



Elisa Alvarez, Associate Commissioner
Office of Bilingual Education and World Languages
55 Hanson Place, Room 594
Brooklyn, New York 11217
Tel: (718) 722-2445 / Fax: (718) 722-2459

89 Washington Avenue, Room 505 EB West
Albany, New York 12234
Tel: (518) 474-8775/ Fax: (518) 474-7948

October 30, 2020

TO: School District Superintendents
School Principals
BOCES District Superintendents
Charter School Leaders
English as a New Language, Bilingual Education, and World Languages
Directors
Organizations, Parents/Guardians, and Individuals Concerned with English
Language Learners and Multilingual Learners, Including World Languages
Students

FROM: Elisa Alvarez
Associate Commissioner
Bilingual Education and World Languages

SUBJECT: Frequently Asked Questions and Answers on Regarding Providing Services
for English Language Learners (ELLs) During the Pandemic

The New York State Education Department's (NYSED) Office of Bilingual Education and World Languages (OBEWL) has compiled the following answers to questions collected from the field regarding English Language Learners (ELLs) and other multilingual learners (MLs), including World Languages students, heritage speakers of World Languages, and students who were once ELLs but have since exited ELL status.

NYSED released the School Reopening Guidance: Recovering, Rebuilding and Renewing the Spirit of New York's Schools in July 2020, which addressed the following topics:

- [ELL Identification](#)
- [Instruction and Units of Study](#)
- [Progress Monitoring](#)
- [ELL Students with Disabilities \(SWD\)](#)
- [New York State Seal of Biliteracy \(NYSSB\)](#)
- [Parent/Family Communication](#)

- [Accountability/English Language Proficiency \(ELP\)](#)
- [Reporting](#)
- [Virtual and Remote Learning](#)
- [Resources for Reference](#)

ELL Identification

- 1. Q: Since the Multilingual Literacy SIFE Screener (MLS) is currently unavailable, has the Student with Inconsistent/Interrupted Formal Education (SIFE) identification process been modified?**

A: No, the SIFE identification process set forth in Part 154-2.3(a) has not been modified. OBEWL is working with the MLS team at the City University of New York to make the screener available as soon as possible.

[NYSED OBEWL SIFE resources and tools](#) are available.

- 2. Q: If a parent or school district chooses remote learning, can the time limit to administer the New York State Identification Test for English Language Learners (NYSITELL) be extended due to staffing or logistical issues?**

A: As clarified in NYSED's reopening guidance, schools must complete the ELL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enrolled during summer of 2020 and during the first 20 school days of the 2020-21 school year. This requirement also applies to students who choose all remote instruction when schools reopen in 2020-21, and to schools that voluntarily choose an all remote model when they reopen in 2020-21. Thereafter, the usual 10-school-day identification period under Commissioner's Regulations Part 154 will apply. The ELL identification process should proceed in accordance with Part 154-2.3(a), and if the results of the individual interview indicate that a student should be assessed with the NYSITELL, then the NYSITELL must be administered in person following the district's safety protocols to ensure compliance with the Governor's Executive Orders and Center for Disease Control health and safety guidelines.

The NYSITELL must be administered in person. Therefore, parents whose children have been provisionally identified as ELLs who are receiving remote instruction entirely pursuant to their district's reopening plan, or who opted to have their child receive instruction entirely remotely, and are not comfortable with

in-person administration of the NYSITELL due to health and safety reasons may file a request with their school district for a [temporary waiver of the NYSITELL](#). Such students will remain provisionally identified pursuant to the Home Language Questionnaire and individual interview, both of which may be conducted remotely via video or phone, until they cease to receive fully remote instruction because their parent or district switches to an in-person or hybrid setting. Parents whose children were newly enrolled during COVID-19 school closures in the 2019-20 school year, the summer of 2020, or the first 20 days of the 2020-21 school year must submit the waiver request within 30 days after the commencement of the 2020-21 school year. Parents whose children enroll following this period (i.e. following the first 20 days of the 2020-21 school year) must submit the waiver within 10 days of enrollment.

The temporary NYSITELL waiver for parents of all remote students is available from [Parent Notification Resources: Parent Waiver for Remote Learning Students](#).

Prior NYSED guidance regarding the ELL identification process can be accessed at:

- [English Language Learners \(Ells\) Screening, Identification, Placement, Review, and Exit Criteria](#)
- [Commissioner's Regulation Part 154: English Language Learners \(ELLs\) Screening, Identification, Placement, Review, and Exit Criteria](#)

3. Q: Is the timeline flexibility for ELL identification at the start of the 2020-21 school year for qualifying districts and students provided for 30 calendar days or 30 school days?

A: The timeline for the ELL identification and review under Part 154-2.3(a) and Part 154-2.3(b) is always measured in school days and not calendar days, including the flexibility extending the ELL identification period to 30 days from the start of 2020-21 for students who enrolled during COVID-19 closures, as well as students who enrolled during the summer of 2020 and during the first 20 days of the 2020-21 school year in districts with 150 or more ELLs or where ELLs comprise 10% or more of a district's population and in qualifying smaller districts who apply for and are granted an exemption.

Instruction and Units of Study

- 4. Q: Will there be a modified assessment tool to determine mandated English as a New Language (ENL) and Bilingual Education units of study for ELLs or should schools rely on previous NYSITELL or NYSESLAT results to determine these units of study?**

A: No, there will not be a modified assessment tool to determine mandated units of study for ELLs. School districts are to serve ELLs in 2020-21 according to their 2019-20 level of English language proficiency pursuant to their most recent NYSITELL or NYSESLAT result, keeping in mind that under prior guidance students who scored Expanding on the 2019 NYSESLAT and who took and passed the Regents Examination in English Language Arts in January 2020 are considered to have exited ELL status and are to be reclassified as Former ELLs at the beginning of the 2020-21 school year.

NYSED OBEWL resources regarding progress monitoring for tailoring of instruction in the delivery of these units of study can be accessed at: [Resources from OBEWL and the ELL Leadership Council](#).

- 5. Q: Do students who were in the 1st year of Former ELL and 2nd year of Former ELL status in 2019-20 remain where they were last year? Are they entitled to ELL services in the form of ENL instruction, or only testing accommodations?**

A: Students who exit ELL status in 2020-21 after having scored at the Expanding level on the 2019 NYSESLAT and having passed the Regents Examination in English Language Arts in January 2020 with a score of 65 or above will be designated Former ELLs in 2020-21 and are entitled to their first year of Former ELL services in the form of Integrated ENL or other services as approved by the Commissioner. These students are also entitled to testing accommodations and will be entitled to a second year of Former ELL services in 2021-22.

Students who were designated Former ELLs in 2019-20 will continue to be designated Former ELLs in 2020-21 and are entitled to their second year of Former ELL services in the form of Integrated ENL or other services as approved by the Commissioner. These students are also entitled to testing accommodations but will not be entitled to a third year of Former ELL services in 2021-22.

Students in their third year after exiting ELL status (e.g., who exited ELL status in 2018-19) are no longer entitled to receive Former ELL services but remain entitled to receive testing accommodations in 2020-21. However, school districts do have discretion to provide additional ENL support to such students, though such supports are not mandated.

6. Q: Do the mandated units of study of ENL for ELLs under Part 154-2.3(h) differ during in-person, hybrid, and remote models of instruction?

A: No, all ELLs must be scheduled for the units of study of ENL in accordance with Part 154-2.3(h) and as described in the ENL and Bilingual Education [Units of Study tables](#). Districts are reminded that they are not to in any way reduce the mandated units of study of ENL required by Part 154-2.3(h), provided they satisfy the unit of study requirement as described in NYSED's [July 2020 reopening plan](#):

A Unit of Study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to, meaningful and frequent interaction with an appropriately certified teacher, academic and other supports designed to meet the needs of the individual student, and instructional content that reflects academic expectations consistent with in-person instruction.

Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

The key question districts should consider when developing or adopting new modalities of instruction is: are the instructional experiences, when considered as a whole, comparable in rigor, scope, and magnitude to a traditionally delivered (180 minutes/week) unit of study?

Instructional experiences include, but are not limited to:

- Meaningful and frequent interaction with an appropriately certified teacher;
- Academic and other supports designed to meet the linguistic demands and needs of the individual student;

- Instructional content that reflects academic expectations consistent with those which would be required for in-person instruction; and
- Utilization of best practices and the latest researched teaching methods.

7. Q: If a school district implements a hybrid model for the general student population (partial remote and partial in-person instruction) and full in-person instruction for certain special populations, are ELLs required or entitled to full time in-person instruction?

A: Per NYSED’s Fall Reopening Guidance, ELLs must be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction. While many ELLs may benefit from learning through remote learning platforms, it is important to consider their unique needs and to strengthen the home language and supports necessary for English language development using both synchronous and asynchronous learning. The unique needs of ELLs are to be considered in tailoring instruction and providing supports, including determining what portion of their instruction to deliver in-person, as with other special populations.

8. Q: If students are not allowed to change classrooms during the in-person school day in order to limit student movement, how will Stand Alone ENL instruction be provided?

A: School districts have flexibility to determine the location of Stand-Alone ENL instruction, whether remotely, in-person, or hybrid, provided that such instruction is conducted by a certified English for Speakers of Other Languages (ESOL) teacher. In addition, school districts must ensure that every ELL student is appropriately scheduled to receive their services as evidenced by their most recent NYSESLAT or NYSITELL score.

9. Q: Will teachers be able to provide small group instruction during Integrated ENL? For example, in a remote setting, will teachers be able to meet with students at all proficiency levels on a one-to-one basis?

A: School districts have flexibility to determine how ESOL teachers and content area teachers who are paired for Integrated ENL (or how a dually certified ESOL/content area teacher) plan and provide the mandated units of study of Integrated ENL, whether in-person or remotely. Teachers are strongly encouraged to collaborate to meet the needs of all of the students in the class, utilizing a variety of co-teaching models.

Resources to support co-teaching and to provide best practices on this and other topics related to teaching ELLs and MLs can be accessed at: [English Language Learner/Multilingual Learner Educator Tools and Best Practices](#).

10.Q: What balance of synchronous and asynchronous instruction will satisfy units of study requirements? For example, does providing student instructional feedback constitute Integrated ENL support?

A: As always, in Integrated ENL, students must receive core content area and English language acquisition instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension.

The units of study mandated by Part 154-2.3(h) do not distinguish between synchronous and asynchronous instruction. The question of whether instructional experiences satisfy those units of study requirements is solely determined by the time engaged in standards-based learning under the guidance and direction of a qualified teacher. These experiences might include, but are not limited to, completing online modules or tasks, viewing instructional videos, responding to posts or instructor questions, engaging with other class participants in an online or phone discussion, conducting research, completing project-based learning tasks, or meeting with an instructor face to face, via an online platform or by phone. Schools must ensure that the learning is supported, and students have access to assistance from a qualified teacher. Providing instructional feedback regardless of mode of instruction (whether it is synchronous or asynchronous, or live or remote) constitutes part of instruction.

11.Q: Has the Department enacted regulatory flexibility from the mandate under Part 154-2.3(i) that ENL and Bilingual Education classes be limited to two contiguous grade bands during hybrid or remote instruction?

A: No, the Department has not enacted regulatory flexibility on this mandate, and schools must ensure that ENL and Bilingual Education classes be limited to two contiguous grades as mandated by Part 154-2.3(i). However, qualifying school districts with a total ELL enrollment of fewer than 30 students may apply for a waiver to address this requirement.

Additional information is available on our website at: [Contiguous Grades Guidance and Waiver Application](#).

Progress Monitoring

12. Q: What should progress monitoring look like for ELLs and Former ELLs regarding their levels of English language proficiency, in light of the fact that students will remain at their 2019 proficiency levels for purposes of scheduling ENL units of study?

A: Progress monitoring (interim assessment) tools can inform classroom instruction for ELLs and Former ELLs, especially in the absence of updated NYSESLAT scores due to the cancellation of the 2020 NYSESLAT and the fact that ELLs will remain at their 2019 level of proficiency for purposes of scheduling ENL units of study. Progress monitoring tools for ELLs and Former ELLs should include all four communication modalities: speaking, listening, reading, and writing.

To determine if progress monitoring tools (existing or newly implemented) are appropriate for ELLs and Former ELLs, please see the progress monitoring checklist on our website at: [Checklist for Developing or Selecting an English Language Proficiency \(ELP\) Progress Monitoring \(Interim\) Assessment](#).

13. Q: Can progress monitoring impact the units of study of ENL instruction that ELLs are mandated to receive, in light of the 2020 NYSESLAT’s cancellation?

A: No. In accordance with previous guidance and as discussed above, ELLs will remain at their proficiency level on their most recent NYSESLAT (or their NYSITELL score if they have not taken the NYSESLAT) for the 2020-21 school year. This is what determines ELLs’ mandated minutes of instruction for ENL under Part 154-2.3(h) units of study.

As also described above, Former ELLs who exit in 2020-21 (based on a combination of an Expanding score on the 2019 NYSESLAT and having passed the Regents Examination in English Language Arts in January 2020), and who exited in 2019-20 based on the 2019 NYSESLAT are to receive Former ELL services in the form of ENL.

14. Q: What resources are available to help school districts conduct progress monitoring for ELLs regarding their English language proficiency?

A: NYSED’s OBEWL has provided a Checklist for Developing or Selecting an English Language Proficiency (ELP) Progress Monitoring (Interim) Assessments. Districts may use the checklist and available NYSESLAT resources and materials as models for the development of progress monitoring tools.

Additional information is available from the following resources:

- [Checklist for Developing or Selecting an English Language Proficiency \(ELP\) Progress Monitoring \(Interim\) Assessment.](#)
- [NYSESLAT Test Samplers](#)
- [NYSESLAT Resources and Materials](#)

15.Q: How is progress monitoring for ELLs' English language proficiency different from Response to Intervention/Multi-Tiered System of Support (RTI/MTSS)?

A: Progress monitoring for ELLs refers to Interim Assessment tools that can be used to obtain data in all four modalities (listening, speaking, reading, and writing) regarding the proficiency of ELLs and to assist in informing instruction given that the 2020 NYSESLAT was cancelled. The data gathered from an ELP progress monitoring tool would inform appropriate instruction in lieu of 2020 NYSESLAT scores for students. Response to Intervention (RTI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006). Multi-Tiered System of Support (MTSS) is a framework to help all students reach state standards using varying tiers of intervention matched to individual students' needs. As with progress monitoring for RTI/MTSS, progress monitoring of ELLs is used to inform instruction by measuring student progress over time. Please see question 14, above for additional progress monitoring resources.

16.Q: How should progress monitoring be used for Former ELLs?

A: Progress monitoring of English language proficiency may be used to tailor instruction for any student in ENL or Bilingual Education program, including Former ELLs. NYSED has not extended Former ELL services to students who exited ELL status three or more years ago (e.g., in 2018-19 or earlier, based on the 2018 or an earlier NYSESLAT). As a best practice, districts are encouraged to provide ENL and native language instructional supports deemed beneficial and appropriate through progress monitoring, including to students who exited ELL status three or more years ago.

NYSED's Former ELL Guidance Document is available on our website at: [Commissioner's Regulation Part 154: Guidance 2015 Former English Language Learners \(ELLs\).](#)

ELL Students with Disabilities

17.Q: What is the expectation for provision of services for ELL students with disabilities in a Special Class (15:1 or 12:1+1 environment)?

A: As schools deliver instruction and services and supports during the pandemic, all ELLs, including ELL students with disabilities, must be afforded the opportunity for full and equal participation in school. For ELL students with disabilities, this includes instruction in accordance with their individual education programs (IEP), Part 200 and Part 154 of the Commissioner's Regulations, regardless of whether such instruction is delivered through an in-person, hybrid, or remote model.

As explained in the Special Education section of NYSED's [Reopening Guidance](#), schools will need to determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of all students with disabilities, and ELL students with disabilities specifically, as they plan for various types of instructional models, including in-person, hybrid, and remote learning. When providing remote services, including remote special class, schools should continue to use the information included in the Office of Special Education's [March 27, 2020](#) and [April 27, 2020](#) guidance documents.

New York State Seal of Biliteracy (NYSSB)

18.Q: Can students who were exempted from the Regents Examination in English Language Arts in June 2020 or August 2020 use that exemption to gain a point toward the NYSSB for graduation in 2021?

A: Yes. As discussed in our previous guidance and pursuant to amendments made to Commissioner's Regulation §100.5(h)(4), students who received an exemption from the Regents Examination in English Language Arts in June 2020 or August 2020 can apply that exempted exam as a point towards NYSSB's "Criteria for Demonstrating Proficiency in English" requirement.

19.Q: Will ELLs who were unable to take the NYSESLAT due to the cancellation of that test in 2020 be able gain a point toward the NYSSB for graduation in 2021 for this testing period?

A: Yes. Pursuant to amendments made to Commissioner's regulations 100.5(h)(4) a student who was unable to take the NYSESLAT in spring 2020 can gain a point towards NYSSB's "Criteria for Demonstrating Proficiency in English" requirement provided that the student's English language proficiency level for the 2019-20 school year was at the Transitioning or Expanding level based on their most recent NYSESLAT or NYSITELL score, and that the student earned credit in a course of

study for English as a New Language or Bilingual Education in the 2019-20 school year.

20.Q: What are some best practices used by districts who had successful Seal of Biliteracy programs during COVID-19 school closures that might inform such programs in the upcoming school year during hybrid and remote instruction and potential additional school closures?

A: In the 2019-20 school year, more schools (294) than ever offered the NYS Seal of Biliteracy and more students (4,711) attained it despite the COVID-19 related school closures that began in March 2020. Schools that were successful in supporting their Seal candidates despite the challenge posed by school closures, remotely engaged in a number of best practices including but not limited to:

- Schools followed the procedure outlined in the NYSSB Handbook which advises that each Seal candidate be given an advisor with whom to work for the duration of the school year in which the candidate is pursuing the Seal. With this practice, successful schools were able to maintain regular contact between advisors and candidates through remote connections such as video conferencing, phone calls, and emails. The advisor-candidate relationship can create a strong mentorship bond and can foster a source of sustained motivation for the student to continue academic endeavors while not physically in school. Some schools asked their Seal advisors and candidates to keep meeting logs documenting progress made. Such logs are shared with the school's identified Seal of Biliteracy Coordinator, who becomes an additional adult who can also support the student and keep them on track.
- The availability of remote connection between schools and students afforded by video conferencing platforms made it possible for Culminating Project Presentations to take place despite school closures. Successful schools worked with small panels to schedule student presentations using video conferencing. One school asked the student's parent or guardian to be present at the beginning of the presentation to verify that the room was conducive to a testing environment and that the student was not in possession of any aids to potentially alter their performance. After these procedural steps, these video student presentations took place much as they would have in an in-person setting.

- The availability of remotely administered Approved Checkpoint C examinations (e.g., Advanced Placement, AAPPL/OPI/WPT, STAMP) as authorized in previous NYSED guidance made it possible for students to earn the final point needed to attain the NYSSB. Schools that took advantage of these remote assessments communicated to students and parents/guardians the expectations for student behavior during examination. Some districts also required students and parents/guardians to submit a signed statement asserting that no assistance was given or received by the student for the duration of the testing window.
- While celebrations may not have been in the forefront of educators' minds when faced with COVID-19 related school closures, schools with a successful Seal of Biliteracy Program recognized the motivational impact of such celebrations and found creative ways to conduct these events remotely. Schools distributed Seal graduation regalia to students and organized virtual events (from pre-recorded videos to PowerPoint presentations) with student photos and quotes that celebrated Seal candidates' hard work.

Parent/Family Communication

21. Q: What information must be translated or interpreted for parents/guardians of ELLs and other parents/guardians who are not proficient in English, and what are best practices for school districts to engage translators and interpreters to provide services in multiple languages?

A: Regular and frequent communication between schools, families, and the wider community has always been an essential element of effective family and community engagement. With the uncertainty surrounding COVID-19's spread and its impact on local communities, communication and family engagement will be more important than ever in 2020-21. When families, schools, and communities work together and keep each other informed, students are more successful, and everyone benefits.

All critical communications for parents/guardians of ELLs must be in their preferred language and mode of communication. As discussed in previous guidance, language access obligations under federal and state law – including but not limited to those pursuant to CR Part 154 – remain in effect throughout 2020-21. School districts must provide interpretation and translation through a qualified interpreter or translator in the languages most commonly spoken in the district, and at a

minimum in those languages spoken by a large number and percentage of ELLs.

During the 2020-21 school year, critical communications that school districts provide should be translated in the languages most commonly spoken by their school communities and should include but not be limited to:

- 1) all documents issued to parents/guardians about the reopening process and instructional protocols during in-person, hybrid, and remote instruction;
- 2) all surveys and feedback mechanisms to solicit parent/guardian input regarding hybrid and remote learning and program options; and
- 3) individual and community parent/guardian meetings about the reopening process.

As always, districts are to communicate the availability of interpretation at all individual or small group meetings with parents/guardians.

Resources regarding translation and interpretation can be accessed from the NYU Steinhardt website at: [Translation Services Organizations and Companies](#).

Accountability/English Language Proficiency (ELP)

22.Q: Will schools be held accountable for the ELP growth of ELLs who are receiving remote instruction in the same way that schools are held accountable for the ELP growth of ELLs who are attending in-person and hybrid instruction?

A: Yes. NYSED is in the process of determining how to best measure the ELP growth for all students in a uniform, consistent, and equitable manner in light of the cancellation of the 2020 NYSESLAT, regardless of whether individual students receive instruction via an in-person, hybrid, or remote model.

23.Q: What obligation do districts identified as Target Districts and schools identified as either a Comprehensive Support and Improvement (CSI) School or a Targeted Support and Improvement (TSI) School have to support their ELLs?

A: As previously indicated in [guidance from the NYSED Office of Accountability](#), districts that were identified as Target Districts, and schools that were identified as either a CSI School or a TSI School will maintain their identification status in the 2020-21 school year. Districts and schools whose identification was based in part

on their English Language Proficiency Indicator results and/or the other accountability indicator results for their ELL population are required to continue providing supports and interventions consistent with their District Comprehensive Improvement Plan (DCIP) and/or School Comprehensive Education Plan (SCEP) to improve outcomes for their ELLs. To support the implementation of those interventions, districts and schools should plan for the use of unspent 2019-20 school improvements funds, in addition to new 2020-21 allocations.

Districts and schools that are identified based on the performance of their ELLs are recommended to conduct a self-assessment of their ELL instruction and supports by completing the *Multilingual Learner (MLL)/English Language Learner (ELL) Program Quality Review and Reflective Protocol Toolkit* ([PQR Toolkit](#)). This toolkit provides processes and resources, including an ELL Program Quality Review Continuum, for determining the current level of implementation of practices that support ELLs towards graduation, college, career, and civic readiness.

Identified districts and schools should contact their RBERN to receive assistance in completing the PQR Toolkit and in determining how to implement the supports that are needed to improve outcomes for ELLs and also to receive professional development for their administrators and teachers in delivering these supports.

Additional information is available from the following resources:

- [Multilingual Learner \(MLL\)/English Language Learner \(ELL\) Program Quality Review and Reflective Protocol Toolkit](#)
- [Office of Accountability Memo: 2019-20 Accountability Implications Based on April 2020 United States Department of Education Waivers and Changes to Commissioner's Regulations §100.21 to Address the COVID-19 Crisis](#)
- [Office of Accountability Memo: Required Actions and Funding Levels for Target Districts, Comprehensive Support and Improvement \(CSI\) Schools, and Targeted Support and Improvement \(TSI\) Schools](#)

Reporting

24.Q: Should a service code be used for the 2+ Former ELLS for the 2020-21 school year?

A: No. NYSED recommends that school districts consider providing ENL and native language supports to Former ELLs beyond their second year as a best practice if it is determined that students would benefit from these supports. However, as this support is not mandated, it is not reflected in NYSED's Student Information Reporting System (SIRS) and there is no designated service code for such students.

25.Q: When reporting the number of years of ENL instruction for students, is 2019-20 counted as a full year of service? In other words, is an ELL who was a junior in 2019-20 and received ENL for 5 prior years considered to have received ELL services for 6 years in 2020-21?

A: Yes, 2019-20 is considered a full school year for students who remained enrolled throughout that year including in remote instruction during COVID-19 school closures.

Virtual and Remote Learning

26.Q: Should schools that are using the in-person or hybrid model of instruction use online learning tools in the instruction of their ELLs and other Multilingual Learners (MLs) including World Language students?

A: Yes, it is recommended that all schools, to the greatest extent possible, use Educational Technology tools that they determine will benefit their ELL, ML and World Languages students. This may include newly researched technology tools that support in the instruction of all students or online learning tools that were used in remote instruction during 2019-20 closures, and that are still in use by students who continue to learn remotely or via a hybrid model into the fall.

Districts and schools are encouraged to reflect on lessons learned during remote learning, assess the effectiveness of digital tools, platforms, and resources utilized, and consider streamlining the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, platforms, and resources utilized during school closures.

Resources for supporting online learning of ELLs and other MLs can be accessed on our website at: [Resource Collection for ELLs and World Language Students](#)

Resources for Reference

For your reference, some additional resources relating to ELL services during 2019-20 school closures and reopening are below:

- [Updated ELL Units of Study Glossary](#)
- [OBEWL's ELL Guidance on COVID-19 Closures, updated July 2020](#)
- [NYSED's Fall Reopening Guidance, issued July 2020](#)