

**CEEP Update 2019-2020****Overview of CR Part 154 Comprehensive Plan and Data Reporting Requirements**

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**Overview of CR Part 154 Comprehensive Plan and Data Reporting Requirements****CR Part 154 Comprehensive Plan for the Education of ELLs****CR Part 154 Comprehensive Plan for the Education of ELLs**

In the fall of 2014, the New York State Board of Regents adopted the New York State Education Department's proposed amendments to Part 154 of the Regulations of the Commissioner of Education. All districts and schools in New York State must comply with Part 154 of the Commissioner's Regulations (CR Part 154), which establishes standards for school districts having English Language Learners (ELLs), to assure that such students are provided opportunities to achieve the same educational goals and standards that have been established by the Board of Regents for all students. In accordance with the provisions of CR Part 154, each school district shall provide ELLs equal access to all school programs and services offered by the district, commensurate with the student's age and grade level, including access to programs required for graduation.

All districts, including community school districts, are required to develop an annual **CR Part 154 Comprehensive ELL Education Plan (CEEP)**, as required under 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 ELLs is clear to all school leaders. For the 2019-20 school year, all districts that had ELLs enrolled in the 2018-2019 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 10: "Were one or more ELLs enrolled in the District in 2018-2019?" 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 10 is "yes," then the "save and continue" button will bring you to the Statement of Assurances page and the following update question before proceeding to certify/submit.

Please note that only the Superintendent or his/her 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 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 go to: <http://www.p12.nysed.gov/biling/bilinged/CRPart154.html>

**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 where a language other than English is spoken and 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.

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District/LEA Information

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**District/LEA Information**

1. **LEA BEDS Code**

561006060000

2. **LEA Name**

Waterloo Central School District

3. **Chief District Officer Name**

Terri Bavis

4. **Chief District Officer Telephone #**

3155391500

5. **Chief District Officer Email Address**

terri.bavis@waterloocsd.org

**Program Contact Information**

6. **Program Contact Person**

Jennifer Hayden

7. **Contact Person Title**

Assistant Superintendent for Curriculum and Instruction

8. **Contact person telephone #**

3155391502

9. **Contact person email address**

jennifer.hayden@waterloocsd.org

10. **Were one or more ELLs enrolled in the District in 2018-19?**

- Yes
- No

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**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: The initial identification is completed using the New York State Identification Test for English Language Learners (NYSITELL) [CR 117.3 and 154-2.3(b)]**

Yes  
 No
- 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
- 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. [CR 154-3]**

Yes  
 No
- 4. Information to Parents: School related information is distributed to parents in the language they understand. [CR 154-2.3(f)]**

Yes  
 No
- 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. Parents are not given the option to withdraw their children from an ENL program.**

Yes  
 No
- 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 and meets with the parents at least twice a year. [CR 154-2.3(f)(1)]**

Yes  
 No
- 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
- 8. Home Language Requirement: All school buildings in the LEA with bilingual education programs are implementing the home language arts requirements currently approved under CR Part 154 for ELLs. [CR 154-2.3(h)(3)(i)]**

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

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9. **Equal Access and Opportunities:** ELLs are provided equal access and opportunities to all school programs and services and extracurricular activities offered by the LEA commensurate with their age and grade level. [CR 154-2.1]
- Yes  
 No
10. **Bilingual Education Program:** A bilingual education program is implemented if there are 20 or more students 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
11. **Bilingual Education Teachers:** Elementary and secondary grade teachers in the LEA, providing instructional services to ELLs in bilingual education programs hold valid Bilingual Education Extensions. [CR Part 80].
- Yes  
 No  
 Not Applicable
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 native language. [CR 154.3(h)].
- Yes  
 No
13. **English as a New Language Program:** An ENL program is implemented in those school buildings within the LEA with an enrollment of fewer than 20 students of the same grade level with the same or different native language which is other than English. [CR 154-2.3(h)(1)and(2)].
- Yes  
 No
14. **English as a New Language Teachers:** Elementary and secondary grade teachers in the LEA providing instructional services to ELLs in ENL programs hold certificates valid for Teaching English to Speakers of other Languages. [CR Part 80].
- Yes  
 No
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 [CR Part 154-2.3(h)(1)(v)] for two years after exiting ELL status.
- Yes  
 No  
 Not Applicable
16. **Professional Development:** The LEA will provide 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. [CR 154-2.3(k)], in the amount consistent with section 80-3.6 and section 100.2(dd)
- Yes  
 No

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17. **Program Administration: The bilingual and/or ENL instructional program(s) will be administered in accordance with all applicable NYSED statutes, regulations, program plans, and applications.**

- Yes  
 No

## 2019-2020 Update

18. **Please describe any changes or updates to the Comprehensive ELL Education Plan (CEEP) that you submitted in October, 2018. 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 participants with Institutions of Higher Education, Community-Based Organizations, etc.**

At Waterloo Central School District we work to make sure our ELL/MLL students become fully proficient in English, while being taught the curriculum for their age and grade levels. This is accomplished by incorporating a model of personalized learning with the NYS Next Generation Learning Standards, while teaching in accordance with the requirements of Education Law 3204 and the Commissioner's Regulations Part 154. In addition to this all ELL/MLL students are provided translators as needed, as well as texts and resources provided in their home language. All ELL/MLLs participate in individualized planning for graduation using multiple pathways while working towards goals that are personal to each student in regard to college, career, and civic readiness. This is done using translation as need for individual meetings and parent meetings as well as making sure that communication regarding these sessions is sent home in the students' home languages. All individualized and parent meetings include the students' ENL teacher to support these goals through instruction and programming as described in Education Law 3204 and NYS Commissioner's Regulations Part 154.

19. **Please describe the programs and procedures that your district has in place which have had a positive impact on ELL graduation rates. Describe any additional strategies or programs that will be used in 2019-2020 to improve the graduation rate of ELLs.**

We currently do not have any ELL students enrolled in our High School.  
 We have added a College and Career Readiness Counselor that will work with students in Middle School and High School. This Counselor will work with our ELL students enrolled in the Middle School in order to support, counsel, provide home to school communication, appropriate scheduling, and programming that support the personal College and Career Readiness for ELL students.

20. **The New York State Seal of Biliteracy (NYSSB) is an award that recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society. This program has shown significant growth since its inception in 2015-16 when only 284 students earned the NYSSB. In 2018-19, over 4,000 students from 229 schools, coming from 83 different countries of origin and speaking 47 different languages earned this distinction. Despite the success of the program, only 5% of graduates that earn the NYSSB are current ELLs (22% are former/ever-ELLs and the 73% are non-ELLs studying a world language). In an effort to increase the number of ELLs who participate in and achieve the NYSSB in the future, we would like to gather information on what the barriers are to their participation and success in this program and how we might remove them. To that end, we are asking all schools to answer/give feedback on the following questions relative to the NYSSB. We thank you for your assistance in making this program more accessible to our students.**

**Is your district currently offering the NYSSB?**

- Yes  
 No

- 20a. **What are the barriers for your district to offer this program?**

Lack of enrollment that would support staffing for these programs.

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21. **A Student with Inconsistent/Interrupted Formal Education (SIFE) is an English Language Learner (ELL) who has attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment, is two or more years below grade level in literacy in the home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.**

The SIFE Oral Interview Questionnaire, the Multilingual Literacy SIFE Screener (MLS), and the Writing Screener are the tools to be used in determining if a newly arrived ELL is designated as a SIFE. The MLS is a semi-adaptive online tool that reflects current literature-based curricula and didactic principles from students' home countries for grades three through nine. Results will also inform teachers and administrators of the home-language literacy skills their students bring with them when they begin schooling in New York State. For more information about these resources, please visit <http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife>

**Does your district currently use the MLS for determining whether an ELL may also be designated as a SIFE?**

- Yes  
 No

- 21a. **Does SIFE identification take place at the district level, the school level, or both?**

Both