). For each program type, provide a description of the language allocation policy by grade level, specifying how instructional time is divided between the target language and English.
- **Scheduling of Services:** Indicate the proficiency levels of the students (without using names), and specify when bilingual education and ENL services are provided throughout the day.
 - Include minutes of instruction dedicated to ENL services for ELLs..
- **Course Clusters/Sections:** Indicate whether students are grouped into clusters or sections based on their proficiency levels, and specify which courses provide bilingual education and ENL services. Ensure that it is clear how students receive the appropriate units of study based on their level of English proficiency.

Guidelines for a 'No' Response:

Overview: If not all students are receiving the required minimum units of study in a Bilingual Education program, or if these units are not provided by an appropriately certified teacher, the district must develop a clear plan to achieve compliance. This includes addressing any scheduling issues, staffing shortages, or other barriers that prevent the district from meeting state requirements for Bilingual Education instruction.

Response Requirements: Provide a detailed description of the steps the district will take to address the identified areas of noncompliance. The plan should focus on ensuring that every English Language Learner (ELL) receives the mandated units of study with instruction from appropriately certified BE teachers. The steps should include:

- **Timeline:** Establish a realistic, step-by-step timeframe for addressing the issues.
- **Scheduling Revisions:** If the source of noncompliance can be resolved through adjustments to scheduling practices, outline the specific changes.
- **Recruitment and Hiring Efforts:** If the source of noncompliance is due to a shortage of appropriately certified ENL teachers, describe the district's efforts to recruit, hire, and retain certified teachers.
- **Student Support:** In the interim, while the district works toward full compliance, describe the practices and strategies in place to ensure that the language acquisition needs of students who are unserved or partially served are met.

Guidelines for a 'Yes' Response:

Overview: A 'Yes' response indicates that the district is tailoring instructional approaches to specifically meet the students' unique strengths and needs stemming from interruptions and/or inconsistencies in their formal education. These tailored approaches supplement, rather than replace, SIFE access to ENL and content area classes.

Response Requirements/Recommendations: The response clearly communicates efforts and strategies for meeting the needs of students with inconsistent/interrupted formal education, while ensuring their full participation in the educational program by including descriptions and evidence of:

- **Customized Learning Plans:** How schools create individualized or small-group learning plans that address the specific needs of students with inconsistent/interrupted formal education. This includes setting targeted goals and providing differentiated instruction based on students' unique strengths and gaps.
- **Supplementary Programs and Resources:** Additional resources or programs designed to support students with inconsistent/interrupted formal education, such as tutoring, mentoring, or remedial classes, which complement but do not replace ENL and content area classes.
- **Professional Development for Educators:** District training on effective strategies for students with inconsistent/interrupted education, ensuring they are equipped to implement tailored approaches.
- **Integration with General Education:** How students with unique needs are integrated into mainstream classrooms and participate in grade-level content. This includes showcasing how instructional adjustments and accommodations are made within the general education setting.
- **Monitoring and Assessment:** Implementation of regular assessments and feedback mechanisms to ensure that the tailored support is effective and responsive to the students' evolving needs.
- **Collaboration with Families:** District engagement with families to understand students' backgrounds and needs, and how family input is used to tailor instructional approaches.
- **Data:** Successful outcomes represented by data that reflect improvements in student performance due to tailored approaches.

Guidelines for a 'No' Response:

Overview: A 'No' response indicates that the district is not tailoring instructional approaches to meet the students' unique strengths and needs stemming from interruptions and/or inconsistencies in their formal education.

Response Requirements/Recommendations: Describe the steps the district will take to tailor instructional approaches to specifically meet the students' unique strengths and needs stemming from interruptions and/or inconsistencies in their formal education. This should include steps to accelerate learning while ensuring that students with inconsistent/interrupted formal education are fully integrated into the overall educational program and have equal opportunities and access to participate in grade-level content with their peers. Consider outlining:

- **Instructional Practices:** Outline specific instructional practices tailored to meet the unique needs of Students with Interrupted/Inconsistent

	<p>Formal Education (SIFE). Emphasize how these practices will address gaps in foundational knowledge, literacy, and language skills, while also leveraging the students' strengths.</p> <ul style="list-style-type: none"> ● Timeline: Provide a realistic timeframe for implementing these instructional components, ensuring that it accounts for the developmental needs of SIFE students, including time for teacher preparation and integration into existing programs. ● Stakeholder Involvement: Identify key stakeholders involved in the planning and implementation process, including teachers, administrators, parents, and support staff. Provide appropriate titles and specify relevant departments (e.g., ENL, Bilingual Education, Special Education). ● Outcomes: The district will first identify the instructional components and approaches that meet the needs of SIFE students. These components will then be implemented, with ongoing evaluation to ensure that they effectively bridge educational gaps and foster academic success.
17	<p>Instructional Practices Specifically to Address the Needs of ELLs with Disabilities</p> <p><u>Guidelines for a 'Yes' response:</u></p> <p>Overview: A 'Yes' response indicates that the district provides instructional practices specifically to address the needs of ELLs with disabilities as mandated by section 154-2.4(b). An ELL determined to be eligible for special education services must continue to receive services in the district's bilingual education or English as a New Language (ENL) program.</p> <p>Response Requirements: The response clearly communicates efforts and strategies for meeting the needs of ELLs with disabilities, while ensuring their full participation in the educational program by including descriptions and evidence of:</p> <ul style="list-style-type: none"> ● Individualized Learning Plans: How schools collaborate among ENL, Bilingual, and Special Education teachers to create an IEP that addresses the specific needs of students with both a disability and language acquisition needs. This includes setting targeted language goals and providing differentiated instruction based on students' unique strengths and gaps. ● Collaboration Among Teachers: How the school addresses the scheduling of teachers across ENL, Bilingual, Special Education and the content areas so that teachers can effectively collaborate, co-plan, co-teach, and share in the responsibility for educating all students, regardless of language barriers or disabilities. ● Supplementary Programs and Resources: Additional resources or programs designed to support students with language acquisition which complement but do not replace ENL and content area classes. This may include after school, weekend programs, summer academy, or extended school year. ● Professional Development for Educators: District training on effective strategies for dually identified students, ensuring all staff are equipped to implement tailored approaches. ● Least Restrictive Environment: How students with unique needs are integrated into mainstream classrooms and participate in grade-level content. This includes showcasing how instructional adjustments and accommodations are made within the general education setting.

	<ul style="list-style-type: none"> ● Monitoring and Assessment: Implementation of regular assessments and feedback mechanisms to ensure that the tailored support is effective and responsive to the students' evolving needs. ● Collaboration with Families: District engagement with families to understand students' backgrounds and needs, and how family input is used to tailor instructional approaches. How families are included in the decision making process and how they are informed on the IEP, assessment results and the students progress over time. ● Data: Successful outcomes represented by data that reflect improvements in student performance due to tailored approaches. <hr/> <p><u>Guidelines for a 'No' Response:</u> Overview: A 'No' response indicates that the district is not tailoring instructional approaches to meet the needs of dually identified ELLs with disabilities.</p> <p>Response Requirements/Recommendations: Describe the steps the district will take to tailor instructional approaches to specifically meet the students' unique strengths and needs. This should include steps to ensure that ELLs with IEPs are placed in the least restrictive environment, fully integrated into the overall educational program and have opportunities to participate with their grade-level peers. Consider outlining:</p> <ul style="list-style-type: none"> ● Instructional Practices: Outline specific instructional practices tailored to meet the unique needs of ELLs with disabilities. ● Student Placement: How are ELLs with disabilities equitably placed in Special Education classrooms and programs, with the least restrictive environment as a priority. ● Timeline: Provide a realistic timeframe for implementing these instructional components, ensuring that it accounts for the developmental needs of ELLs with disabilities, including time for teacher preparation, collaboration, and integration into existing programs. ● Stakeholder Involvement: Identify key stakeholders involved in the planning and implementation process, including teachers, administrators, parents, and support staff. Provide appropriate titles and specify relevant departments (e.g., ENL, Bilingual Education, Special Education). <hr/> <p><u>Guidelines for a 'N/A' Response:</u> N/A should only be selected if there were no dually identified ELLs with disabilities enrolled in the school district during 2023-2024 school year.</p>
18	<p>Social Emotional Supports for English Language Learners</p> <hr/> <p><u>Guidelines for a 'Yes' response:</u> Overview: A 'Yes' response indicates that the district ensures social emotional supports for English Language Learners that are accessible and takes student diversity into account.</p>

As per the [Culturally Responsive-Sustaining \(CR-S\) Education Framework](#), diversity is defined as a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. These differences can exist along dimensions of race, ethnicity, gender, language heritage, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Categories of difference are not always fixed but can be fluid, and individual rights to self-identification are to be respected, as no one culture is intrinsically superior to another.

Response Requirements: Describe the social emotional supports for English Language Learners used by the district that takes into account student diversity. Consider the following:

- **Comprehensiveness:** clear strategies, programs, and/or services specifically designed to meet the social-emotional needs of ELLs, fully accommodating student diversity.
- **Inclusion of Specific Services:** The response details multiple, well-integrated services and programs (e.g., bilingual counseling, peer mediation potentially with bilingual mediators, bilingual speech services) that are specifically tailored to support student diversity of the needs of ELLs.
- **Consideration of Linguistic Diversity:** The response thoroughly addresses how all aspects of the plan accommodate linguistic diversity, ensuring that language is never a barrier to accessing services.
- **Sustainability:** The response acknowledges the importance of sustainability of supports and services.

Guidelines for a 'No' Response:

Overview: A 'No' response indicates that the district does not ensure that social emotional supports that take student diversity into account are accessible for English Language Learners.

Response Requirements/Recommendations: Describe the steps the district will take to provide social emotional support for English Language Learners, outlining the strategies, programs, and services that take student diversity into account. Consider the following:

- **Timeline:** Provide a realistic timeframe for implementing social-emotional support services for English Language Learners that account for student diversity.
 - Identify what resources are already available and being utilized to support the social emotional needs of students within the district.
 - Consider how these pre-existing supports can better address the needs of English Language Learners.
 - Determine immediate and long-term social-emotional support strategies for ELLs
- **Sustainability:**
 - Describe how the district will ensure that social-emotional supports for ELLs are sustained and continuously improved over time. This can include ongoing training, resource allocation, collaboration with community organizations, and a commitment to periodic review and adaptation.

Professional Development

Guidelines for a ‘Yes’ response:

Overview: A ‘Yes’ response indicates that the district’s professional learning plan ensures that all personnel providing instruction or services to ELLs receive professional development designed to enhance their ability to deliver instructional and support services for ELLs, and to foster an appreciation of students’ home languages and cultures.

All professional certificates in all classroom teaching titles, all School Leader titles, as well as the Level III Teaching Assistant certificate must be maintained through continuing professional development. Public school districts and BOCES are responsible for planning and providing appropriate professional development for holders of a Professional Teaching Certificate or a Teaching Assistant III certificate as part of the district’s professional development plan. See further explanation below:

- **ESOL and Bilingual Education Teachers:** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for ELLs.
- **Other Teachers, School Building Leaders, School District Leaders, School District Business Leaders, and Teaching Assistants Level III.** All other educators must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

Response Requirements/Recommendations: Describe the district’s professional development plan as it applies to all personnel. The response should demonstrate how the LEA is meeting the requirements and differentiating for ESOL and bilingual teachers as the plan applies to for language acquisition CTLE credit requirements (15% of required PD for all teachers and 50% of required PD for Bilingual Extension and ESOL certified teachers) [CR 154-2.3(k)(1)] for the current school year. Consider the following:

- A copy of the Districts Professional Development Plan
- Examples of In District PD offered - Include evidence of professional development provided to teachers, both mandatory and optional. This may include schedules for Superintendent Conference Days, descriptions for workshops offered to teachers, or faculty meeting minutes.
- Is participation in out of district PD incentivised in any way?
- A response may include a description of some of the outside PD that has been attended by teachers. This may include PD offered by RBERNs, conferences such as NYS TESOL, NYSABE, and Voices United, or Online workshops offered through Teacher Centers.

Guidelines for a ‘No’ Response

Overview: A ‘No’ response indicates that the district does not ensure that the requisite language acquisition PD hours are offered.

Response Requirements/Recommendations: Describe the steps the district will take to provide appropriate PD to teachers, building leaders and TAs.

- **Timeline:** Provide a realistic timeframe for implementation of an updated PD plan. Identify what is already being provided in the district, and how it may be modified to meet the language acquisition CTLE requirements.

Examples of Professional Development Topics to Meet the CTLE Language Acquisition Requirement

- **Best Practices as It Pertains to Curriculum and Instruction**
 - Best practices for Bilingual Education (Dual Language and Transitional programs)
 - Best practices for English as a New Language (ENL)
 - Academic language and English Language Learners (ELLs)
 - Co-teaching strategies, structures and supports
 - Effective literacy strategies for ELLs
 - Scaffolds that support ELLs in mastering core content
 - Home Language and literacy development
 - Aligning instructional resources to meet the needs of ELLs
 - Lesson Planning, with use of the [Academic and Linguistic Demands](#) from OBEWL.
- **Identification, Placement and Assessment**
 - Identification procedures for ELLs
 - Identification and placement procedures for ELLs
 - Assigning credits and reviewing international transcripts
 - Appropriate assessment procedures/approaches to ELL assessment
- **IEPs, Dually Identified ELLs with Disabilities**
 - Language Learning vs. Disability
 - Response to Intervention (RtI) for ELLs
 - Meeting the needs of subpopulations of ELLs (e.g., Students with Interrupted/Inconsistent Formal Education, ELLs/Students with Disabilities, Newcomers, Developing ELLs, Long Term ELLs, Former ELLs)
 - Bridges training for Low Literacy SIFE
 - Best practices for working with ELLs with an IEP
- **Parent Engagement, Culturally Responsive Teaching**
 - Home language and literacy development in Bilingual Education programs
 - Strengthening home/school communication
 - Cultural responsiveness or cultural competency training for teachers and administrators
 - Best practices on how to support and sustain ELLs’ social and emotional development needs, including creating a safe and supportive environment that is conducive to learning
 - Supporting and strengthening family and community engagement
 - Cultivating a multilingual school environment
 - Using the home language to accelerate English Language Development