

**CEEP Update 2024-2025 - CEEP Update 2024-2025****Overview of CR Part 154 Comprehensive Plan and Data Reporting Requirements**

---

Page Last Modified: 07/29/2025

**Comprehensive English Language Learner (ELL) Education Plan (CEEP) 2024-2025****Overview of CR Part 154 Comprehensive Plan and Data Reporting Requirements CR Part 154 Comprehensive Plan for the Education of English Language Learners (ELLs) 2024-25**

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). In alignment with the Blueprint for English Language Learner Success, school boards and district/school leaders are responsible for addressing the academic, linguistic, social, and emotional needs of English Language Learners (ELLs) and Multilingual Learners (MLs). To ensure the district's vision for ELLs is clear to all responsible parties, it is essential that the school district superintendent or designee shares the plan with all relevant stakeholders. This approach guarantees that the district's commitments and strategies for supporting ELLs are effectively communicated and upheld at every level of the school community. For the 2024-2025 school year, all districts that had ELLs enrolled in the 2023-2024 school year must submit an update of this plan to NYSED for review.

Please note that all required questions must be answered to submit the form. If the response to Question 16: 'Were one or more ELLs enrolled in the district in 2023-24?' is 'No,' you must complete the associated subquestion before saving and continuing. Once this is done, you will proceed to the certification and submission page, with no additional questions needing to be answered.

If the answer to question 16 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.

**CEEP Update 2024-2025 - CEEP Update 2024-2025****Overview of CR Part 154 Comprehensive Plan and Data Reporting Requirements**

---

Page Last Modified: 07/29/2025

**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 mandated 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 a 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.

**2024-2025 CEEP Reporting Updates**

To assist districts in completing the revised CEEP, a detailed [Submission Guide](#) has been provided. We strongly encourage districts to review this guide carefully, as it offers valuable insights and instructions to inform responses.

Furthermore, we have included a customizable template for an [English Language Learner \(ELL\) Identification Standard Operating Procedure \(SOP\) Checklist](#). This checklist can be tailored by each district and used in response to Question 2 - Initial Identification of the Assurances section, which pertains to the ELL Identification Processes.

Please note that the completed CEEP, along with all required documentation, must be submitted to the New York State Education Department (SED) no later than **Friday, December 20, 2024**.

If you have any further questions or require assistance, please contact your local RBERN and/or email OBEWL at [OBEWL@nysed.gov](mailto:OBEWL@nysed.gov).

**CEEP Update 2024-2025 - CEEP Update 2024-2025**District/LEA Information

---

Page Last Modified: 07/29/2025

**District/LEA Information****1. LEA BEDS Code**

580503030000

**2. LEA Name**

East Islip School District

**3. Chief District Officer Name**

Paul E. Manzo

**4. Chief District Officer Telephone #**

631-224-2010

**5. Chief District Officer Email Address**

paul.manzo@eischools.org

**Program Contact Information****6. What is the name of the Superintendent's ELL Program Designee?**

Christian Seifert

**7. ELL Program Designee title**

Director of World Languages, ENL, &amp; Assessments

**8. Which stakeholders were involved in completing this CEEP?**

Director of World Languages, ENL, &amp; Assessments, Assistant Superintendent for Curriculum &amp; Instruction

**9. ELL Program Designee contact number**

6312242008

**10.****ELL Program Designee email**

cseifert@eischools.org

**11.****What is the name of the Superintendent's World Language Program Designee?**

Christian Seifert

**12.****World Language Program Designee title**

Director of World Languages, ENL, &amp; Assessments

**13. World Language Program Designee contact number**

6312242008

**14. World Language Program Designee email**

cseifert@eischools.org

**CEEP Update 2024-2025 - CEEP Update 2024-2025**

District/LEA Information

---

Page Last Modified: 07/29/2025

**15. Will your school offer the New York State Seal of Biliteracy (NYSSB) in the 2024-25 school year?**

☒ Yes

☐ No

**16. Were one or more ELLs enrolled in the district in 2023-2024?**

☒ Yes

☐ No

## CEEP Update 2024-2025 - CEEP Update 2024-2025

Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

**CEEP 2024-2025**

Please answer the following questions.

1. **Total number of 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.**  
118
2. **Total number of 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.**  
0
  - 2B. If the answer to the above question is greater than 0 – provide an explanation, and what is being done to correct this and the projected timeline for resolution.
3. **Total number of teachers with ESOL certification teaching in an ENL program.**  
7
4. **Total number of teachers without ESOL certification teaching in an ENL program.**  
0
5. **Total number of teachers with bilingual extension certification teaching in a bilingual education program.**  
0
6. **Total number of teachers without bilingual extension certification teaching in a bilingual education program.**  
0

**Statement of Assurances and Program Update**

Please answer the following questions with a clear and descriptive narrative that explains your district's practices that provide evidence of compliance with the requirements of CR Part 154 and its related subparts.

7. **District Educational Philosophy for English Language Learners: Does the educational philosophy of the district include research based goals that specifically address English Language Learners (ELL), and all ELL subpopulations (Students with Inconsistent/Interrupted Formal Education [SIFE], English Language Learners with Disabilities, Newcomer English Language Learners, Developing English Language Learners, Long-Term English Language Learners, and Former English Language Learners)?**  
☒ Yes  
☐ No
  - 7B. **1.a. Research based goals for the English as a New Language (ENL) Program which must be provided to all English Language Learners who are not served by a Bilingual Education program [CR Part 154-2.3(d)(9)]. (Required)**

The Research based goals for the ENL program provided in East Islip School District include the following:

**CEEP Update 2024-2025 - CEEP Update 2024-2025**Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

Ensuring ELLs develop proficiency across listening, speaking, reading and writing, while mastering grade-level academic content.

Implementing NLAP/HLAP aligned instruction to ensure continuity and coherence with state standards.

Providing integrated and stand-alone ENL services tailored to student readiness and instructional needs.

Grounding instruction in evidenced-based practice such as scaffolding, differentiated instruction, and culturally responsive pedagogy.

Content-area instructional component in English (including the core subjects of ELA, Math, Social Studies and Science).

English language development component delivered through stand-alone and or/integrated instruction.

**7C.**

**1.b. Researched based goals for the established Bilingual Education Program(s) which shall be provided by the district in the following school year when the sum of each school's Annual Estimate of Enrollment of English Language Learners equals 20 or more English Language Learners of the same grade level, all of whom have the same home language that is other than English [CR Part 154-2.3(2)]. (If applicable)**

**1.b.1. Transitional Bilingual Education (TBE) Program**

**1.b.2. One-Way Dual Language Program**

**1.b.3. Two-Way Dual Language Program**

N/A

**7D.**

**1.c. Goals for the bilingual and English as a New Language (ENL) services for English Language Learners with disabilities which are considered core general education instruction. If ELLs are also eligible for special education services according to their IEP, they must still participate in the district's bilingual or ENL program. (Required)**

In East Islip, the goal of our English as a New Language (ENL) services for English Language Learners (ELLs) with disabilities is to ensure equitable access to core general education instruction while supporting both language development and disability-related learning needs. We are committed to delivering linguistically and developmentally appropriate instruction aligned with the New York State Learning Standards, with a strong emphasis on language development, literacy growth, and alignment with Individualized Education Program (IEP) goals.

ENL instruction for ELLs with disabilities is provided through both Integrated ENL and Stand-Alone ENL models.

Instruction incorporates grade-level content and English language development objectives to ensure that students can meaningfully access academic material while developing English language proficiency.

To promote literacy growth, we use a range of research-based tools and instructional strategies, including programs such as Foundations, Magnetic Reading, and i-Ready Diagnostics for ongoing monitoring of language and literacy progress. These tools support explicit and systematic instruction and help inform instructional decisions based on student needs.

Instructional supports are aligned with each student's IEP through collaboration among ENL, special education, and general education teachers. Instruction is scaffolded to address both language acquisition and disability-related needs, such as speech-language supports, cognitive processing strategies, and multisensory literacy instruction.

Student progress is measured using multiple measures, including formative assessments, the NYSESLAT to assess

**CEEP Update 2024-2025 - CEEP Update 2024-2025**Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

English language proficiency and IEP benchmarks to monitor and ensure progress toward individualized learning goals. In accordance with New York State regulations, ELLs with disabilities receive coordinated services that integrate English language development with specially designed instruction from their IEP. They receive the targeted instructional supports necessary for both academic achievement and English language development within the general education setting. The ultimate goals of ENL services for these students are to strengthen collaboration among ENL teachers, special education teachers, and related service providers, and to ensure that ELLs with disabilities fully participate in the general education curriculum with appropriate language supports and IEP accommodations in place.

- 7E.** 1.d. Goals for the services provided to Former English Language Learner, defined as Integrated English as a New Language in English Language Arts or another content area, or such other services approved by the NYS Commissioner that monitor and support the student's language development and academic progress for at least two school years following the school year in which a student is exited from English Language Learner status following the Units of Study. (Required)

In East Islip, the goal of services provided to Former English Language Learners is to ensure continued language development and academic success through targeted support and monitoring for a minimum of two years following a student's exit from ELL status, as required by New York State regulations.

Former ELLs receive Integrated ENL support within English Language Arts and/or other content areas to reinforce academic language skills in context. Instruction includes explicit and systematic English language development embedded within the core curriculum. We utilize research-based programs such as Foundations, Magnetic Reading, and i-Ready Diagnostics for regular progress monitoring to track language development and literacy growth over time.

These services are designed to sustain and build upon the gains students made while receiving ENL services, ensuring that Former ELLs continue to thrive academically and linguistically with appropriate scaffolds and instructional strategies in place.

- 7F.** 1.e. Goals for the services provided to Newcomer English Language Learners who are students who have been identified as English Language Learners and receive English as a New Language instruction, as a component of their Bilingual Education or English as a New Language program, for a total of zero (0) to three (3) continuously enrolled school years in the United States (the 50 States and the District of Columbia). (If applicable)

In East Islip, the goal of services for Newcomer English Language Learners—students who have been identified as ELLs and have been continuously enrolled in U.S. schools for zero to three years—is to accelerate English language acquisition while supporting foundational literacy and access to grade-level content.

Instruction for Newcomer ELLs includes both Stand-Alone ENL and Integrated ENL components as part of their core instruction. These services provide explicit and systematic English language development, focusing on vocabulary, grammar, oral language, reading, and writing skills within meaningful academic contexts.

To promote language development and literacy growth, East Islip utilizes research-based programs such as Foundations, ELlevation, DIBELS, Magnetic Reading, and i-Ready Diagnostics for ongoing progress monitoring. These tools allow for differentiated instruction that meets students where they are and supports their rapid language and academic growth.

Although East Islip does not currently offer bilingual programs, instruction is culturally responsive and acknowledges students' home languages as assets, building on prior knowledge and experiences to support English proficiency and literacy development.

**CEEP Update 2024-2025 - CEEP Update 2024-2025**Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

- 7G. 1.f. Goals for the services provided to Students with Inconsistent/Interrupted Formal Education (SIFE), who are 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 (the 50 States and the District of Columbia). (If applicable)**

In East Islip, the goal of services for Students with Inconsistent/Interrupted Formal Education (SIFE) is to ensure that, if and when such students enroll, they receive targeted, developmentally appropriate academic and language supports that address their unique educational backgrounds and accelerate their progress toward grade-level achievement.

Historically, East Islip has had very low instances of SIFE enrollment, and there are no identified SIFE students in the district at this time. However, should a student meeting the SIFE criteria enroll, the guidance department collaborates closely with the ENL department to conduct a thorough evaluation of the student's academic history, literacy in the home language, and math proficiency. This evaluation process ensures that the student is accurately placed in appropriate courses and receives the necessary supports from the outset.

Instructional planning would incorporate explicit and systematic English language development through Stand-Alone and Integrated ENL services, along with differentiated supports tailored to the student's literacy and numeracy needs. Should such supports be needed, East Islip would utilize research-based programs such as Foundations, Magnetic Reading, Ready Math, ELlevation, DIBELS, and i-Ready Diagnostics to monitor academic growth and guide instruction.

- 7H. 1.g. Goals for the services provided to Long-Term English Language Learners, who have received English-language supports through Bilingual Education or English as a New Language (ENL) for six (6) or more years without scoring at the Commanding level on the NYSESLAT. (If applicable)**

In East Islip, the goal of services for Long-Term English Language Learners (LTELs)—students who have received English language supports through ENL services for six or more years without reaching the Commanding level on the NYSESLAT—is to provide intensified, individualized instruction that addresses persistent areas of need and supports overall academic and language development.

A key component of our approach is the analysis of NYSESLAT scores to identify specific domains where students are struggling and the use of ELlevation for progress monitoring. Across the board, writing has consistently emerged as the most common area of deficiency among our LTEL population. In response, targeted writing instruction is a specific focus of the school year's ENL programming. Teachers incorporate structured writing supports within both Stand-Alone and Integrated ENL settings to help students develop academic writing skills aligned with grade-level expectations and language proficiency standards.

In addition to academic data, the ENL department partners closely with the guidance department to investigate any contributing social-emotional factors. This includes assessing whether students are experiencing challenges at home, difficulties assimilating, or other barriers that may be impacting their academic and language progress.

Instructional planning will continue to incorporate explicit and systematic English language development through both Stand-Alone and Integrated ENL services in content areas, alongside continued differentiated supports designed to address each student's ongoing literacy and numeracy needs. As these supports remain essential, East Islip will maintain the use of the research-based programs such as Foundations, Magnetic Reading, ELlevation, and i-Ready Diagnostics to monitor academic growth and inform instructional decisions.

## CEEP Update 2024-2025 - CEEP Update 2024-2025

## Statement of Assurances and Program Update

Page Last Modified: 09/08/2025

The overarching goal is to support LTELLs in overcoming obstacles that have hindered progress and to move them toward meeting the Commanding level on the NYSESLAT and full academic success.

8. **Initial Identification: Does the district maintain a standard operating procedure to follow all the mandated steps of the initial ELL Identification process outlined below within 10 days of student enrollment (20 days for students with an IEP)? [CR 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 qualifies for reentry identification.
- Home Language Questionnaire (HLQ) indicates 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 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).

☒ Yes☐ No

- 8B. If yes, please confirm the use of a district-specific standard operating procedure and upload it here. The SOP should include the names and titles of responsible staff.

Identification of English Language Learners ELLs 1.docx

9. **Identification of ELL Students with a Disability: Does the district follow administrative practices to ensure proper identification of ELLs with Disabilities that include:**

- ELL identification process for students with disabilities 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].

☒ Yes☐ No

- 9B. If yes, does every place of enrollment in the district have an active Language Proficiency Team (LPT) in place?

☒ Yes

## CEEP Update 2024-2025 - CEEP Update 2024-2025

## Statement of Assurances and Program Update

Page Last Modified: 09/08/2025

☐ No**9C. If yes, identify the district personnel and their titles that are active participants on the Language Proficiency Team(s) (LPT) for the district.**

Christian Seifert, Director of World Languages, ENL, &amp; Assessments

Krista Legge, Executive Director of PPS/Special Education

Stephanie Hauser, ENL Teacher

Stacie Bruno, Guidance Counselor

**10. Annual Measurement and Tracking of Academic Progress and English Language Proficiency: Does the district follow administrative practices to ensure annual measurement and tracking of academic progress and English language proficiency that include:**

- 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)]
- Progress monitoring for English language proficiency occurs throughout the school year
- Use of data to drive instruction for English Language Learners
- ELLs and former ELLs for 2 years receive appropriate accommodations (i.e. time extension, separate location, bilingual glossaries, translated exams, oral translations for low incidence languages).
- Please note that testing accommodations ordinarily permitted for ELLs taking other NYS examinations are not permitted for the NYSESLAT. ELLs with a disability should be provided the testing accommodations specified on their IEP or Section 504 Accommodation Plan (504 Plan). Please refer to Testing Accommodations for Students with Disabilities.

☒ Yes☐ No**10B. If yes, (1) 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.**

NYSESLAT SCHEDULE APRIL MAY.pdf

2025 NYSESLAT May 12-16.pdf

**10C. If yes, (2) detail how data obtained by progress monitoring is driving instruction specific to English Language Learners.**

East Islip uses the following progress monitoring data to drive instruction for English Language Learners (ELLs):

ELlevation provides a centralized platform to track ELL student profiles, language proficiency levels, and progress toward mastery of NYSESLAT standards. It allows teachers to set individualized, measurable language goals aligned with CR Part 154 requirements. ENL staff, special educators, and content-area teachers can monitor growth in real time.

i-Ready offers adaptive diagnostic and instructional tools in reading and math, with data that can be disaggregated for ELL populations. It identifies strengths and needs in areas such as phonics, vocabulary, comprehension, and mathematics. ENL teachers use this data to align language scaffolds with academic skills (e.g., pre-teaching math vocabulary before a unit). Quarterly diagnostic updates measure growth and inform instructional adjustments, such as regrouping students or modifying interventions. Data disaggregation by subgroup ensures that ELL progress is clearly

**CEEP Update 2024-2025 - CEEP Update 2024-2025**Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

visible and not obscured by district-wide averages.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) supports early literacy development, particularly in decoding, fluency, and phonemic awareness. It identifies foundational reading deficits that may stem from limited English exposure rather than potential learning disabilities. ENL teachers integrate DIBELS data with language objectives to ensure that literacy instruction includes appropriate language supports. This approach aligns early interventions with both Science of Reading principles and ELL-specific needs.

- 11. Parental Notification: Does the district have administrative practices in place to ensure that multilingual parents and/or guardians receive notices and information in the language and mode of communication they best understand? See examples of notices and information below:**

- Eligibility and placement notification within 10 days of ELL identification in a Bilingual Education or English as a New Language program [CR 154.3(k)(1)]
- The option of transferring their children to a school within the LEA with a bilingual program if their school does not currently have one [Part 154.3(k)(2) and (k)(3)]
- Information about all Bilingual Education and English as a New Language programs available in the district as well as information and notices regarding program placement and the rights of such parents or persons in parental relation
- State standards and assessments for graduation
- School expectations and program requirements [CR 154-2.3(f)(1),(4)]
- Annual NYSESLAT Student Score Report
- Information regarding equitable access to programs, services, or activities including but not limited to: Registration and enrollment Specialized schools and programs ELL programs Extracurricular activities Parent handbooks Parent-teacher conferences Permission slips Textbooks and instructional resources Report cards Discipline policies, procedures, grievances, and access to bilingual instruction during an out of school suspension and/or long-term medical absences Special education services and meetings Notices of nondiscrimination

☒ Yes

☐ No
**11B.**

If yes, please upload evidence of at least three (3) items as examples of parental notification and/or communication from the list above from the current school year.

NYSESLAT Ltr to Parents.docx  
 NYSESLAT Ltr IN SPANISH to Parents.docx  
 ENL Parent Presentation 2024.pptx  
 ENL Welcome Orientation Letter in Spanish.docx  
 ENL NYSITELL Score letter in Spanish.docx  
 Jumpstart Blurb.docx  
 Posting - Multilingual Jumpstart Summer Program.pdf

- 12. English as a New Language Programming: Does the district's administrative practices ensure programming for English as a New Language instruction as follows?**

- The ENL instructional program is administered in accordance with all applicable NYSED statutes, regulations,

## CEEP Update 2024-2025 - CEEP Update 2024-2025

Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

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 that 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 0.5 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)]

☒ Yes☐ No**12B.**

If yes, please upload the following:

- An example of a building wide schedule that clearly shows how ENL instruction is scheduled to meet all applicable NYSED statutes, regulations, and program plans with an explanation as to how the building wide schedule is developed with English as a New Language and Bilingual Education programs (where applicable) as a priority.
- Examples of how students who have exited ELL status are receiving the minimum 0.5 units of study or its equivalent of Integrated ENL and ELA/Core Content Area for two years after exiting ELL status.

ENL\_HS\_Scheduling\_Rationale\_2024-2025.docx

24-25.pdf

24-25 Ackley.pdf

Beyernheimer ENL Schedule 24-25.pdf

BRN94DDF83C97A6\_000386.pdf

BRN94DDF83C97A6\_000385.pdf

- 13. Bilingual Education Programming: Does the school district have 20 or more English Language Learner (ELL) students in the same grade level who speak the same home language? For school districts in New York City only (due to the 1974 ASPIRA Consent Decree in New York City) does the school district have 15 or more ELLs in the same grade level or in two continuous grades who speak the same home language in grades K-8?**

☐ Yes☒ No

- 14. 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)]**

☐ Yes☐ No

## CEEP Update 2024-2025 - CEEP Update 2024-2025

Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

☒ Not Applicable

15. Does the district's administrative practices ensure programming for bilingual education **as follows?**
- 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 shall 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)].

☐ Yes  
☐ No  
☒ Not Applicable

16. Does the district provide instructional practices specifically to address the needs of Students with Interrupted/Inconsistent Formal Education (SIFE)? Under CR Part 154, a Student with Inconsistent/Interrupted Formal Education shall mean English Language Learners (ELLs) who have attended schools in the United States (the 50 States and the District of Columbia, Puerto Rico, and U.S. Territories) 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 (the 50 States and the District of Columbia) [154-2.2(y)]. The definition above is inclusive of Low Literacy SIFE, students who have literacy at or below third grade in their home language. This means that they are not yet fluent readers in any language and do not independently use text as a resource to build new knowledge.

☐ Yes  
☐ No  
☒ Not Applicable

17. Does the district provide 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. For example, this may mean that special education services, accommodations, program modifications and/or supplementary supports and services, may be needed to support that student's participation and progress in the Bilingual Education or ENL program. It may also mean that for some ELLs with Disabilities, the Committee on Special Education (CSE) may recommend that the Bilingual Education or ENL program be provided to the student in their special class(es).

☒ Yes  
☐ No  
☐ Not Applicable

## CEEP Update 2024-2025 - CEEP Update 2024-2025

Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

- 17B. If yes, please provide a brief explanation of the instructional practices used to address the needs of ELLs with Disabilities.**

In the East Islip School District, English Language Learners (ELLs) with disabilities receive integrated instructional services that address both their language development needs and their individualized education goals. These students are provided with the mandated ENL instructional time as required under CR Part 154, alongside the special education services outlined in their Individualized Education Plans (IEPs).

Instruction is delivered collaboratively by ENL and special education teachers using a co-planned, differentiated approach. Strategies include scaffolded instruction, language-rich content delivery, visual supports, use of assistive and instructional technology, and targeted small-group interventions. Instructional materials and activities are adapted to meet both the students' English proficiency levels and their cognitive and developmental needs.

Monthly team meetings are held to monitor the academic, linguistic, and social-emotional progress of ELLs with disabilities as with all students suspected of being at risk or showing signs of academic decline. These meetings allow staff to make data-driven adjustments to instruction and services. Annual IEP reviews are conducted with interpreter services provided as needed to ensure full participation by parents/guardians. All communications are translated into the family's preferred language when required, ensuring meaningful engagement in the planning process.

- 18. Does the district ensure that social-emotional supports for English Language Learners are accessible while taking into account student diversity? This may include bilingual counseling services, peer mediation facilitated by bilingual mediators, and bilingual speech services. [CR 154-2.3(j)(2)]**

☒ Yes☐ No

- 18B. If yes, please briefly describe the social emotional supports for English Language Learners used by the district that takes into account student diversity.**

### Social-Emotional Supports for English Language Learners

The East Islip School District ensures that social-emotional supports for English Language Learners (ELLs) are accessible and culturally responsive. These supports are embedded in both district-wide initiatives and targeted student services, with a strong focus on diversity, equity, and inclusion.

As part of our Professional Development Plan (Priority #3 – Social and Emotional Learning), staff receive ongoing training in DASA compliance, Restorative Practices, and fostering a Culture of Care, all of which emphasize the importance of safe, inclusive learning environments for diverse learners, including ELLs. These trainings are delivered through Superintendent's Conference Days, in-service workshops, faculty meetings, and external conferences.

To promote cultural awareness and belonging, the district hosts initiatives such as World Language Week, where different languages and cultures are highlighted and celebrated each day across the school community.

Additionally, translated materials and interpreter services are provided for students and families as needed. In settings such as peer mediation, counseling groups, or disciplinary meetings, interpreters are introduced to ensure full participation by ELL students and their families.

## CEEP Update 2024-2025 - CEEP Update 2024-2025

## Statement of Assurances and Program Update

Page Last Modified: 09/08/2025

These supports aim to ensure that ELLs feel respected, seen, and heard within the school environment, which is essential to both their emotional well-being and academic success.

- 19.** Professional Development: Does the district's professional learning plan ensure 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? This professional development must meet the requirements outlined in Section 80-3.6 and Section 100.2(dd) [CR Part 154-2.3(k)], and fulfill the mandate for second language acquisition CTLE credit—specifically, 15% of required PD for all teachers and 50% for teachers with Bilingual Extension or ESOL certification [CR Part 154-2.3(k)(1)].

☒ Yes

☐ No

- 19B.** If yes, please describe the district's professional learning plan that may include:

- **Topics and how they were decided upon**
- **Target audience for each event**
- **How Title III funds were used to enhance PD offerings**
- **Whether or not the PD was mandatory or incentivized**
- **Expected outcomes for each event**
- **Evidence of impact**

Our district is committed to ensuring that all instructional staff are prepared to meet the academic and linguistic needs of English Language Learners (ELLs), in alignment with New York State mandates, including CR Part 154 and Continuing Teacher and Leader Education (CTLE) requirements. A comprehensive, multi-faceted professional development (PD) framework has been established to provide educators with the tools, training, and strategies necessary to support multilingual learners at all proficiency levels.

To support curriculum development and enhance educator capacity, the district actively partners with BOCES and LIBERN and leverages Title III funding. These collaborations allow us to offer a range of professional learning opportunities—both online and in person—throughout the school year. These sessions are accessible to all educators working with ELLs and are strategically designed to be relevant, evidence-based, and responsive to instructional needs. To fulfill the 15 percent CTLE requirement specific to English Language Learners, the district utilizes certified ENL teachers to lead targeted professional development for content-area staff. This internal capacity-building model not only ensures compliance with state regulations but also makes PD context-specific, practical, and directly aligned to classroom realities. Sessions focus on scaffolding, differentiation, culturally responsive teaching, co-teaching models, and other research-based strategies that support language acquisition across the curriculum.

In the 2025–2026 school year, the district continues its implementation of ELLevation and the Frames of Fluency program, including associated training for staff. These tools provide structured supports for planning instruction and tracking student progress. In response to staff and student data from the prior year, this year's PD places increased emphasis on integrating writing into daily instruction to promote academic growth at all stages of ENL development. Additionally, Science of Reading training has been introduced, with ongoing exploration of its application in ENL classrooms. In-house PD is also embedded throughout the year via joint academic departmental meetings, peer collaboration, and best-practice sharing. Informal and formal structures are in place to facilitate co-planning and co-

**CEEP Update 2024-2025 - CEEP Update 2024-2025**Statement of Assurances and Program Update

---

Page Last Modified: 09/08/2025

teaching between ENL and content teachers. Instructional coaching is provided as needed to reinforce implementation and foster continuous improvement.

The district's Director of World Languages, ENL, and Assessments plays a central leadership role in aligning PD initiatives with state mandates and instructional priorities. Throughout the school year, the Director visits schools across the district, attends faculty meetings, and delivers presentations on ENL programming, supports, and strategies.

Handouts outlining best practices and classroom applications are distributed during these visits, and staff are encouraged to engage in dialogue and ask questions to support implementation.

To plan, monitor, and document professional development participation, the district uses **Frontline Professional Growth**. This platform enables the district to track CTLE hours, evaluate the quality and effectiveness of PD offerings through participant feedback and usage data, and ensure that all staff are meeting the state-mandated ENL-specific requirements. This centralized system also helps identify gaps in training and proactively shape future offerings. Participant feedback remains a cornerstone of our ongoing PD refinement process. Insights from staff are used to inform future sessions and ensure professional learning remains responsive to both educator and student needs. Through these efforts, the district has developed a robust professional development framework that not only meets all New York State ENL requirements but also reflects our deep commitment to equitable, high-quality instruction for multilingual learners. Our continued focus is to ensure that every educator is equipped with the skills and knowledge necessary to support the academic success of all English Language Learners.

**19C.** If yes, please upload evidence the district's professional learning plan:

ENL\_Integrated\_Minilesson.pptx

ProfessionalDevelopmentPlan2022-25.pdf

ELL Supports.pdf