



Under the federal

- ◁ Question 15 has been added to recommend parent support resources for districts use.

**Additional Resources:**

- ◁ [Office of Bilingual Education & English as a New Language and World Languages home page](#)
- ◁ [OBEWL ELL Resource Collection](#)
- ◁ [Regional Bilingual Education Resource Network \(RBERN\) Contact Information](#)
- ◁ [\\_\\_\\_\\_\\_ -19 Resources](#)
- ◁ [U.S. Department of Education \(USDE\) guidance regarding student civil rights and the COVID-19 outbreak](#)

*Attachment:* Provision of Services to English Language Learners/Multilingual Learners and World Languages Students During Statewide School Closures Due to Novel Coronavirus (COVID-19) Outbreak in NYS Questions and Answers



Blueprint for English Language Learner/ Multilingual Learner Success is a

in the ELL identification process. The HLQ is completed by the parent/guardian; however, due to the current circumstances, districts may present the HLQ in digital form for parents/guardians to complete and submit electronically. Qualified personnel must be available to determine if a language other than English is spoken at home.

The HLQ is available in forty-one languages, including Spanish, Chinese, Haitian Creole, Russian, Polish, Korean, Bengali, Arabic, Urdu, Vietnamese, Amharic, Portuguese and others. Assistance with low-incidence language translations can be obtained through the local Regional Bilingual Education Resource Network (RBERN).<sup>2</sup>

The HLQ translations are available on our website at: [ELL Identification & Placement/Home Language Questionnaire](#).

An individual interview



educational backgrounds, as well as the cultural diversity of ELLs/MLLs in their classrooms.

OBEWL has created a [Resource Collection for ELLs and World Language Students](#) to support educators in providing continuity of learning during COVID-19-related school closures. This collection includes educational resources for students and their parents/guardians that promote genuine learning opportunities, support their new language acquisition in the absence of traditional classroom instruction and support their distance learning of core content areas.

The nature of such services should be tailored by the school district, taking into account the recommendations regulation Part 154 (i.e., teachers who hold certification in English for Speakers of Other Languages and/or Bilingual Education extensions, and other teachers with expertise in the needs of ELLs/MLLs who are experienced in conducting the ELL identification process).

The needs of newly enrolled students who have not completed the ELL identification process will vary within each school community. In order to prepare instruction for ELLs and newly enrolled students with possible language acquisition needs, teachers must assess students' strengths and challenges in English and their home languages in accordance with established best practices and protocols. After beginning distance instruction, teachers must monitor their students' progress with respect to both acquiring English and grade-level content. Teachers are advised to provide additional support to their learning, and to allow additional time to complete tasks and submit assignments.

Districts are advised to provide tutorials to parents as well as students on how to use



- ◁ Create opportunities for students to practice their speaking and listening skills, through varied activities, such as reading-aloud, singing songs, and reciting poetry;
- ◁ Use varied audio/visual methods to make content comprehensible and accessible;
- ◁ Provide ELLs/MLLs with ample opportunities to speak, listen, read and write to learn and apply academic language;
- ◁ Provide ELLs/MLLs the opportunity to produce content-specific, academic language through both written and oral work;
- ◁ Deliver content in accordance with tools and resources available for ELLs/MLLs;
- ◁
- ◁ Provide social-emotional support (refer to Question and Answer #6, below, for more information)
- ◁ Ensure that ELLs/MLLs have equal opportunities to meaningfully participate in all assignments and activities;
- ◁ Continue to provide bilingual instruction using the home language in Bilingual Education programs, allowing students to demonstrate their learning in their home language; and
- ◁ Continue the use of home language as a support in content areas.

To help educators utilize these tools and strategies, school districts are expected to create an environment in which all staff can collaborate and learn from remote professional learning opportunities. Districts are encouraged to share resources that address the needs of all students.

RBERNs are available to provide technical assistance and resources. Resources and guidance for remote learning for ELLs is also available on the OBEWL website at: [Continuity of Learning for English Language Learners](#)

For more information on culturally responsive-sustaining education, review [-Sustaining Education \(CR-SE\) Framework](#).

**5. How should the needs of Students with Interrupted Formal Education (SIFE) be addressed in accordance with state regulations and best practices during COVID-19-related school closures?**

School districts are expected to ensure that SIFE receive ELL services as described in Part 154 of the regulations, taking into account COVID-19-related flexibility. NYSED recognizes the complex educational needs that exist for many SIFE students, as their previous instruction or learning opportunities have been interrupted, inconsistent, and sometimes entirely unavailable.

SIFE have very specific needs. Some SIFE arrived in the United States with limited literacy skills, even in their home language. Many demonstrate a large gap in content knowledge for their age, which poses additional challenges for teaching and learning, whether in person or remotely. They may have complex social and emotional needs due to traumatic migration experiences, frustration with their academic delays in relation to their peers, a lack of familiarity with school culture, and isolation in school.

Strategies and tools to address \_\_\_\_\_ include the following:

- < Create SIFE support groups to address cultural transition and socioemotional needs;
- < Provide opportunities for SIFE to work with peers who speak their home language and share the same culture;
- < Choose appropriate texts and balance reading at their level with reading more complex texts;
- < Promote collaborations between teachers and bilingual counselors
  
- < \_\_\_\_\_ ss content whenever feasible;
- < Support home language literacy development;
- < Provide social-emotional support (see Question & Answer #6, below, for more information); and
- < Review instructional protocols for SIFE, including those available through the [Bridges SIFE Manual](#).

Additional resources:

- < [Students with Interrupted/Inconsistent Formal Education \(SIFE\) resources](#)
- < [Bridges Online Curricular Resources Page](#) (Additional resources will be added to this website on an ongoing basis.)

Resources are available using the sheltered ENL/English Language Arts curriculum targeted to SIFE in secondary school who are at third grade or below in-home language literacy. These resources include online curricular resources and lesson plans to aid teachers in online transition, including web-based texts, audio guides, and vocabulary cards.

**6. \_\_\_\_\_  
being during COVID-19-related school closures?**

Yes. It is critical that school districts support the social-emotional needs of all students. School districts have a responsibility to support students and their families, with opportunities to address the impact of the unprecedented challenges that COVID-19 presents.

OBEWL has identified strategies to help teachers address the emotional well-being of their students during COVID-19-related school closures:

- < Provide an opportunity for students to share and reflect on their own emotions, through writing, drawing, discussions, music, art, and other activities;
- < Continue to communicate with students and share words of encouragement and support;
- <

- < Work collaboratively with school counselors, social workers and psychologists to create lessons and activities;
- < Create a learning environment where students continue to have a classroom routine. Share a schedule for the activities they need to complete each day;
- < Conduct virtual live meetings with students. Give them the opportunity to interact with their classmates; and
- < Create activities for students that involve parents/guardians and other family members.

Additional resources:

- < [Social Emotional Support Resources for COVID-19](#) (available from Continuity of Learning website on the Educator Resources page)
- < Office of Student Support Services has released [Resources for Mental Health and Talking to Young People About COVID](#)

services approved by the Commissioner under section 154-2.3(h) of the  
in 2020-21.

The English as New Language (ENL) Units of Study are the required minimum number  
of minutes of Stand Alone and Integrated ENL

students with disabilities, including ELLs with Disabilities. This guidance is available at: [NYSED Memo: Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus \(COVID-19\) Outbreak in New York State.](#)

- 11. Can students who, as a result of having exited ELL services based on their score on the 2018 NYSESLAT, and are set to complete their status as Former ELLs in the 2019-20 school year, continue to receive ELL testing accommodations on NYS assessments in the 2020-21 school year?**

Yes. Since these students have not received the two years of testing accommodations to which they are entitled, they shall be provided appropriate testing accommodations as described in the [Test Manuals for School Administrators and Teachers](#) for all NYS assessments for the 2020-21 school year.

- 12. What is a school district obligation to provide interpretation and translation services to parents/guardians of ELL/MLLs and other parents/guardians who are not proficient in English?**

Language access obligations under federal and state law remain in place. School districts must therefore continue to ensure that parents/guardians of ELL

**13. Can LEAs amend their Title III budget to support the changing needs of ELLs due to COVID-19 related school closures?**

Yes. Any proposed Title III budget changes must continue to follow Title III guidelines. established temporary procedures for accepting documents due to COVID-19-related closures. School districts that wish to submit a budget amendment should email electronic copies of the signed budget amendment document to OBEWL for programmatic review. Once approved, the district will be directed to mail in one original with two copies. In advance of receiving the hard copies, OBEWL will forward scanned documents that have been signed and approved by the program office for processing by the Office of Grants Finance.

Individuals with questions about amendments to their Title III budgets may contact [OBEWL@nysed.gov](mailto:OBEWL@nysed.gov).

**14. and ENL during summer school following COVID-19 school closures?**

Inconsistent or Interrupted Formal Education (SIFE), Long Term ELLs (students have been identified as ELLs for six or more years), ELLs who are transitioning between school levels (elementary to middle school, or middle to high school), and Newcomers within three years of initial enrollment in New York State schools. If districts have ELLs who were entirely absent from or missed a significant amount of remote ENL or Bilingual Education during COVID-19 closures, districts are encouraged to reach out to such students and help overcome any barriers they have experienced accessing remote education, in order to allow them to participate in summer school. NYSED also encourages districts to allow students who have recently turned 21 during the 2019-20 school year to attend summer school if this will allow them to complete requirements for graduation this year.

**15. What are resources that districts can use to support parents in the education and well-being of ELLs during COVID-19 school closures and for summer**

- ◁ Session 5 Mindfulness Techniques and Stress Relief Strategies that work for you and your family
- ◁ Session 6 Reaching out for Help Now is not the time to do this on your own

**Working with ELLs with Special Needs Students Remotely Webinar Series**

- ◁ Using Universal Design for Learning During Remote Instruction

**World Languages Instruction**

**16. How will students who need to obtain Languages Other Than English (LOTE) credits required to graduate or to earn a Regents Diploma with Advanced Designation be impacted by the waiver of the Regents Examination graduation**

For more information about learning World Languages (including indigenous languages of New York State<sup>6</sup>), please visit [\\_\\_\\_\\_\\_](#).

### **The New York State Seal of Biliteracy (NYSSB)**

#### **17. Can school districts award the NYSSB in the 2019-20 school year in light of COVID-19-related school closures?**

Yes. The [criteria to earn the NYSSB](#) (three points in English; three points in a World Language, including indigenous languages of New York State) remain unchanged. As long as students are able to fulfill these requirements, school districts may award them the NYSSB. NYSED is working to support school districts to create the infrastructure needed to allow students seeking a NYSSB to meet the criteria on a remote basis, as described below.

Additional guidance regarding the implementation of the New York State Seal of Biliteracy (NYSSB) program during COVID-19-related school closures is available on our website at: [New York State Seal of Biliteracy \(NYSSB\)](#)

**20. Can a student take one of the Approved Checkpoint C examinations from home?**

Yes. A number of providers of the Approved Checkpoint C examinations ([Advanced Placement](#), [AAPPL/OPI/WPT](#), [STAMP](#))

