

Overview of CR Part 154 Comprehensive Plan and Data Reporting Requirements

CR Part 154 Comprehensive Plan for the Education of English Language Learners (ELLs) 2023-24

All districts, including community school districts, are required to develop an annual CR Part 154 Comprehensive ELL Education Plan (CEEP), as described in these regulations. All districts must keep this Comprehensive Plan on file in the district's main office to be made available for review upon request by the New York State Education Department (NYSED) and must share the plan with school building administrators so that the district's vision for English Language Learners (ELLs) is clear to all school leaders. For the 2023-2024 school year, all districts that had ELLs enrolled in the 2022-2023 school year must submit an update of this plan to NYSED for review.

Please note that all required questions must be answered in order to submit the form. If the answer to question 14: "Were one or more ELLs enrolled in the district in 2022-23?" is "no" then the "save and continue" button will bring you to the certify/submit page and no further questions need to be answered.

If the answer to question 14 is "yes," then the "save and continue" button will bring you to the Statement of Assurances page and the following update questions before proceeding to certify/submit. Please note that only the Superintendent or their proxy may certify/submit.

Program Guidelines & Eligible Students

Guidelines

The following provides general guidelines for completing the required submission of the required Comprehensive Plan:

Commissioner's Regulations for English Language Learners

Parts 117 and 154 of the Regulations of the Commissioner of Education (CR) relate to the screening of new entrants and services for ELLs. CR Part 154 prescribes the specific requirements for the implementation of instructional programs and activities for ELLs. CR Part 80 prescribes the requirements for certification of teachers who provide instructional services to ELLs in English as a New Language (ENL) and Bilingual Education (BE) programs.

CR Part 154 requires that ELLs receive appropriate services in order to acquire and develop English language skills and meet the standards in the core subjects expected at their grade and age levels. New York State has developed statewide principles called "The Blueprint for English Language Learners' Success," aimed to clarify expectations for administrators, policy makers, and practitioners to prepare ELLs for success. These principles are intended to provide guidance and support for districts, schools, and teachers, as well as to promote a better understanding and an appreciation of Bilingual Education, English as a New Language, and World Languages.

CR Part 154 Regulations indicate:

"§154-1.3 School district responsibilities.

All English Language Learners shall be entitled to receive services in accordance with subdivision 2 and 2-a of section 3204 of the Education Law.

(a) Each school district receiving total foundation aid, including each community school district of the City of New York, shall develop a comprehensive plan to meet the educational needs of students who are English Language Learners. Such plan shall be kept on file in the district and made available for department review upon request of the department."

For full text of the regulations please visit the OBEWL regulations page.

Eligible Students

Students eligible to receive services under CR Part 154 are those identified as English Language Learners. ELLs are those who come from a home environment where a language other than English is spoken and who score below a State designated level of proficiency on the New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT), as set forth in CR Part 154. For more detailed information and resources, please visit the OBEWL website.

District/LEA Information

District/LEA Information

1. LEA BEDS Code
2. LEA Name
3. Chief District Officer Name
4. Chief District Officer Telephone #
5. Chief District Officer Email Address

Program Contact Information

6. Who is the superintendent's ELL program designee?
7. ELL program designee title
8. ELL program designee telephone #
9. ELL program designee email
10. Who is the superintendent's World Language program designee?
11. World Language program designee title
12. World Language program designee telephone #
13. World Language program designee email
14. Were one or more ELLs enrolled in the District in 2022-2023?
 Yes
 No
15. Number of ELLs enrolled in the district?
16. Number of ELLs unserved in the district?
17. Number of ENL teachers?
18. Number of Bilingual teachers?

Statement of Assurances

Please answer the following questions. If your answer to any of the questions is no, you will be asked to provide further detail.

1. **Initial Identification: All steps of the initial ELL identification process are completed. [CR 117.3 and 154-2.3(b)].**

- Home Language Questionnaire (HLQ) lists language other than English.
- Individual interview is completed by TESOL or Bilingual certified professional with student and parent in English and home language(s).
- New York State Identification Test for English Language Learners (NYSITELL) is given if HLQ and Interviews determine it is necessary.

- Yes
 No

1a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

2. **Annual English Language Assessment: The English language assessment is completed for each ELL annually to assess the student's English proficiency and determine the student's continued eligibility using the NYS English as a Second Language Achievement Test (NYSESLAT). [CR 154-2.3(l)].**

- Yes
 No

2a. If you answered no to the above question, please provide details as to what measures the district has taken to ensure students are provided ELL services in accordance with their current level of English language proficiency, using progress monitoring or other tools.

3. **Identification of ELL Students Suspected of Having a Disability: All laws and regulations regarding entry screening and procedures for diagnostic evaluation and placement of ELLs suspected of having a disability are followed. This includes that the ELL identification process for students with disabilities is completed as prescribed in CR 154-3 including the review and recommendation of a Language Proficiency Team for all potential ELLs with an Individualized Education Program (IEP). [CR 154-3].**

- Yes
 No

3a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

4. **Information to Parents: School related information is distributed in a language or mode of communication that the parent or person in parental relation best understands. [CR 154-2.3(f)].**

- Yes
 No

4a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

5. Parental Notification: Parents of ELLs are notified of their children's placement in a Bilingual Education or English as a New Language program, in English and the language they understand. [CR 154.3(k)(1)] The LEA follows the provisions of Part 154.3(k)(2) and (k)(3): Parents are given the option of transferring their children to a school in the LEA with a bilingual program if their school does not currently have one.

- Yes
 No

5a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

6. Orientation and Bi-Annual Parent Meetings: The LEA provides an orientation session to parents of ELLs on the State standards and assessments, school expectations, and general program requirements in a language or mode of communication that the parent or person in parental relation best understands and meets with the parents at least twice a year. [CR 154-2.3(f)(1)].

- Yes
 No

6a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

7. English as a New Language Requirements: All school buildings in the LEA with bilingual education or ENL programs are implementing the English as a New Language requirements for ELLs currently approved under CR Part 154. [CR 154-2.3(h)(1)and(2)]

- Yes
 No

7a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

8. Equal Access and Opportunities: ELLs are provided equal access and opportunities to all school programs and services (e.g., AP courses, AIS intervention services, and enrichment opportunities) and extracurricular activities offered by the LEA commensurate with their age and grade level. [CR 1542.1].

- Yes
 No

8a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

9. Bilingual Education Program: 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. [CR 154-2.3(h)(3)].

- Yes
 No
 Not Applicable - district does not meet this requirement indicated above

9a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

10. **Language Arts Instruction: All bilingual education programs are implementing both one English language arts unit of study and one home language arts unit of study. [CR 154-2.3(h)(3)(i)].**

- Yes
- No
- Not Applicable - district does not have Bilingual Education Programs

10a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

11. **Bilingual Education Teachers: Elementary and secondary grade teachers in the LEA who provide instructional services to ELLs in bilingual education programs hold valid Bilingual Education Extensions. [CR Part 80].**

- Yes
- No
- Not Applicable

11a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

12. **Support Services: ELLs are provided the appropriate support services needed to achieve and maintain a satisfactory level of academic performance. Where appropriate, such services are provided in the student's home language. [CR 154.3(h)].**

- Yes
- No

12a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

13. **English as a New Language Program: 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 that have opted out of the district's BE programs. [CR 154-2.3(h)(1)and(2)].**

- Yes
- No

13a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

14. **English as a New Language Teachers: Elementary and secondary grade teachers in the LEA who provide instructional services to ELLs in ENL programs hold certificates valid for teaching English to Speakers of Other Languages. [CR Part 80].**

- Yes
- No

14a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

15. Former ELL Services: The LEA provides those students who have exited ELL status at least .5 units of study or its equivalent 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)].

- Yes
- No
- Not Applicable

15a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

16. Professional Development: The LEA provides professional development to all personnel providing instruction or other services to ELLs in order to enhance their ability to provide instructional and support services, and their appreciation for the students' home languages and cultures, in the amount consistent with section 80-3.6 and section 100.2(dd). [CR 154-2.3(k)].

- Yes
- No

16a. If you answered yes to the above question, please provide a description of the professional development opportunities that will be provided throughout the 2023-24 academic school year and how these opportunities enhanced the ability of educators in your district to provide instructional and support services for ELLs.

16b. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

17. Program Administration: The Bilingual Education and/or ENL instructional program(s) are administered in accordance with all applicable NYSED statutes, regulations, program plans, and applications.

- Yes
- No

17a. If you answered no to the above question, please provide details as to what immediate measures the district will take to ensure compliance with the regulatory requirement indicated.

18. Please describe any changes or updates to the Comprehensive ELL Education Plan (CEEP) that you submitted in the previous school year. This includes changes in the demographics of your district, Bilingual Education or English as a New Language programs that have opened or closed, and recently developed partnerships with Institutions of Higher Education, Community-Based Organizations, etc.

CEEP 2023-2024

19. Describe how the district provides information on the ELL identification and placement process to parents and students in the language or mode of communication that they best understand.

- 20. Describe the guidance and training the district provides for school staff involved in the ELL identification and placement process.**
- 21. Describe how performance data of ELLs is used to inform programs, planning, and ensure quality instruction within your school district. In addition, provide an example of the support(s) offered as a result of the data analysis that will lead to improved student outcomes.**
- 22. Describe instructional practices the district uses to specifically address the needs of Students with Interrupted/Inconsistent Formal Education (SIFE). If you do not have any SIFE, indicate N/A**
- 23. Describe instructional practices the district uses to specifically address the needs of ELLs with disabilities. If you do not have any ELLs with disabilities, indicate N/A.**