

# L.I. RBERN Bilingual/ENL Coordinators' Networking Meeting

October 24, 2023



*In case you missed it:*

L.I. RBERN 2022-23 Year-end Survey

<https://bit.ly/22-23EOYsurvey>



In Search Of...

<https://bit.ly/491RNmB>

## Agenda

- I. Introductions & Updates
- II. CR Part 154 Overview
- III. Registration Guidance Activity
- IV. Break
- V. Sponsor Presentation - NTC Language Services
- VI. L.I. RBERN Family Academy
- VII. Regents Exams: Revised Procedures for Next Day Completion
- VIII. Changes to Administration of Grades 3-8 Assessments
- IX. ELL Status Exit Program Service Codes Clarification
- X. Upcoming SIFE Office Hour Session - Spanish HLA

LONG ISLAND  
REGIONAL BILINGUAL EDUCATION  
RESOURCE NETWORK

*ISO:*

- 1. Student Performers for the Long Island Teachers' Institute*
- 2. OBEWL Newsletter Stories*

<https://bit.ly/491RNmB>



## **NEW!** Long Island Principals' Collaborative for ELL Success

- A dedicated platform created for Principals and Assistant Principals on Long Island.
- Safe and supportive environment in promoting the academic success of ELLs.
- Participants can openly inquire regarding ELL programs, regulations, and instruction.
- It fosters a collaborative and constructive network of school building leaders.
- Register on My Learning Plan/ Frontline.



## Long Island ELL Leadership PLC for New Coordinators

- This PLC is for new ELL Coordinators & Directors on Long Island.
- Discuss the challenges, successes, and promising practices in leading ELL programs.
- Engage in systems level thinking, collaboration and probleming solving.
- A safe and supportive network of Long Island Leaders of ELL programs.
- Register on My Learning Plan/ Frontline.



## Upcoming SIFE Office Hour Session - Spanish HLA

**SIFE Office Hour - Spanish HLA Curriculum Design, Resources and Best Practices for SIFE and Newcomers [Bridges]**

Date: 11/15/2023

Time: 1:00 p.m.-2:00 p.m.




Register: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=10057&I=4593323>

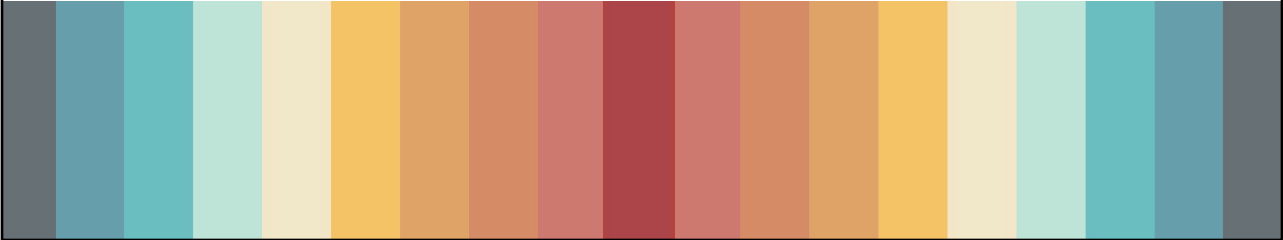
Are you a teacher of Home Language Arts (HLA) to Spanish-speaking Students with Interrupted/Inconsistent Formal Education (SIFE) or newcomers in a Bilingual Education program? Are you a school leader or district leader, who would like more information about this topic? If you answered "Yes" to any of these questions, this L.I. RBERN SIFE Office Hour is for you. "Bridges to Academic Success has been partnering with NYSED since 2012 in order to accelerate language and literacy development for SIFE and newcomers by providing curriculum materials, resources, and training to educators. In this interactive one-hour presentation, you will be introduced to the Bridges Spanish HLA curriculum design, resources, and best practices for HLA teachers of SIFE and newcomers. This session will be facilitated by Anabel Encarnación, Bilingual Instructional Coach at Bridges."

(Source: Bridges to Academic Success)





# *CR Part 154 Comprehensive ELL Education Plan (CEEP) Update*



## CR Part 154 CEEP: Overview

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

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- Available in the NYSED Business Portal
  - **DUE December 1st**
  - Superintendent grants access to the person who will be filling out the application
  - Only the Superintendent or their proxy may certify/submit
- CEEP must be kept on file in the District office
  - Available for review upon request by NYSED
  - Must be shared with building administrators so that the district's vision for ELL success is clear to all school leaders



## CR Part 154 CEEP: District/LEA Information

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceed>

- All required questions must be answered in order to submit the form
  - Questions #1 - 18: Contact information and enrollment data
  - Question #14:
    - If your district **does not** serve ELLs, **answer “No” to #14**, click “save and continue” and you will arrive at the certify and submit page
    - If your district **does** serve ELLs, **answer “Yes” to #14**, the “save and continue” button will send you to the Assurances and update questions



## CR Part 154 CEEP: Statement of Assurances

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceed>

- #1 to #17 - no major changes
  - Any item answered “no” requests an explanation.
- #18 - Describe any changes or updates to the CEEP submitted in the previous school year. Including changes to:
  - Demographics of the district
  - Bilingual or ENL programs that have opened or closed
  - Changes in leadership or changes to leadership structure
  - Recently developed relationships with Institutions of Higher Education, Community Based Organizations, etc.



## CR Part 154 CEEP: Program Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceed>

#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.

Some ideas:

- Written Communication?
- Videos?
- Live Oral translations? Individual meetings?
- For all of the above, what languages are readily available?
- How does the district communicate to parents who speak less commonly spoken languages?



## CR Part 154 CEEP: Program Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceed>

#20 - Describe the guidance and training the district provides for school staff involved in the ELL identification and placement process.

Ideas:

- Who conducts ID and placement?
- Who conducts ID and placement *training*?
- How is training conducted?
- When is training conducted?
- What happens when there is staff turnover?
- How are staff held accountable for implementing the process with fidelity?



## CR Part 154 CEEP: Program Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#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.

### Ideas:

- What data is analyzed? Summative? Formative? State Assessments?
- What other tools/assessments are used? How do you ensure the tools/assessments are appropriate for ELLs?
- How is that data applied to help students/programming?
- How do ELLs fit into your MTSS-I or Rtl plans?



## CR Part 154 CEEP: Program Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#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

### Ideas:

- How are SIFE served? Any special programs?
- How are SIFE assessed?
- How are SIFE graded equitably?
- Who tracks SIFE to ensure they are making progress?
- How are their SEL needs addressed?



## CR Part 154 CEEP: Program Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-cep>

#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.

Ideas:

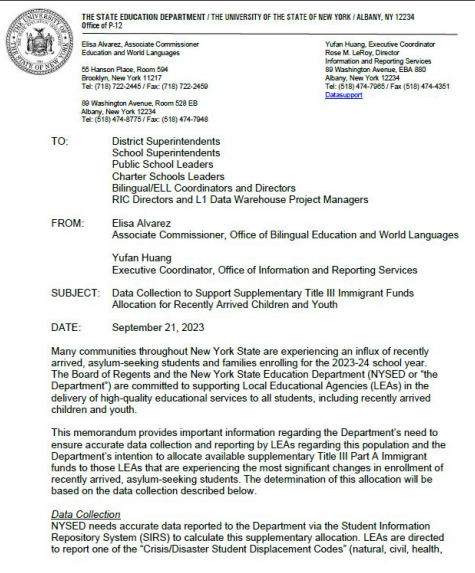
- How/Where are ELLSWD provided CR Part 154 services?
- If the district has a bilingual program, how are ELLSWD included in those programs?
- How are ELLSWD graded equitably?
- How are ELLs language needs addressed/considered during the CSE? What professional staff are included in the meeting?



## Guidance & Resources to Support Districts with Incoming Immigrant Students



# Data Collection to Support Supplementary Title III Immigrant Funds Allocation for Recently Arrived Children and Youth



## Deadline Extended to November 3rd!

- Immigrant Program Service Code - 8282
- Must include Crisis Code (SIRS p 194-195)
- Students entering July 1, 2023
- Please review with your data team to ensure accuracy in capturing your immigrant students as this may impact funding.



## District Responsibilities: Immigrant Students and ELLs

- Schools are safe havens where all students can learn.
- All students, ages 5 - 21 (without a HS diploma), have the right to public education.
- Students are protected against discrimination for race, color, national origin, and immigration status.
- Limit information collected during enrollment to necessary: proof of residency, proof of age, and immunization records (not social security numbers or place of birth).
- Districts may not ask questions that might lead to information about immigration status (such information can be collected after enrollment).
- Enroll homeless students without delay, even if records are not available.
- A school district may only disclose information to ICE with parental consent (student under 18) or with a judicial order or subpoena signed by a judge.



# NYSED Definition of Immigrant Students

Immigrant students are defined as individuals who:

- a) are aged 3 through 21;
- b) were not born in any State; and
- c) have not been attending one or more schools in any one or more States for more than 3 full academic years. The months need not be consecutive.

"State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad (including those born on military bases), the U.S. Virgin Islands, Guam, or any other U.S. territory that is not D.C. or Puerto Rico are considered immigrants.



## Crisis/Disaster Student Displacement Codes (Student Lite, Field 58)

A youth of compulsory school age presented at the school for registration that may or may not have all required documentation due to a disaster must be reported with the appropriate crisis/disaster code (category) and when known, the name of the crisis or disaster that led to the student being displaced. This would be reported only in the school year in which the impacted student is first presented at the school for registration. If the student also meets the criteria as an immigrant student, Program Service Code 8282 must also be reported in Programs Fact. Report this information to the SIRS as early as possible each school year, including students who registered over the summer.

Code	Description	Definition
Natural	Natural disaster-induced	A natural disaster includes but is not limited to hurricanes, tropical storms, landslides, tornadoes, tsunamis, wildfire, sinkholes.
Civil	Civil conflict-induced	A civil disaster includes but is not limited to manmade intentional, accidental disasters such as war, fire accidents, and industrial accidents.
Health	Health crisis-induced	A health disaster includes but is not limited to pandemics and epidemics.
Other	Other crisis-induced	The crisis or disaster leading to the student being displaced is unclear.



## Student Eligibility Scenarios Group Discussion

For this activity we will discuss and navigate complex scenarios where students are registering for schools, and administrators need to assess their eligibility, including their high school diploma status.



## Student Eligibility Scenarios Activity Breakdown

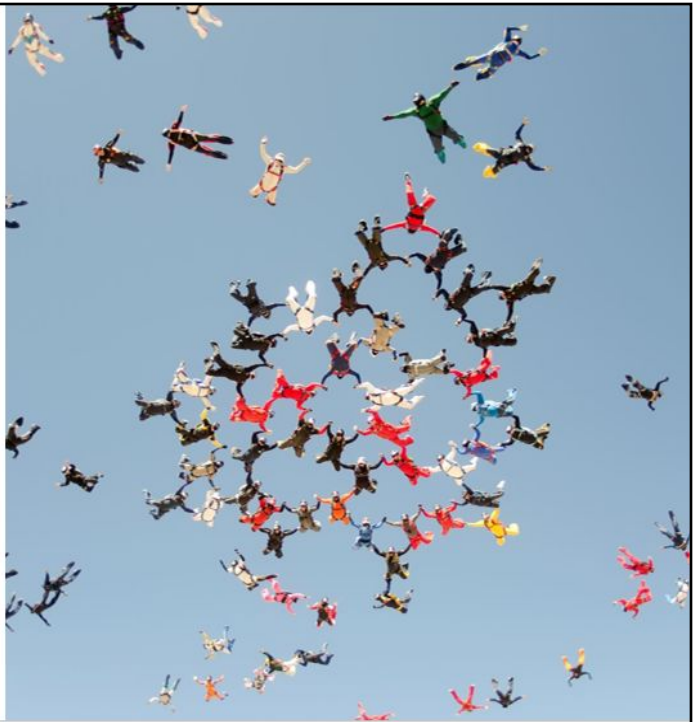
In small groups of 3-4 people in your proximity, read each scenario, discuss, and respond to the following questions (5 minutes):

1. Based on the information provided, does this student have the right to register and access a free, appropriate, and public NYS High School?
2. If the student is eligible, what grade level would you place them in? Why?
3. What additional support or accommodations do you think the student may need to thrive in the NYS High School, considering their unique circumstances in the given scenario?



## Student Eligibility Scenarios Activity Breakdown (10 minutes)

- **5 Minutes- Group Discussion**
  - Read Scenarios, discuss, respond to questions
  - Be prepared to share out your group's responses
- **5 Minutes- Whole Group Discussion**
  - Sharing out our responses and questions



## Questions

1. Based on the information provided, does this student have the right to register and access a free, appropriate, and public NYS High School?

2. If the student is eligible, what grade level would you place them in? Why?

3. What additional support or accommodations do you think the student may need to thrive in the NYS High School, considering their unique circumstances in the given scenario?

## Scholaro Database

El Salvador



SCAN ME

Ukraine



SCAN ME

**Scenario 1:** Juan Garcia is a 20-year-old newcomer immigrant from El Salvador. He recently arrived in New York State seeking asylum due to political and safety concerns in his home country. Juan has provided limited documentation and information about his educational background in El Salvador. He stated that he completed “el primer año de la educación media.” He turns 21 years old on November 15.

**Scenario 2:** Maria Ivanova, a 17-year-old newcomer immigrant from Ukraine. Maria and her family have recently relocated to New York State due to escaping the Russia-Ukraine War through the U.S. Uniting for Ukraine Program. Maria does not have any transcripts or documents from her school as her school is no longer there. All she can do is verbally state what classes she took, what she learned, and her educational experiences. She states that she hasn’t graduated from “general secondary” yet.

**Scenario 3:** Share a scenario from your experience to discuss and gain insights from colleagues.

## Discussion (5 minutes)


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**Scenario 3:** Share a scenario from your experience to discuss and gain insights from colleagues.





## Addition Resources: County Community Based Organizations


 Mental and health counseling services

 Translations support

 Immigration and legal services

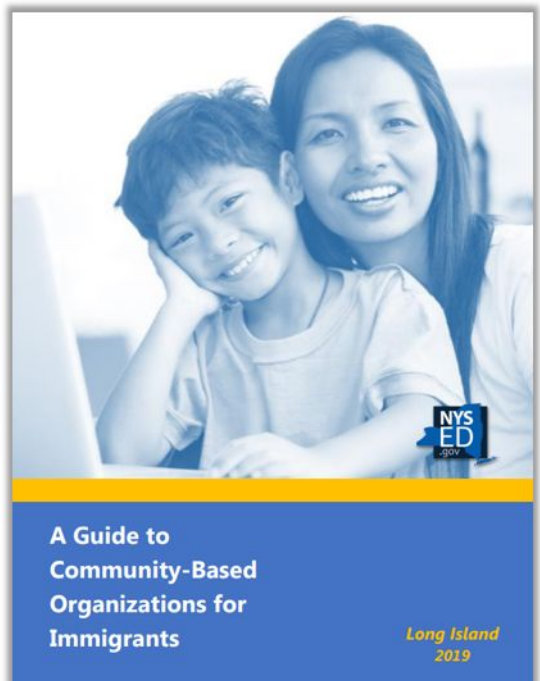
 Food, clothing, and education support

 Employment Counseling

 CBO Guides by region



SCAN ME



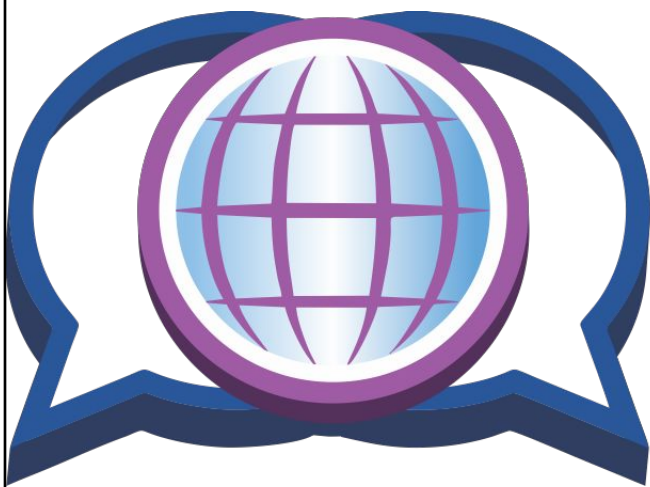
~~ 15 minute Break ~~

## L.I. RBERN Family Academy

### Upcoming topics include:

- Beating the Homework Blues- 10/26
- Healthy Eating Habits for Diabetics- 11/8
- Graduation Requirements
- Financial Aid Opportunities for Undocumented Students
- Parenting Adolescents
- What is the PTA?
- What is the BOE?
- Playing Games at Home to Support English language learning
- Support for Families of Children in a Dual Language Program  
(hosted by Lindenhurst)





**NTC**  
**LANGUAGE**  
**SERVICES**



Revised Procedures for  
Next Day Completion of Testing for ELLs  
On Regents Exams

# Next Day Completion for ELLs - Revised Procedures

<https://www.nysed.gov/sites/default/files/programs/state-assessment/procedures-next-day-completion-testing-ell-2023.pdf>

*Beginning with the January 2024 Regents Administration*, all required forms must be e-mailed to the Office of State Assessment (OSA) at [NextDayCompletion@nysed.gov](mailto:NextDayCompletion@nysed.gov) *no later than the day before the administration of the affected State assessment.*

- In the subject line: Include “Next-Day Completion,” followed by the school’s BEDS code (e.g., Next-Day Completion - 010002345678)
- Principal will receive a confirmation e-mail that the form was submitted.
- If the school has e-mailed the Assurance form by this deadline, the school may provide the Next-Day Completion accommodation to the named students.



## Next Day Completion for ELLs - Revised Procedures

### What is it?

Assessment Accommodation for ELLs and former ELLs who:

- have been granted the extended time accommodation
- are scheduled to take two Regents Examinations on the same day
  - may also be granted the Next-Day Completion of Testing accommodation.
    - reduces the number of hours of testing in a single day
    - allows ELLs to better demonstrate their knowledge and understanding of the subject





## Next-Day Completion of Testing for English Language Learners on Regents Examinations

- Student must be an ELL or eligible Former ELL and have two Regents Examinations scheduled on the same day.
- Each Regents Examination must begin on the date scheduled.
  - All parts of the first examination must be completed on the scheduled day and at least the first part (Part 1 or Part A) of the second Regents Examination must be completed on the scheduled day.
    - A student who does not complete a part of the Regents Examination on the day it is started is not permitted to continue on THAT part the following day.
  - Prior to administration of the second Regents Examination school personnel authorized by the principal must separate pages of the examination booklet into its clearly defined parts.
    - The remaining parts of the second Regents Examination must be completed by the student on the next school day.



## Next Day Completion - 4 Exams Example

**Q: For students with 4 exams back-to-back, what is the order?**

**A: The exams not finished on day 1 and day 2 should be completed on day 3. See example below.**

	DAY 1 Tuesday, Jan 22	DAY 2 Wednesday, Jan 23	DAY 3 Thursday, Jan 24
AM	<b>ELA</b> - student completes exam	<b>US History &amp; Govt</b> - student completes exam	Student completes <b>Living Environment</b> (started on Day 1)
PM	<b>Living Environment</b> - Student Begins Part I/A	<b>Algebra I</b> - Student Begins Part I/A	Student Completes <b>Algebra I</b> (started on Day 2)



# Next Day Completion vs Multiple-Day Administration

## Next Day Completion

- Testing accommodation for ELLs who have been granted the “extended time” testing accommodation
- Are scheduled to take two Regents exams on the same day
- Strictly a scheduling issue

## Multiple Day Administration of State Assessments

- Testing accommodation for SWD
- Determination is made by CSE or 504 Committee based on need due to student’s disability
  - <https://www.nysed.gov/sites/default/files/programs/state-assessment/revised-procedures-multiple-day-administration-2023.pdf>
  - [https://www.nysed.gov/sites/default/files/programs/special-education/testing-accommodations-guide\\_0.pdf](https://www.nysed.gov/sites/default/files/programs/special-education/testing-accommodations-guide_0.pdf)
    - Page 60 Appendix H



# Changes to Administration of Grades 3–8 Assessments

# Changes to Administration of Grades 3-8 Assessments Test Schedule

For the 2023-24 school year, there will be a multiple-week window to administer the Grades 3-8 English Language Arts (ELA) and Mathematics Computer-based Tests and the Grades 5 & 8 Science Computer-based Tests.

Computer-based testing	Grades 3-8 English Language Arts	Monday, April 8 – Friday, May 17	Make-ups must be given within the testing window	Must be completed by Friday, May 24*	N/A
	Grades 3-8 Mathematics				
	Grades 5 & 8 Science				
NYSESLAT Speaking		Monday, April 15 – Friday, May 24	Make-ups must be given within the testing window	Speaking is usually scored as it is administered	TBD
NYSESLAT Listening, Reading, Writing		Monday, May 13 – Friday, May 24	Make-ups must be given within the testing window	TBD	TBD



# Changes to Administration of Grades 3-8 Assessments Test Schedule

Grades 3-8 ELA, Math & 5/8 Science

NYSESLAT Speaking

NYSESLAT L, R & W

Possible Vacations

	S	M	T	W	T	F	S
April	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	1	2	3	4
May	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1



**Strongly suggest scheduling ELA administration early in the testing window.**

## Changes to Administration of Grades 3-8 Assessments Translated Editions – Math and Science

Beginning with spring 2024 administration, **all translated** editions of the test will be provided to students as **paper-based tests**.

- Tests will be available in Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish.
- The tests can also be translated orally into other languages for those ELLs whose home language is one for which an alternate language edition is not available from the Department.



## Changes to Administration of Grades 3-8 Assessments Translated Editions – Math and Science

- Ordering Instructions - page 3, #15:  
<https://www.nysed.gov/sites/default/files/programs/state-assessment/instructions-exam-requests-2024.pdf>
- *All alternate language editions of the tests will be paper format. Alternate language computer editions are no longer available. When requesting alternate language editions, schools will also receive the corresponding paper copies of the English editions of the tests to provide as a testing accommodation.*



# ELL Status Exit Program Service Codes

## SIRS Manual P212

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### ELL Status Exit Program Service Codes

SIRS Manual p212-213:

<https://www.p12.nysed.gov/irs/sirs/sirs-manual.pdf>

**Page 213** (middle of second paragraph): *These students will be considered ELL in the current school year, former ELL in the following **four** school years, and ever ELL in future years for reporting and research purposes.*

- Per ESSA *Former ELLs can be included in the ELL subgroup* for calculating ELL performance in ELA and Math *for up to four years after exiting* ELL status. (page 26: <https://www2.ed.gov/programs/sfsgp/eseatitleiiresourceaccountelsguide.pdf>)
- Former ELL services as per CR Part 154 and allowable assessment accommodations remain the same (required for 2 years after exiting).



## ELL Status Exit Program Service Codes

SIRS Manual p212-213:

<https://www.p12.nysed.gov/irs/sirs/sirs-manual.pdf>

*States may include the reading/language arts and mathematics assessment results for former ELs in the EL subgroup for up to four years when calculating performance on indicators that use results from those assessments, as long as the State does so in a uniform manner (i.e., includes all former ELs for the same State-determined length of time) (ESEA, as amended by ESSA, section 1111(b)(3)(B); 34 C.F.R. § 200.16(c)(1)).*

