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Office of Bilingual Education and World Languages

Comprehensive English Language Learner (ELL) Education Plan (CEEP) 2025-2026 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 2025-2026 CEEP, along with all required documentation, must be submitted to the New York State Education Department (SED) no later than **January 15, 2026**.

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.	School District Superintendent's Name
4-5.	Add requested contact information
Program Contact Information	
6.	An ELL Program Designee means a certificated 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, department chair, principal, assistant principal, etc.)
8.	List <u>all</u> the stakeholders, with titles, that aided in the completion of CEEP. It is expected that this is a collaborative effort.
9.	Add requested contact information
10.	A World Languages Program Designee means a certificated 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.

11.	Position title for World Languages Program designee (director, department chair, principal, assistant principal, etc.)
12.	Add requested contact information
13.	Choose the RBERN that you work with based on location and BOCES affiliation. If you are unsure, please check “not sure.”
14.	Respond if the school district will offer the New York State Seal of Biliteracy (NYSSB) in the 2025-26 school year. If not, briefly share the primary barriers for not offering the NYSSB to students. Please keep in mind that the NYSSB is available to ELLs, those who speak, read and write a heritage language, in addition to World Language students. There may be students enrolled who have already met many of the requirements, based on their grades in their course work and test scores. For more information on the NYSSB, please visit our website.
15.	Were one or more ELLs enrolled in the district in 2024-2025? ☐ Yes ☐ No Respond if there were one or more identified English Language Learner(s) enrolled in the school district in the 2024-2025 school year.
15b.	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. 1. ELL Identification 2. Placement 3. Programming 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.

Last question for respondents answering ‘no’ to question 15

CEEP 2025 2026	
1.	Respond with only a number equaling the total students enrolled in the school district eligible to receive services under CR Part 154 enrolled on BEDS day 2025, excluding Former ELLs who receive services for 2 years after exiting ELL status (as of Fall 2025).
2.	Respond with only a number equaling the total number of eligible Former ELLs currently enrolled in the district. Former ELLs are students who attained a score of Commanding on the May 2024 or 2025 NYSESLAT, those who achieved an Expanding score on the NYSESLAT and 65 or higher the English Regents, and those in grades 3-8 who achieved an Expanding score and a 3 or 4 on the NYS ELA exam. Former ELLs are required to receive services for 2 years after exiting ELL status.
3.	Respond only with a number equaling the total number of students who are dually identified as an ELL and as a student with a disability. These are ELLs who have also been classified under CR Part 200 and have a current IEP in place..
4.	Respond with only a number equaling the total students enrolled in the school district eligible to receive services under CR Part 154, excluding Former ELLs , who are currently unserved or receiving less than the minimum required units of study.
4b.	If the number is greater than zero, provide an explanation of the measures the district will take to ensure that ELLs receive the minimum required units of study. Include action steps, an anticipated timeline, and in the interim, how the language needs of unserved ELLs are supported.
5	Respond with only a number equaling the total students enrolled in the school district eligible to receive services under CR Part 154 as 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.
5b.	If the number is greater than zero, provide an explanation of the measures the district will take to ensure that Former ELLs receive the minimum required units of study. Include action steps, an anticipated timeline, and in the interim, how the language needs of unserved ELLs are supported.
6.	Former ELL Services Overview: Former ELLs must continue to receive at least .5 units of study <i>or</i> its equivalent of Integrated ENL in ELA/Core Content Area <i>or other such services, approved by the Commissioner</i> [CR Part 154- 2.3(h) (1)(v)]. If a district elects to provide “other such services,” these services must be, at minimum, the equivalent of the mandated .5 units of study (at minimum, 90 minutes a week), and include individualized learning support and assessments that measure language and academic progress to improve educational outcomes for these students. Districts must look at student data to determine the most appropriate services. Please see Former ELLs Guidance for further information.

Schools seeking to implement an alternative to the mandated 90 minutes of ENL services for former English Language Learners (ELLs) must ensure that such services are educationally sound, formally approved, and aligned with both student needs and state expectations. The teacher assigned to provide “other such services” is responsible for their design and delivery, with required consultation and guidance from a certified ESOL teacher, and approved by the building principal. All services must be scheduled during the regular instructional day and may be delivered in person, online, or through a hybrid model.

Program models may vary but must be intentional in scope and structure. Acceptable settings include sheltered or integrated instruction, small group or individualized support or tutoring, advisory or structured support periods, or targeted assistance embedded within content area classes. Schools may also provide instruction through Home Language Arts, or through scaffolds that ensure equitable access to CTE programs or advanced coursework at the college level (AP, IB or dual enrollment).

Ongoing monitoring of student progress is a requirement. Schools must articulate how progress will be measured and documented, employing valid tools such as running records, benchmark assessments, project-based learning tasks, portfolios, or formal presentations. These measures must provide evidence that former ELLs are advancing academically and linguistically.

All services provided under this alternate model must demonstrate clear alignment to language development outcomes. Specifically, schools are required to incorporate all four modalities of language learning (speaking, listening, reading, and writing) within program design and delivery.

The goal is to ensure that former ELLs continue to receive high-quality, comprehensive support that sustains and furthers their academic achievement and language proficiency beyond initial program exit.

Response Recommendations:

If the school district is providing “other such services” to Former ELLs, please provide a detailed description including:

Overview

Service Models: Clearly describe types of services that are provided (e.g.; targeted academic support, advanced coursework, etc.).

Time Equivalency: Confirm the services meet or exceed the minimum 90 minutes per week.

Delivery method: Describe how services are delivered (e.g.; in-person, small group, hybrid model).

	Individualized Support: Provide concrete examples of how support is individualized for a student’s specific needs and how the four language modalities (speaking, listening, reading, and writing) are incorporated to promote language development alongside academic skills. Use of Data & Progress Monitoring Initial decision-making: Detail the specific data analyzed to create an alternate program for Former ELLs(e.g.; NYSESLAT scores, other benchmark data, content area grades, teacher recommendations,etc.) Progress Monitoring: Describe how Former ELLs receiving <i>other such services</i> academic and linguistic progress is measured. Include the specific tools used to measure progress (e.g.; running records, benchmark assessments, performance-based tasks, student portfolios, etc.) and explain the process for reviewing student progress and adjusting services. (e.g.; Who is involved in the review process? How often is data reviewed?, etc.) Implementation & Oversight Collaboration: Describe how teachers providing <i>other such services</i> collaborate with ENL teachers to track student progress and support Former ELLs’ continued language development Administrative Oversight: Detail how school leadership is involved in the development, implementation, and supervision of <i>other such services</i> for Former ELLs.
7.	Respond with only a number equaling the total dually identified ELL students with disabilities (those with an IEP) enrolled in the school district eligible to receive services under CR Part 154, excluding Former ELLs, who are currently <i>unserved or receiving less than the minimum required units of study.</i> If the number is greater than zero, please provide a detailed explanation of the contributing factors. Response Recommendations ● Provide an explanation as to the measures the district will take to ensure that ELLs with IEPs receive the minimum required units of study. ○ Include an actionable timeline ○ Describe how the language needs of ELLs with IEPs who are currently unserved or receiving less than the minimum required units of study are being supported in the meantime.
8.	Respond with only a number equaling the total number of teachers with ESOL certification teaching in an ENL program. <i>This may include teachers with a Supplementary, Initial, Professional or Permanent certification in ESOL.</i>

9	Respond with only a number equaling the total number of teachers without ESOL certification teaching in an ENL program. <i>This may include teachers who are certified under another type of certificate, but do not hold the ESOL certification yet.</i>
9b.	Are teachers working toward ESOL certification (e.g.; enrollment in a teacher preparation program leading to ESOL certification such as a CR-ITI, taken the ESOL exam, applied for Supplementary Certification but not yet approved, etc.) Response Recommendations For each teacher serving as an ESOL teacher, without the requisite certificate, please explain where teachers are in the process of working towards that certification. For example, are they enrolled in a program that will lead to certification? Has the ESOL CST been taken? Have they already applied with the Office of Teaching Initiatives, but are awaiting finalization?
9c.	If teachers are not enrolled in a teacher preparation program leading to ESOL certification, how will the district ensure teachers meet appropriate certification requirements for ENL instruction? Response Recommendations In addition, what strategies is the school district employing to encourage and recruit teachers to enroll in programs leading to ESOL certification?
9d.	In the interim, provide a full description of the support provided to all teachers without ESOL certification teaching in an ENL program to help them adapt instruction to support the language needs of ELLs. Response Recommendations This may include coaching, professional development sessions, strategically pairing co-teaching partners, mentoring, book studies, etc.
10.	Respond with only a number equaling the total number of teachers with bilingual extension teaching in a bilingual education program. This may include teachers with a Supplementary, Initial, Professional or Permanent bilingual extension.
11.	Respond with only a number equaling the total number of teachers without a bilingual extension teaching in a bilingual education program.

11b.	Are teachers without a bilingual extension teaching in a bilingual education program working toward a Bilingual Extension (e.g.; enrollment in a teacher preparation program such as a CR-ITI leading BE certification, taken the Bilingual Education Assessment, applied for Supplementary Certification, etc.)? Response Recommendations For each teacher serving as a Bilingual Education teacher, without the requisite certificate, please explain where teachers are in the process of working towards that certification. For example, are they enrolled in a program that will lead to certification? Has the BEA been taken? Have they already applied with the Office of Teaching Initiatives, but are awaiting finalization?
11c.	If teachers are not enrolled in a teacher preparation program leading to a Bilingual Extension, how will the district ensure teachers meet appropriate certification requirements for Bilingual instruction? Response Recommendations In addition, what strategies is the school district employing to encourage and recruit teachers to enroll in programs leading to Bilingual certification?
11d.	In the interim, provide a full description of the additional support provided to all teachers without a Bilingual Extension teaching in a bilingual program to help them adapt instruction and incorporate the home language to support the language needs of ELLs. Response Recommendations This may include coaching, professional development sessions, strategically pairing co-teaching partners, mentoring, book studies, etc.

Statement of Assurances and Program Update	
12.	Initial Identification <u>Guidelines for a 'Yes' Response: (check boxes)</u> Confirm that the district follows all mandated steps of the initial English Language Learner (ELL) identification process, as outlined below, within the required timelines—10 school days of student enrollment, or 20 school days for students with an IEP—in accordance with CR Part 117.3 and 154-2.3(b). ☐ A Home Language Questionnaire (HLQ) is provided to all students upon registering for the first time in a NYS School District or who qualify for reentry identification. ☐ Home Language Questionnaire (HLQ) indicates that the home language is other than English or the student's primary language is other than English, the form is reviewed by qualified personnel. ☐ Individual interviews are completed by ESOL/Bilingual certified professionals or other qualified personnel with students and parents in English and home language(s). ☐ Language Proficiency Team (LPT) established and utilized when screening potential ELLs arriving with a US-based IEP for the first time in a NYS school. ☐ New York State Identification Test for English Language Learners (NYSITELL) is given if HLQ and Interviews determine it is necessary. ☐ Screening tools administered for students identified during the interview as potential Students with Interrupted/Inconsistent Formal Education (SIFE). Response Requirements/Recommendations: Please use the check off boxes as an attestation of compliance with each provision of CR Part 154. A 'Yes' response indicates the district is confirming that they have implemented each part of the identification process to ensure holistic and individualized decisions can be made by qualified personnel. <i>The English Language Learner (ELL) Identification Checklist Template is available for districts' reference and use as part of the district's Standard Operating Procedure (SOP). This is made available on the NYSED website.</i>
13.	Please confirm that your district-specific Standard Operating Procedure, including responsible staff and their titles for the 2025–2026 school year, is in place, and upload a copy here. SOP - Response Recommendations: Respondents must describe or upload a copy of their SOP. The SOP should indicate the individuals with their titles, or departments that are responsible for each part of the identification process, referencing the items listed below.

	• 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) • 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.
13b.	HLQ - Home Language Questionnaire: Please upload a copy of the district's Home Language Questionnaire. An HLQ must 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 recorded on the back of the form. The HLQ is completed only once, upon a student's first entry into a NYS public school. Response Requirements/Recommendations If the district is using an online or digital form, please upload a screenshot of that form. If the district using the NYSED-provided Home Language Questionnaire please upload the version that you use (in English). A single example is sufficient.
13c.	Individual Interview - Please provide a step-by-step description of the Individual Interview process, including the type of interview questions used for students of varying ages and grade levels. Please include the titles of staff conducting the individual interviews.

	Response Recommendations Refer to the NYSED document, Home Language Questionnaire (HLQ) and Individual Interview Guidance, for additional information.
13d.	Individual Interview Documentation - Please upload records from an Individual Interview conducted during the ELL Identification process. Be sure to redact students' personally identifying information (PII).
13e.	Parent Orientation, Notification and Program Selection Documentation - Please upload evidence of both the Parent Notification and Program Selection Documents and evidence of Parent Orientations being held. Examples of evidence include, but are not limited to, district communication of the date(s), a sign-in sheet, a presentation, etc. Parents/guardians must be notified promptly regarding a student's assessment results and English Language Learner status. Please note that OBEWL has created a series of parent notification letter templates, translated into multiple languages, that may be used to communicate with parents/guardians regarding a student's program placement and ELL status.
13f.	Identification of New Entrants with an IEP and ELLs Suspected of Having a Disability: Does the district follow administrative practices to ensure proper identification of new entrants with with an IEP suspected of being ELLs and ELLs suspected of having a disability that include: • ELL identification process for students with an IEP is completed as prescribed in CR 154-3 including the review and recommendation of a Language Proficiency Team (LPT) for all potential ELLs with a US-based (including the District of Columbia, Puerto Rico, and U.S. Territories) Individualized Education Program (IEP). • The school district refers ELLs who are suspected of having a disability through the MTSS-I process and eventually to the Committee on Special Education (CSE) and assures that a bilingual multidisciplinary assessment is conducted before the committee identifies an ELL as having a disability. [CR 154-2.3(a)(3) and CR Part 200].
13g.	Please upload evidence generated from the LPT process. This could be redacted notes from the meeting, or forms such as those included in the appendix of the LPT Guidance on Determining ELL/MLL Status of and Services for Students with Disabilities. <i>Be sure that any submission containing students' personally identifiable information (PII) is redacted.</i>
14.	Professional Development: Confirm 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. Consistent with section 80-3.6 and section 100.2(dd) of this Title:

- ☐ a minimum of fifteen percent (15%) of the required professional development clock hours for all teachers is dedicated to language acquisition in alignment with integrating language and core content instruction for ELLs
- ☐ a minimum of fifty (50%) of the required professional development clock hours for teachers with a Bilingual Extension or ESOL certification is dedicated to language acquisition in alignment with integrating language and core content instruction for ELLs
- ☐ the district qualifies and seeks an exemption as outlined in CR Part 154-2.3(k)(2)

Overview: Please check each box as applicable. 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.

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[Professional Development Requirements Chart](#) - This table outlines the Professional Development Requirements under CR Part 154 and Part 80.

15.	Professional Development Waiver: Does the district qualify for and seek an exemption from the professional learning requirements as outlined in CR Part 154-2.3(k)(2)? Does the district qualify for and seek an exemption from the professional learning requirements as outlined in CR Part 154? ☐ Yes - the district qualifies and has submitted the waiver ☐ Yes - the district qualifies but has yet to submit the waiver ☐ No - does not qualify, as the district has more than 30 ELLs or the population is greater than 5% of students. This Professional Development Waiver online form is to be used by New York State school districts that have fewer than thirty (30) ELLs enrolled or in which ELLs make up less than five percent (5%) of the district's total student population as of October 1 of the current school year.
15b.	If yes, please note that the professional development waiver exempts districts from meeting the minimum number of clock hours required by CR Part 154 and districts still have the responsibility to provide professional learning specific to enhancing the ability of educators to provide instructional and support services for ELLs. Please describe how such professional learning is provided. Response Requirements/Recommendations Consider the following when crafting a response: • The educator stakeholder groups receiving professional learning related to instructional and support services for ELLs (e.g.; teachers, school/district leadership, co-teaching pairs, guidance counselors, etc.) • The specific content and skills related to ELLs addressed in the professional learning (e.g.; strategies for scaffolding instruction, developing academic language, models of co-teaching, analyzing NYSESLAT data, implementing culturally responsive-sustaining practices, etc.) • Methods and structures of professional learning related to ELLs (e.g.; job-embedded, collaborative, formal workshops, online courses, book studies, conferences, etc.)
15c.	Please describe the current professional development (PD) needs of your district as they relate to supporting English Language Learners (ELLs) and Multilingual Learners (MLs). In your response, address how professional learning supporting ELLs/MLs is provided in the following areas: • Instructional support (e.g., core instruction, integrated content and language instruction, CRSE, SEL) ○ For the purposes of this report, <i>Instructional Support</i> is defined as topics directly related to classroom practices. Some sample topics for this category are: ■ Home Language and literacy development ■ Effective literacy strategies for ELLs

	■ Scaffolds that support ELLs in mastering core content ■ Using the home language to accelerate English Language Development ■ Incorporating the Academic and Linguistic Demands into Lesson Planning and Instruction ■ Inquiry-Base Learning for Language Acquisition ● Capacity building (e.g., strengthening the skills and knowledge of classroom teachers, ENL staff, coteaching models, support personnel) ○ For the purposes of this report, <i>Capacity Building</i> is defined as topics related to increasing the collective ability of the system to effectively address the needs of ELLs. It involves alignment of the organization from people and programs to resources and leadership in order for the system to sustain improvement. Some sample topics for this category are: ■ Best practices for English as a New Language (ENL) or Bilingual Education (Dual Language and Transitional programs) - best practices address a range of topics including, for example, organizational structures, scheduling, and developing a toolkit of high-quality strategies that sustain continuous improvement. ■ Co-teaching strategies, structures and supports ■ Newcomers: reviewing international transcripts and awarding credit ■ Language Learning vs. Disability ■ Response to Intervention (RtI) for ELLs ■ Best practices on how to support and sustain ELLs' social and emotional developmental needs, including creating a safe and supportive environment that is conducive to learning ● Leadership (e.g., district and school leadership engagement, data-informed decision-making, inclusive policy and practice) ○ For the purposes of this report, in the <i>Leadership</i> section, please describe the professional learning needs of school and district leaders. Some sample topics for this category are: ■ Cultivating a multilingual school environment ■ Strengthening home/school communication with multilingual families ■ Aligning instructional resources to meet the needs of ELLs ■ What to look for in Bilingual and ENL classrooms ■ Identification and placement procedures for ELLs
16-19	Please detail the amount of PD hours that are provided to specifically address the needs of English Language Learners, within the district, for each subset of stakeholders.

16.	Please indicate if the school district is providing professional development to meet the required 50% of hours as related to language acquisition, in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Fully met would indicate that 10 or more hours per year are offered within the district, paid for by the district, or somehow incentivised for teachers to seek out professional development outside of their contract hours. This may include offering a stipend, or reimbursement for conference registration fees. Partially met means that some, but not all of the required hours are met. Not met means that the needs of English Language Learners are not addressed during in-district professional development. Approval of the professional development waiver does not exempt ESOL and Bilingual Teachers from needing to meet the 50 hour threshold every five years. ESOL/Bilingual Teachers ☐ Fully met (averaging 10 hours per year) ☐ Partially met ☐ Not met
17.	Please indicate if the school district is providing professional development to meet the required 15% of hours as related to language acquisition, in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Fully met would indicate that 3 or more hours per year are offered within the district. Partially met means that some, but not all of the required hours are met. Not met means that the needs of English Language Learners are not addressed during in-district professional development. Qualifies for the waiver means that the district qualifies and will seek the exemption from the requirement to offer 15% of the required professional development clock hours for all teachers. Teachers other than ESOL/Bilingual Teachers ☐ Fully met (averaging 3 hours per year) ☐ Partially met ☐ Not met ☐ Qualifies for the waiver
18.	Please indicate if the school district is providing professional development to meet the required 15% of hours as related to language acquisition, in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Fully met would indicate that 3 or more hours per year are offered within the district. Partially met means that some, but not all of the required hours are met. Not met means that the needs of English Language Learners are not addressed during in-district professional development. Qualifies for the waiver means that the district qualifies and will seek the exemption from the requirement to offer 15% of the required professional development clock hours for all Level III Teaching Assistants.

	Level III Teaching Assistants ☐ Fully met (averaging 3 hours per year) ☐ Partially met ☐ Not met ☐ Qualifies for the waiver
19.	Please indicate if the school district is providing professional development to meet the required 15% of hours as related to language acquisition, in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Fully met would indicate that 3 or more hours per year are offered within the district. Partially met means that some, but not all of the required hours are met. Not met means that the needs of English Language Learners are not addressed during in-district professional development. Qualifies for the waiver means that the district qualifies and will seek the exemption from the requirement to offer 15% of the required professional development clock hours for all administrators. Administrators ☐ Fully met (averaging 3 hours per year) ☐ Partially met ☐ Not met ☐ Qualifies for the waiver
20.	Please list all entities that have or will provide professional development for staff to meet the language acquisition requirements or to specifically address the needs of ELLs. Response Recommendations • The response should include any consultants, sub-contractors, or guest speakers invited into the district to meet the requisite language acquisition PD hours. • 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 the BOCES or Teacher Centers.
20b.	Please upload evidence of the provided professional development as pertains to English Language Acquisition. This may be schedules of a conference day, descriptions of workshops provided, slide decks, etc.

21.	Equitable Access to School Programming. Confirm that the district offers equitable access to school programming: • The district provides English Language Learners equal access to all school programs and services offered by the school district, commensurate with the student’s age and grade level, including access to programs required for graduation [CR Part 154-2.1(a)] Please provide an overview of how ELLs are equitably scheduled across the K-12 continuum. Describe how elementary classrooms are constructed to equitably include ELLs. (for example, each class consists of x number of ELLs, a maximum of %, grouped by language etc.) Response Recommendations Include the thinking and reasoning behind classroom placement of ELLs. Some ideas to consider when crafting a response are: • Does each class consist of x number of ELLs or a maximum percent per class? • Are ELLs grouped by language or cultural backgrounds? • Are ELLs clustered into specific classes/homerooms or are they distributed across the grade level equally? • Are they grouped together based on academic needs or proficiency levels? • What other factors are considered when constructing elementary classrooms that serve ELLs?
21b.	Outline the decision-making process for grade level placement of elementary-age ELLs (Grades K-6). Response Requirements/Recommendations: Please describe decision making processes for grade level placement of ELLs entering at the elementary level. Some things to consider when crafting a response: • Are students placed with same age peers? • How is prior schooling factored into decisions for elementary grade placement of ELLs? • Is current class makeup a factor in these decisions? For example, are they grouped with students of similar language or cultural backgrounds? • What other factors are considered when placing elementary age ELLs?
21c.	Outline the decision making process for grade level placement of secondary age ELLs (Grades 7-12). Response Requirements/Recommendations: Please describe decision making processes when it comes to grade level placement of ELLs in grades 7-12. Some things to consider when crafting a response: • Are ELLs placed by age, or by credits earned? • What are the district policies for over age/under credited students? • How are SIFE students placed?

	• What supports and resources are available to help students transition into a new school environment in a new country? • What other factors are considered when making these decisions?
21d.	Outline the decision making and scheduling process for high school aged newcomers. Please include information on how credit is awarded, particularly World Language Credits for schooling done abroad per the guidance. https://www.nysed.gov/standards-instruction/transfer-students Response Requirements/Recommendations: Please describe how a newcomer to the country would be registered into the school. Some ideas to consider when crafting a response: • How are foreign transcripts handled? • How are credits offered for previous coursework in another country? • Does the district have any policies related to awarding credit for newcomer ELLs? • What other factors are considered when making these decisions?
21e.	Describe the opportunities for ELLs and Former ELLs to participate in advanced coursework in high school including: • how ELLs are enrolled in AP or IB classes; • how ELLs are included in Career and Technical Education programs including the recruitment process and participation rates; • enrollment in courses offering college credit/dual enrollment programs; • any other advanced coursework opportunities not included above. Response Requirements/Recommendations: Please describe how ELLs and Former ELLs are offered equitable access to academic programs that prepare them for success in college and career. Some ideas to consider when crafting a response: • include data regarding the number of ELLs and former ELLs participating in the above listed programs (as a percentage of the total number of ELLs) • outline the decision making processes for recruiting and enrolling ELLs in advanced coursework • how are ELLs equitably included in CTE programs (are transportation issues addressed, are there bilingual supports within the programs, etc.) • how language development for ELLs and Former ELLs is supported in the above-listed programs • systems and structures in place to encourage ELLs' enrollment and ensure their success in advanced coursework

ENL Programming	
22	Please confirm that the district’s administrative practices support the implementation of English as a New Language (ENL) programming in the following ways by checking all applicable boxes below. ☐ The ENL instructional program is administered in accordance with all applicable NYSED statutes, regulations, program plans, and applications. ☐ All school buildings in the LEA with ENL programs are implementing the English as a New Language requirements, including the Units of Study, for ELLs currently approved under CR Part 154. [CR 154-2.3(h)(1),(2)] ☐ An ENL program is implemented in school buildings that have ELLs enrolled who speak a language that is not taught in a Bilingual Education (BE) program or who have opted out of the district's BE program(s). [CR 154-2.3(h)(1),(2)] ☐ The LEA provides those students who have exited ELL status at least .5 units of study or its equivalent, as approved by the NYS Commissioner, of Integrated English as a New Language (ENL) and English Language Arts (ELA)/Core Content Area or other such services for two years after exiting ELL status. [CR Part 154-2.3(h)(1)(v)] Response Requirements/Recommendations: Please use the check off boxes as an attestation of compliance with each provision of CR part 154.
22b.	If any of the boxes were not checked, please describe the district’s plan to implement administrative practices to support English as a New Language programming and instruction as identified in the non-marked boxes(s) above. Response Requirements/Recommendations: Include a timeline with action steps to put systems in place that ensure ENL programming is implemented with fidelity to CR Part 154.
23.	Please provide a narrative description of the district’s implementation of Standalone ENL and Integrated ENL program models (i.e.; co-taught and/or dually certified teacher) at the elementary (K-6) and secondary (7-12) levels. Response Requirements/Recommendations: • Separate the response into developmental levels: elementary and secondary • Include details regarding how units of study are met for the variety of proficiency levels at each developmental level • Clearly describe the Integrated ENL program models implemented in the district • Elaborate on the provision of Standalone ENL instruction • Discuss how decisions regarding which content areas offer Integrated ENL instruction are made • Provide information on how teachers collaborate on curriculum and instruction for ELLs

Bilingual Education Programming

24.	Bilingual Education Programming Please confirm that the district's administrative practices support the implementation of Bilingual Education (BE) programming in the following ways by checking all applicable boxes below. ☐ The Bilingual Education program(s) are administered in accordance with all applicable NYSED statutes, regulations, program plans, and applications. ☐ A bilingual education program is implemented if there are 20 or more ELLs in the same grade level who speak the same home language, which is other than English, within the district (or 15 or more ELLs in the same grade level or in two continuous grades who speak the same home language in grades K-8 for New York City schools). [CR 154-2.3(h)(3)]. ☐ All bilingual education programs are implementing both one English language arts unit of study, one home language arts unit of study, and a minimum of one to 2 bilingual content area subjects. [CR 154-2.3(h)(3)(i)]. ☐ All Bilingual Education programs in grades K-12 provide English as a New Language (ENL) instruction, as prescribed in section 154-2.3(h)(1) and (2) of this Subpart 154-2.3(h)(3)(iii). Response Requirements/Recommendations: Please use the check off boxes as an attestation of compliance with each provision of CR part 154.
25.	Is this school within the NYC PS ☐ Yes ☐ No
25b.	NYC PS Only - If yes (school within NYC DOE) does the school district have 15 or more ELLs in the same grade level or in 2 continuous grades who speak the same home language in K-8? ☐ Yes ☐ No
25c.	All outside NYC PS - If no, does the school district have 20 or more students in the same grade level who speak the same home language? ☐ Yes ☐ No

25d.	If the school district meets the threshold, has the district implemented a bilingual program? ☐ Yes - full implementation at all grade levels where required ☐ Yes - partial implementation at some grade levels where required ☐ No
25e	If “Yes - Full implementation,” what program model(s) are offered (check all that apply): ☐ TBE ☐ Dual Language Immersion (One-Way/Two-Way) ☐ Other
25f.	Please provide a narrative description of the languages offered, program models and the grade levels that have implemented bilingual education. Response Recommendations: • Separate the response into developmental levels: elementary and secondary • Clearly describe each Bilingual Education program model implemented in the district at each developmental level, (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 partner language and English. • Elaborate on the provision of Home Language Arts instruction at each developmental level • Discuss how decisions regarding which content areas offer Bilingual and Integrated ENL instruction are made • Provide information on how teachers collaborate on curriculum and instruction for ELLs • Describe how Bilingual and ENL instruction are interwoven • Explain whether students are grouped into clusters or sections based on their proficiency levels, and specify which courses provide bilingual education and ENL instruction. Ensure that it is clear how students receive the appropriate units of study based on their level of English proficiency.
25g.	If “yes - partial implementation, what type of program model is offered (check all that apply) ☐ TBE ☐ Dual Language Immersion (One-Way/Two-Way) ☐ Other

25h.	Please provide a narrative description of the bilingual education program as it is currently implemented including, languages offered, program models and the grade levels that provide bilingual education. For those grade levels where bilingual education is required but has not been fully implemented, please describe the district's plan to expand bilingual education into those grade levels. Include an anticipated timeline, a description of recruitment efforts, and a description of how ELLs' home language needs are being supported in the interim. Response Recommendations: • Separate the response into developmental levels: elementary and secondary • Clearly describe each Bilingual Education program model implemented in the district at each developmental level, (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 partner language and English. • Elaborate on the provision of Home Language Arts instruction at each developmental level • Discuss how decisions regarding which content areas offer Bilingual and Integrated ENL instruction are made • Provide information on how teachers collaborate on curriculum and instruction for ELLs • Explain whether students are grouped into clusters or sections based on their proficiency levels, and specify which courses provide bilingual education and ENL instruction. Ensure that it is clear how students receive the appropriate units of study based on their level of English proficiency. • For the gaps in bilingual programming, describe the district's plan for expansion to address areas of non-compliance • Discuss recruitment efforts to staff grade levels or content areas where bilingual education is required but not implemented • Describe how the district is supporting students' home language while bilingual programs are under development
25i.	If "No," please describe the steps the district will take to implement a Bilingual Education program in compliance with CR Part 154-2.3(d)(2) for the 2026-2027 school year. Include an anticipated timeline, a description of recruitment efforts, and a description of how ELLs' home language needs are supported in the interim. <u>Guidelines for a 'No' Response:</u> 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.
26	Modifications Since Previous CEEP Submission Please provide a description of any significant changes made to the programs and services supporting English Language Learners (ELLs) since the submission of last year's CEEP. This may include updates to instructional models, staffing, program structures, service delivery methods, or other relevant areas. Response Recommendations This section also provides an opportunity to share any additional or supplemental information, not previously addressed related to the district's ELL programming. Responses may highlight innovative programs and services or discuss progress made in implementing CR Part 154 programs.