

Policy and Reference Guide for Multilingual Learners/English Language Learners

2020-2021 School Year

Limitations on the Use of this Guide

The *Policy and Reference Guide for Multilingual Learners/English Language Learners* report was produced by the Division of Multilingual Learners (DML) of the New York City Department of Education (NYC DOE). The purpose of this guide is to provide support and guidance to the administration and staff of the NYC DOE. Nothing in this guide is intended to create, nor does it create, any enforceable rights, remedies, entitlements, or obligations. The NYC DOE reserves its right to change or suspend any or all parts of this guide.

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This guide is a compilation of current U.S. Federal, New York State, and New York City Multilingual Learner / English Language Learner policy guidance for the 2020-21 school year.

The most recent version of this document is available on the [Policy and Reference Guide InfoHub](#).

To view the complete Regulations of the New York State Commissioner of Education, including the Part 154 Regulations regarding services for Multilingual Learners / English Language Learners, visit the [New York State Education Department website](#).

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Introduction

Dear Colleagues,

On behalf of the Division of Multilingual Learners (DML), I am pleased to present you with the August 2020 edition of the *Policy and Reference Guide for Multilingual Learners/English Language Learners* for the New York City Department of Education (NYC DOE). This guide consolidates many of the critical federal, state, and city regulations that govern the education of Multilingual Learners/English Language Learners (MLLs/ELLs).

Our goal in publishing this guide is to provide you with clear interpretations of policy such as the New York State Commissioner's Regulations (CR) Part 154, which establishes the legal requirements for the education of MLLs/ELLs in New York State, and guidance about how to apply policies in different scenarios. Due to the COVID-19 pandemic, NYSED issued two sets of emergency regulatory guidance which impacted ELLs. The first, issued on April 6, 2020 included emergency regulations which were in place during the Spring and Summer of 2020. The second, issued on July 13, 2020 provides policy to guide us as we begin SY 2020-21. Pertinent updates are summarized in the [SY 2020-21 Remote and Blended Learning Protocols](#) section and included in orange call-out boxes throughout our guide and in the accompanying school resources.

We understand that regulations and NYC DOE structures may change over time, and we are always working to refine our practices and guidance. Therefore, this guide is updated each year based on changes to both policies and feedback from schools and Borough/Citywide Office (B/CO) staff serving MLLs/ELLs in New York City. This guide should be used as a resource and kept nearby for frequent referencing when planning high-quality services and supports for your MLLs/ELLs.

This guide is just one tool that you may use in providing MLLs/ELLs with rigorous academic experiences that consider their individual strengths and needs. As you implement these policies, we encourage you to apply an equity lens, to ensure every student has meaningful access to rigorous instruction, resources, and academic choices while maintaining their cultural and linguistic identity. As you develop your plan for MLLs/ELLs for the upcoming school year and beyond (via the Language Allocation Policy), refer to this guide and share it with key members of your school community. The most current version of this guide, as well as additional resources on policies pertaining MLLs/ELLs, can be found on the [Policy and Reference Guide InfoHub](#). Please contact your B/CO Director of ELLs or email DML at DML@schools.nyc.gov for additional guidance on any of the topics described in these resources and refer to Principals' Digest for updates.

Sincerely,

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Deputy Chief Academic Officer

Division of Multilingual Learners

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August 2020 Edition Updates

Policy Updates

New policy changes are highlighted in orange call-out boxes throughout this guide.

- All policy changes have also been incorporated into the [SY 2020-21 Remote and Blended Learning Protocols](#) section
- The [General Information and Terms section](#) has been updated with NYSED's definition of Multilingual Learner.
- [Comprehensive Education Plan: ELL Components](#) section has been updated to highlight that the Language Translation and Interpretation plans (LTI) are for all families who have a preferred language other than English, not only families of ELLs.
- The new [ELL transfer policy and procedure](#) using the ELTR screen in ATS has been added to the [ELL transfer option](#) section.
- Section on requesting scores for students outside of NYC DOE system was expanded to include scores for 3-8 ELA exams and ELA Regents exams.
- [Teacher certification](#) section has been updated.

New Forms Section

Samples of all forms have been compiled into one [School Forms section](#) at the end of this guide. All forms are now accessible and fillable. Schools should refer to the accessible and fillable versions of the forms online. Changes to individual forms include:

- **Parent Facing Forms:** Updated to reflect policy changes due to COVID-19
- **Transfer Authorization forms:** Transfer Authorization forms 1 and 2 have been renamed to *Family Request for ELL transfer* and *Family Authorization for ELL transfer*. Both forms are available on the [MLL Transfer Request and Authorization Forms InfoHub](#).
- **LPT NYSITELL Determination form** is now available online on the [Language Proficiency Team Resources InfoHub](#).
- **NYS Transfer ELL Data Request form** is now available on the [Policy and Reference Guide for MLLs/ELLs InfoHub](#). This form has also been updated to include an option for grade 3-8 ELA exams or ELA Regents exam scores.

Appendices Incorporated into Main PRG Sections

- [Bilingual Programs Protocol](#) incorporated as part of Bilingual Education Programs section.
- [Guidance for ENL programming](#) incorporated as part of English as a New Language section.
- [Guidance on Implementation of English as a New Language \(ENL\) Units of Study](#) incorporated as part of English as a New Language section.
- [Memo on NYSITELL administration](#) incorporated as part of NYSITELL section.

- [Alternative Pathways](#) guidance incorporated as part of the Exiting ELL services section.
- [Similarities between Learning Disability and Language Acquisition](#) has now been incorporated as part of the Identification process section (step 3).
- [Comprehensive Education Plan: ELL Components](#) expanded to include a section on the Language Allocation Policy and Title III. The Title III section now includes an FAQ.

Other Changes:

- MLL/ELL Subgroups section incorporated as part of [General Information and Terms section](#).
- [English as a New Language](#) and [Transitional Bilingual Education](#) units of study and staffing requirement charts have been adapted to be accessible. Links to the units of study chart provided by SED are linked in the appropriate section.
- [Program Considerations section](#) moved to MLL/ELL Programs section.
- [Bilingual Education Programs](#) and [English as a New Language Programs](#) is now its own section.
- [Continuation of Services section](#) moved from Identification section to its own section.
- [Exiting ELL status section](#) moved from the Identification section to its own section.
- Required ELL Data Recording Reporting section updated with [ATS Home Language Codes Crosswalk](#).
- [Promotion and Graduation Requirements](#) is its own section and is no longer included under the ELL assessment section.
- [Assessment section](#) formatted differently to highlight assessment names under Table of Contents.
- [Professional development](#) is its own section and is no longer included under the ELL assessment section.
- [ELL/LEP flag indicators](#) moved to required ELL data recording and reporting section.

General Information and Terms

Aspira Consent Decree

Signed in 1974 between the New York City Board of Education and Aspira of New York, it established bilingual instruction as a legal entitlement and further specifies mandates for bilingual education in the NYC. See the [Aspira of New York v. New York Board of Education 1974](#) website.

Bilingual Education Program

A research-based program comprised of (1) home language arts and English language arts, (2) English as a new language (ENL), (3) and a bilingual content area (for example, math, science, and social studies). The number of content areas taught in the home language can vary depending on the model and level of proficiency of the students. NYC DOE offers two types of bilingual education programs: Dual Language and Transitional Bilingual Education. See [Bilingual Education Programs](#).

Commissioner's Regulations (CR) Part 154

New York State law that governs services for ELLs. There are three sections of CR Part 154: CR Parts 154.1 and 154.2 describe previous and amended requirements that went into effect in the 2015-16 school year; CR Part 154.3 describes the requirements of services specific to ELLs with disabilities. For more information, see the [New York State Education Department website](#).

Commissioner's Regulation (CR) Part 200

New York State law that govern education and services to students with disabilities. See the [New York State Education Department website](#) for more information.

English as a New Language (ENL)

Formerly known as English as a second language (ESL); ENL is a research-based program comprised of (1) content area instruction in English with home language supports and appropriate scaffolds, and (2) English language development. This program typically serves ELL students from many different home/primary language backgrounds whose only common language is English and therefore cannot participate in a bilingual program. See [English as a New Language Programs](#).

Stand-alone English as a New Language (Stand-alone ENL)

In a Stand-alone ENL class, students receive English language development instruction taught by a NYS-certified teacher of English to Speakers of Other Languages (ESOL) in order to acquire the English language needed for success in core content areas. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.

Integrated English as a New Language (Integrated ENL)

Some content area classes are Integrated ENL classes. Students receive core content area and English language development instruction, including the use of the home language as support and appropriate ELL instructional supports to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher.

English Language Learner Subgroups

MLLs/ELLs are not a monolithic group, but rather have different linguistic and academic needs. Therefore, categories such as newcomer, developing, long-term, ELLs with IEPs, students with inconsistent/interrupted formal education (SIFE), and former ELL better describe students' needs.

Newcomer ELLs

These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of zero (0) to three (3) enrolled school years in the NYC DOE. There is often a misconception that newcomer ELLs are only those who arrived very recently and exhibit little or no knowledge of English. While newly arrived ELLs are represented among the group of newcomer ELLs, many others are US-born and are at the emerging, transitioning, or higher levels.

Developing ELLs

These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of four (4) to six (6) enrolled school years in the NYC DOE.

Long-term ELLs

These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for seven (7) or more enrolled school years in the NYC DOE.

Students with Inconsistent/Interrupted Formal Education (SIFE)

These are ELLs who have attended schools in the United States 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 mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner. See [Step 6: Identification of Students with Interrupted/Inconsistent Formal Education](#) for identifying SIFE. See [ATS: BNDC for SIFE Determination and](#)

Paraprofessional Services for entering data into the BNDC screen. In ATS, Y=SIFE, N=not SIFE, Z=former SIFE.

ELLs with Individualized Education Programs (IEPs)

English language learners who have Individualized Education Programs (IEPs) are referred to as ELLs with IEPs throughout this guide. An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs with IEPs receive accommodations that apply both to ELLs and students with IEPs, as appropriate. ELLs with IEPs are not exempted from the NYSESLAT and may use the test accommodations as listed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). ELL status cannot be a factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not seen after a reasonable time period.

The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation are described in the NYC DOE's Standard Operating Procedures Manual. ELLs with IEPs must receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services and are facilitated by the Committee for Special Education during IEP meetings. IEP teams may not exempt ELL students with disabilities from ENL. All ELLs, including those with IEPs, must be programmed for ENL (at a minimum) for the mandated number of units of ENL as per CR Part 154.

Former ELLs

These are students who had been identified as English language learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of integrated English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations (see ELL Testing Accommodations). For ELL exit criteria, see Exiting ELL Status ("Testing Out").

Home Language Arts (HLA)

Formerly known as Native Language Arts (NLA). HLA is a unit of study in language arts in the student's home or primary language.

Lau v. Nichols

In a 1974 landmark decision, *Lau v. Nichols*, the United States Supreme Court established the right of English Language Learners to have "a meaningful opportunity to participate in the educational program." As such, ELLs must be provided with equal access to all school programs and services offered to non-ELL students, including access to programs required for graduation. See the NYSESED Commissioner's Regulations Part 154 (CR Part 154) website for more information.

Licensed Pedagogue

An individual who holds a valid New York State teaching license. As per [CR Part 154](#), teachers who hold professional licenses are required to receive 100 hours of professional training every 5 years, 50% of which must be ELL-focused for bilingual and ENL teachers, and 15% must be for non-bilingual or non-ENL teachers.

Multilingual Learner/English Language Learner (MLL/ELL)

NYSED and NYC DOE refer to English Language Learners (ELLs) as Multilingual Learners/English Language Learners (MLLs/ELLs) except in instances referring to state and federal policy.

Per NYSED, Multilingual learners are:

- Current ELLs
- Students who were once ELLs but have exited out of ELL status
- Students who were never ELLs but are heritage speakers of a language other than English
- World Language Students

Proficiency Levels

In the 2015-16 school year, prior proficiency levels on the NYSITELL, NYSESLAT, or LAB-R (prior to February 2014) were as follows:

Entering (Beginning)

A student at the entering level has great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). ***This student is designated an active ELL.***

Emerging (Low Intermediate)

A student at the emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). ***This student is designated an active ELL.***

Transitioning (Intermediate)

A student at the transitioning level shows some independence in advancing academic language skills but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). ***This student is designated an active ELL.***

Expanding (Advanced)

A student at the expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). ***This student is designated an active ELL.***

Commanding

As measured by the NYSITELL, a student at the commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within their grade level. If a student attains Commanding level on the NYSITELL, the student is not an ELL and is not considered a former ELL; this student is not entitled to former ELL testing accommodations or services. ***This student is not designated an ELL.***

If a student scores commanding on the NYSESLAT, this is a student who has exited ELL status, and they are mandated for two years of former ELL testing accommodations and services. See [Alternative Pathways to Support Former ELLs' Language Development and Academic Progress](#). ***This student is designated a former ELL.***

Qualified Interpreter/Translator

A person who is fluent in the language in which they are communicating and in English, has a demonstrated ability to employ the mode of interpretation appropriate to the given situation (for example, simultaneous interpretation for hearings or large-group parent meetings), and has received training in specialized issues, such as confidentiality and any applicable technical vocabulary. School staff members who meet this criterion, such as a bilingual teacher, certified pursuant to State regulations, may be qualified to serve as an interpreter/translator. See [Subpart 154-2 Services for ELLs for Programs Operated in the 2015-16 School Year and Thereafter](#).

Reentry Identification

The process to determine if a student is an ELL who is reenrolling in a New York State public school after not having been enrolled in a New York State public school at any time during the preceding immediate two years (less than 24 months). See [Step 1: Determine If Enrolling Student was in a NYS Public School within the Past Two Years](#).

Re-Identification Process

The process created to allow schools, parents, and students who believe that a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Identification Process be administered a second time. See [Step 10: Review of Re-Identification of ELL Status Reversal \(only used as necessary\)](#).

Unit of Study

180 minutes of instruction per week. See [MLL/ELL Programs](#).

SY 2020-21 Remote and Blended Learning Protocols and Best Practices

Below is a summary of the changes to ELL procedures that schools should be aware of during the 2020-21 school year. Please refer to the applicable sections of this guide for additional details on specific processes.

ELL Identification

Timeline

Due to the COVID-19 school closures in 2019-20, the formal ELL identification process and timelines were paused. Schools were asked to administer page 2 of the [Home Language Identification Survey \(HLIS\)](#) in order to obtain provisional home language for a newly enrolled student, update the provisional home language for the student in ATS and provide any necessary language supports to potential ELLs until the official identification process is completed.

For the 2020-21 school year, the ELL identification and placement timeline has been adjusted from 10 school days to 30 school days. This impacts students who:

- enrolled during COVID-19 school closures in 2019-20
- enrolled during summer of 2020
- enroll during the first 20 school days of the 2020-21 school year

After this 20-day flexibility period, the identification of ELLs must resume for all students within the required 10 school days of initial enrollment for general education students, and 20 school days for incoming students with IEPs as per CR Part 154.

Identification Procedures

In general, the ELL identification process remains relatively the same: newly enrolled student is administered the Home Language Identification Survey (HLIS) by a licensed and trained pedagogue, school determines whether the student is eligible to take the NYSITELL, and if eligible, the student takes the NYSITELL. If the student does not score commanding on the NYSITELL, the student is entitled to ELL services, the parent is informed and invited to a parent orientation meeting, where the parent selects which ELL program the student should be placed into. For detailed guidance on each step of the identification process, please refer to [Step by Step ELL Identification Process \(8 + 2 Steps\)](#).

Some key differences for SY 2020-21 are highlighted below:

- In addition to students who newly enroll at the start of the school year, schools will have to administer the entire ELL identification process to students who enrolled during the COVID-19 school closures in 2019-20 as well as students who enroll during summer of 2020 including all newly admitted Kindergarten students.
- Administration of the Home Language Identification Survey

- Once schools administer the Home Language Identification Survey to students in its entirety, schools will also have to update the HLIS flag on the ATS BIOU screen to “Y”. This is a new procedure in place for SY 2020-21.

Note: Guidance on ELL identification procedures for students whose parents have opted for remote-only instruction is still pending from NYSED. Updates will be provided through *Principals Digest*.

Re-Identification Timeline

The re-identification process has been extended from 45 to 65 school days upon receipt of written request.

Timeline to adjust SIFE status

The timeline to adjust SIFE status (12 months) excludes days that schools were closed by Governor’s Executive Order.

Unit of Study

As per NYSED emergency regulations, all ELLs must be provided the required instructional Units of Study in their English as a New Language (ENL) or Bilingual Education (BE) program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment.

- In the 2020-21 school year ELLs will be served according to their 2019-20 level of English language proficiency as per their 2019 NYSESLAT, 2019 NYSITELL, or 2020 NYSITELL.
- An exception to this requirement applies only to students who scored Expanding on the 2019 NYSESLAT and scored a 65 or higher on the English Language Arts Regents Exam in January 2020. This exception allows students to exit ELL status and become former ELLs.
- 2020-21 ELL proficiency levels are available in ATS as of mid-July and automatically reflect the policy above in reports.
- Additional instructional support above and beyond the units of study should be considered in order to ensure each ELL student’s individual needs are met.
- As a reminder, the continued entitlement letter should be shared with parents of ELLs in their preferred language. The Continued Entitlement letter reflecting this policy change has been updated and translated into nine languages and is available on the [MLL Parent Notification Letters InfoHub](#).

Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning. Please refer to the [Alternative Pathways to Support Former ELLs’ Language Development and Academic Progress](#) for more information.

Students who became former ELLs in the 2018-19 SY based on their 2018 NYSESLAT score, and therefore are no longer in the two-year window after exiting, will continue to receive testing accommodations on the New York State assessments in SY 2020-21. Former ELLs who exited ELL status based on their 2018 NYSESLAT score are not required to receive mandated ENL as per CR Part 154, however, each former ELL's program should consider each student's individual, instructional needs. The Non-entitlement letter for parents of ELLs eligible to exit that reflects this policy change has been updated and translated into nine languages. It can be found on the [MLL Parent Notification Letters InfoHub](#).

CR Part 154 Units of Study Requirements are linked below:

- [CR Part 154-2 \(K-8\) ENL Units of Study Requirements](#)
- [CR Part 154-2 \(9-12\) ENL Units of Study Requirements](#)
- [CR Part 154-2 \(K-8\) Bilingual Units of Study Requirements](#)
- [CR Part 154-2 \(9-12\) Bilingual Units of Study Requirements](#)

Programming Considerations

The following should be considered as you plan for ELL programming within the various blended learning models:

- Ensure there are opportunities for collaboration for teacher partnerships (for example, ENL co-teachers).
- Proactively plan for the identification process so that it does not interrupt the provision of ENL services to current, former, and potential ELLs.
- Plan for home language support for ELLs in various settings. For example, strategically including newcomer ELLs and non-ELLs with a shared home language to participate in the same group; or assigning teachers with knowledge of a home language to newcomer ELL students with the same home language.
- Avoid unnecessary segregation of ELL students as you invite students to participate in blended learning groups. Consider if each group has diversity in language proficiency (meaning, entering, emerging, transitioning, expanding, and commanding).

Supporting MLLs with Blended Learning: Programming and Instructional Delivery Models

Purpose

This guidance supports school administrators and teachers in planning for the needs of K-12 multilingual learners and English Language Learners (MLLs/ELLs) in both English as a New Language (ENL) and Bilingual Education programs (Dual Language and Transitional Bilingual Education) for the upcoming school year. This guidance takes into consideration ELL policy, programming, and instructional delivery models in a blended learning classroom. We must value and promote the assets that our MLLs/ELLs bring to our school communities as we plan for a successful start to the school year, specifically, their language, culture, racial identity, and life experiences. This will ensure that MLLs/ELLs engage in all learning opportunities afforded by the blended learning environment. Additionally, it highlights the need for MLLs/ELLs to be integrated into the larger school community, not isolated in a schedule that limits heterogeneous classrooms of learners. We recognize the importance of social emotional learning (SEL) for all students, including MLLs/ELLs. It is essential that all educators of MLLs/ELLs have access to and engage in the same professional learning as their colleagues to be able to support the social-emotional needs of MLLs/ELLs in their classrooms.

Commissioner's Regulations (CR) Part 154

New York City Department of Education (NYC DOE) offers three program model types for the education of ELLs, namely, Dual Language (DL), Transitional Bilingual Education (TBE), and English as a New Language (ENL). The program goals of each program model are distinct. As such, it is critical that the goals of each program are taken into consideration as you plan ELL programming in the blended learning context for SY 2021. Additional supports above and beyond the mandates should be considered depending on individual student need. Irrespective of program model, consider how ELLs will be grouped and scheduled so they can engage in all learning opportunities afforded by the blended learning environment and meaningfully participate in the larger school community including opportunities to work with students of all English language proficiency levels.

Getting Started on MLL/ELL Programming

Commissioners Regulations (CR) Part 154 requires mandated ENL units of study according to each student's English language proficiency (ELP) level and the components of Bilingual Education programs continue to be provided in all settings. Schools must take ELL policy changes as related to COVID-19 into account when designing a program that meets each student's individual needs. The Fair Student Funding English Language Learners Roster report ([RFSF](#)) in ATS provides English Language Proficiency levels for ELLs, former ELLs, and potential ELLs. This report should be used in order to ensure CR Part 154 Units of Study are planned for and met in each of the programming and ELL instructional models. Additional student indicators such as the Student with Interrupted Education (SIFE) flag and IEP flag along with

specific IEP recommendations must be considered when developing student schedules. Schedules should consider additional supports for SIFE students and the mandated services of ELLs with IEPs.

Programming Considerations for ENL Programs

- Take an inventory of the teachers on staff with English to Speakers of Other Languages (ESOL) certifications. Consider teachers with dual certifications on staff and their experiences working with ELLs previously. How many of these teachers will be working remotely? How many will be providing instruction in-person?
- Review the [RFSF report in ATS](#) to determine the number of ELL students at each grade level and each proficiency level, as well as former ELLs. Additionally, consider that newly admitted potential ELLs must receive ENL instruction equivalent to an ELL at an Entering level of proficiency until they are formally identified, and proficiency level is attained on the NYSITELL. How many students will be attending remote only learning?
- Consider how students are grouped for blended learning. For example, group students at an Entering and Emerging level of English language proficiency together since they are entitled to Stand-alone ENL instruction. Furthermore, former ELLs who continue to be entitled to Integrated ENL may be grouped with ELL students who will also be receiving Integrated ENL.
- Consider that for ELLs in a general education setting, the maximum allowable grade span for grouping instruction in grades K-12 is two contiguous grades.
- Include ENL providers in the co-planning process so that integrated ENL is seamless, Stand-alone ENL instruction is planned to ensure that students can access the content, and instruction is age and grade appropriate.
- Take an inventory of the trained pedagogues on the ELL identification process. Ensure their programs consider the formal identification of newly admitted potential ELLs in order to adhere to timelines established by NYSED.

Programming Considerations for Bilingual Education Programs

- Take an inventory of the teachers on staff with Bilingual Extension certifications. Consider teachers with dual certifications on staff and their experiences working with ELLs previously. How many of these teachers will be working remotely? How many will be providing instruction in-person?
- Include bilingual education teachers in co-planning with their grade-level peers. This will ensure that students in bilingual education receive age and grade appropriate instruction as students across the grade in monolingual classes.

Dual Language Model

- Consider the program model for DL in order to holistically plan for meeting program goals. Programming should consider a 50/50 language distribution across delivery of instruction so that DL language program goals of bilingualism, biliteracy, and biculturalism are met.
- Review the [RFSF report in ATS](#) to determine the ELLs, Former ELLs, and newly enrolled potential ELLs in the Dual Language program. For K-6, the Early Childhood or Common Branch teacher with

a Bilingual extension can provide the ENL component within a bilingual education setting only. Consider grouping students entitled to Stand-alone strategically within the DL class so that the teacher can meet the required Stand-alone ENL instruction within the English component of the program.

- Ensure students within the DL program are receiving Home/ New Language Arts and their Bilingual Content Area/s as per CR Part 154; additionally, that ELLs and former ELLs are receiving their mandated ENL.

Transitional Bilingual Education Model

- Review the [RFSF report in ATS](#) to determine the ELLs in the TBE program. Ensure all ELLs in the TBE program have a shared home language.
- For K-6, the Early Childhood or Common Branch teacher with a Bilingual extension can provide the ENL component within a bilingual education setting only.
- Ensure ELL students within the TBE program are receiving ENL, Home Language Arts and their Bilingual Content Area/s as per CR Part 154. Consider grouping ELLs at an Entering and Emerging levels of English proficiency together, and ELLs at the Transitioning and Expanding levels of English proficiency together so that the Home Language instruction can be tailored to meet their specific needs.

ENL Delivery Models (Stand-alone and Integrated)

The primary role of an ENL teacher, in both a standalone and an integrated model, is to support ELLs with the language needed to access grade-level content. Depending on the language proficiency of the students, teachers will ensure that supports are inclusive of teaching vocabulary, language structures, activating prior knowledge, linking new information to old information, and building background knowledge, to name a few. These supports are always designed in relation to a text and/or task in a given content area (for example, a unit in social studies, a math problem, an ELA text, science journaling), and never in isolation. These scaffolds, while common in a brick and mortar classroom, are equally necessary and possible as part of a blended learning setting. For more specific examples that incorporate digital tools, please see this K-12 [scaffolding document](#).

When it comes to selecting the most suitable blended learning model for supporting ELLs, this should be a school-wide decision based on students' needs, content (to what extent the teachers have access to digital standard-based curriculum), tasks at hand, the capacity of schools to support students with technology, and CR Part 154 mandates. Yet, there are some essential research-based ideas that we know are instrumental in supporting ELLs. In alignment with the Instructional Leadership Framework (ILF), these are: (1) ensuring that ELLs have multiple exposures to key ideas and key vocabulary; (2) teaching big ideas from the shared curriculum using a set of cohesive of instructional routines; and (3) ensuring that there are sufficient and redundant opportunities that promote ELLs' interactions with the content and with each other. In a nutshell, ENL and content-area teachers must ensure that principles of Advanced Literacy are embedded in the instructional design and are presented as outcomes of students' learning.

As you continue to read this document, have in mind the Four Hallmarks of Advanced Literacy and how both brick and mortar and home learning examples connect to the hallmarks.

In both the ENL Stand-alone and Integrated models the ENL teacher is responsible for lesson design, lesson implementation, and assessment. However, in the Integrated model, it is in collaboration with the common branch or content area teacher. The ENL teacher explicitly targets the language development for students with a focus on building their academic language as a means towards accessing and engaging in grade-level instruction.

In the Stand-alone model, it should be noted that language development occurs through content. To ensure that there is consistency in *what* is being taught and *how* it is being taught, the focus of the content learning (for example, ELA, social studies) should be an additive approach to students' learning of language and content.

The following examples illustrated are not exclusive to one model, but in fact can be built as part of any model within the blended learning environment; it is up to ENL and content area teachers to make that decision together as they plan instruction. It is essential that ENL and content area teachers have the dedicated time for their planning.

Blended Learning Examples

These examples correlate with each other to ensure continuity of content understanding and language development and are meant to ensure that there is a fluidity of learning between remote learning and in school learning, and it is not meant to address distinct teacher assignments

Brick & Mortar

- Introduce the most challenging texts (or portion of a text) for instruction. This might include a focus on the academic language features that support comprehension.
- Model strategies that aide comprehension, for example, an annotation strategy that students can apply and practice independently.
- Use a small set of protocols that promote collaborative discussions amongst peers. Students are supported to engage in discussion that enforces discipline-specific language in order to demonstrate content understanding.
- Focus on oral language development as a way for students to rehearse language and content needed to be successful in discipline-specific classes.
- Teach vocabulary that has utility across disciplines; create multiple opportunities for interaction with these words. Provide visuals (when and where possible) and user-friendly definitions for target vocabulary.
- Introduce writing tasks that are designed to generatively build and show students' understanding of content. Ensure that students have the language to express their ideas in writing. Use templates and sentence starters for students newer to English.

- Invite students to use their home language as a support. If available in the classroom, use translations in Google Classroom and explore content learning in their home language, when applicable.

At Home

- Build background and activate schema with a short video or text that students can comprehend independently on the same topic and demonstrate understanding through questions or summarizing their thinking in writing before reading a challenging text or introducing new content.
- Extend opportunities for independent reading of text where students note their annotations digitally. Create tasks that allow students to build on their collaborative discussions (for example, dialogue journal, summary) that demonstrate the multiple perspectives shared in class. Set students up to engage in small group discussion via live meetings (for example, Zoom).
- Create opportunities that ask students to share knowledge and discuss ideas orally with family members, in English or the home language when relevant and appropriate to the task and student learning.
- Have students reread a text to ensure multiple exposures to the content. This allows them to increase ownership of new language features and academic words leading to increased comprehension.
- Assign content or disciplinary appropriate writing tasks that promote engagement with targeted high utility vocabulary from the unit. Have students post their writing for peer and teacher feedback.
- Provide tools for students to access, such as sentence stems and frames, word banks, glossaries so they can use them for discussion they will have and writing they will produce while home. Students can use digital tools such as Flipgrid and Padlet for peer-to-peer interaction at home.
- Invite students to use their home language as a support. For example, use translations in Google Classroom and explore content learning in their home language, when applicable.

Bilingual Delivery Models

Dual Language

In addition to the roles described above for the ENL teachers, the role of a **dual language bilingual** teacher is to support MLLs/ELLs on their way to becoming bilingual and biliterate. In so doing, the teacher needs to ensure access and engagement with grade-level content in both languages of instruction. Teachers and school communities need to ensure that their distribution of the two languages and content is consistent and coherent across the grades.

Transitional Bilingual

In addition to the roles described above for the ENL teachers, the role of the **transitional bilingual** teacher is to support ELLs with the language needed to access grade-level content in English and home language, by using scaffolds and home language strategically in order to build academic proficiency in English.

Important Considerations for Bilingual Programs

Consider the necessity of grouping students strategically for instruction within a blended learning environment. This calls for flexibility as students benefit from homogeneous and heterogeneous groups depending on instructional needs. Teachers should also be encouraged to use heterogeneity when and where appropriate. For example, students are to be grouped heterogeneously during content-based instruction to ensure that there are language models; however, students are to be grouped homogeneously (small group) for explicit language instruction that supports their needs.

Bilingual Instructional Models: Dual Language or Transitional Bilingual Education

Bilingual teachers are also responsible for lesson design, lesson implementation, and assessment in both languages. Furthermore, bilingual teachers explicitly support students with language and content development. Bilingual teachers and/ or school communities should maintain coherence in the way language and content are delivered to ensure that there is consistency in *what* is being taught and *how* it is being taught.

Blended Learning Examples

These examples correlate with each other to ensure continuity of content understanding and language development. These examples are also mindful of the language of instruction as well as consistency and continuity across language and content. Furthermore, they are meant to ensure that there is a fluidity of learning between remote learning and in school learning and are not meant to address distinct teacher's assignments.

Brick & Mortar

- Use read alouds to model a think-aloud strategy so that students can view and ask questions in the chosen language of instruction. Provide scaffolds (for example, visualization and paraphrasing) to allow students to express their knowledge of the content in the language of instruction.
- Employ protocols while talking about text to facilitate collaborative discussions in the language of instruction.
- Model, using a fishbowl technique, the expectations for collaborative conversations with a student. Use an anchor chart (with side by side language conversation frames) so students can increase the number of interactions with their partner or small group.

- Create opportunities for students to engage with academic words, in both languages, in order to build their content knowledge and language proficiency (for example, collaborative conversation frames, use of rubrics to provide peer feedback, etc.).
- Provide opportunities to launch an extended writing task, for example, how to write an expository text so students can synthesize information from two or more informational texts, in the language of instruction.
- Allow for independent practice and provide additional guidance using home language as support relevant to either skills and/or content to be learned.

At Home

- Create tasks that allow for students to build background knowledge or activate schema. Be strategic as to whether students will employ the home or target language. Tasks can include, viewing a video and responding to questions in writing.
- Create follow up tasks using the same set of protocols where students can use the same language of instruction. Students can join a group chat/ meeting through zoom, and in small groups, where they share their annotations and clarify questions together.
- Students reread a text that includes opportunities to engage with targeted high utility vocabulary, as well as increase content knowledge. Students respond orally and in written form using the high utility words. Students can use reading tools in Immersive Reader that allow for text, or individual words to be pronounced in English or translation of the language of choice, as well as word definition.
- Students use the skills/ strategies modeled to generate their first draft of their expository texts with the aid of graphic organizers, sentence frames, word banks, and exemplar or model text (as needed). Students use a rubric to assess their draft and provide peer feedback through the chat function in google docs, in the language of instruction.
- Students watch videos that support content development in home language and/or target language of instruction using programs such as edpuzzle.com that support their engagement and learning of content.

Blended Learning Classrooms

Guiding Questions

As you engage in reading the following vignettes, please think of the following:

- a. How do the decisions made empower the continuity between “home” and “brick and mortar” of instruction and accelerate students’ knowledge and skills for students?
- b. How did the teachers’ planning and actions yield intentional opportunities for student learning?

Vignette A

Ms. Young, an ENL teacher has been assigned to support ELLs in Mr. Hernandez' 9th grade social studies class this year. The two met to discuss possibilities of how they can ensure that all students, ELLs included, have the most seamless learning experience as they move from remote learning home to blended learning back to school learning. There are 17 ELLs in Mr. Hernandez' class and they vary from emerging to expanding levels of English language proficiency; the rest of the students are English proficient.

In planning for instruction, Ms. Young and Mr. Hernandez are considering the following:

- What were some of the successes and challenges during remote learning?
- What are some common linguistic needs of ELLs in this social studies classroom?
- How comfortable are the two of them (Ms. Young and Mr. Hernandez) with various digital tools available to them through Google and D2L for content delivery?
- What blended learning model is most suitable for their context (content, students, and teachers)?

After having discussed these initial questions, Mrs. Young and Mr. Hernandez, decided on the following: First, given the need to offer language support, it seemed that a flipped model of instruction might serve their unique teaching context (Integrated ENL) for now. They agreed that in order to support ELLs, during the at-home learning days, Ms. Young would design various tasks with the goal of promoting ELLs' autonomy with content learning. That can be carried out by either providing ELLs with videos and online resources that they can use to build background knowledge or activate prior knowledge. Ms. Young will ensure that there is a low stakes accountability task that students will complete at the end of these at-home learning tasks. At the same time, these tasks will serve to start in-class engagement with the content when the students are back in school. They both agree that at-home tasks must have an intentional connection to what is going to be taught when students come back. Also, Ms. Young will provide ELLs opportunities to do some initial pre-reading of a text or set of texts that are accompanied by guiding questions and glossaries for students to exercise autonomy building; students can also be encouraged to translate these texts and read them in both home language and English, before completing the assigned task in English.

Knowing that ELLs need multiple exposures to new language structures and vocabulary, Ms. Young and Mr. Hernandez agree that they will use the station rotation model in tandem with the flipped classroom. This will allow students to rotate through centers and interact with Mr. Hernandez, other peers, and Ms. Young as they continue to build content knowledge and language simultaneously.

Vignette B

Mr. Cooper is an ENL teacher assigned to Ms. Lew's fourth-grade class. Every week, they plan together to make sure that the ELLs have ways to access grade-level content while also developing language. Ms. Lew's class comprises mostly English proficient students; however, out of the twenty-two students in the classroom, there are ten ELLs of varying proficiency levels (ranging from Entering to Expanding). Mr. Cooper instructs the ELLs in the class in both integrated and stand-alone delivery models.

During their planning time, Mr. Cooper and Ms. Lew meet to discuss how they can utilize blended learning for ELLs to learn the language in service of the content, specifically within the integrated model of ENL instruction. Based upon their experience with remote learning, they both believe that the flipped classroom approach would help the ELLs in the class gain access to content, promote agency, and help build background knowledge in the presented content. For pre-work (at home), they both agreed to create videos for the students to view before a lesson which not only stresses the content being taught but also emphasizes the language components needed to make meaning of the content as well. The video, which can be replayed as many times as needed, can also help students build background knowledge on the content being taught.

Furthermore, after the pre-work is completed by the students, Mr. Cooper and Ms. Lew decide that the students will partake in an informal formative assessment (for example, multiple-choice questions, open-ended questions, writing sample, oral response), making sure the students' content and linguistic knowledge on the task-at-hand is assessed. Based upon the chosen formative assessment piece, Mr. Cooper and Ms. Lew would be able to gauge and inform their instruction that occurs during "brick and mortar instruction" (integrated ENL instruction). More specifically, Mr. Cooper would be able to meet with smaller groups (heterogeneous or homogeneous) and/or design differentiated stations and tasks for ELLs to receive the instructional support needed for them to access the content and language. In addition, both teachers acknowledge that these prescribed stations can cultivate oral language development since many of the stations would be created to foster rich discussion with reading and writing prompts.

Mr. Cooper and Ms. Lew also discussed the ways Mr. Cooper will align ENL Stand-Alone time to the content. Mr. Cooper, during brick and mortar instruction, said that he would explicitly teach the high-utility vocabulary words as well as the sentence structures utilized within a unit of study during this time period. This would allow students to analyze words deeply aligned to the content taught in the classroom. In addition, within the flipped approach, they decided that, when appropriate, the ELLs would have short assignments (to be done at home) allowing them to investigate and analyze words and sentence structures. When they returned to school, Mr. Cooper would be able to assign tasks that allow the students to utilize the vocabulary within the conversation and in prose aligned to content taught in the classroom.

Vignette C

Ms. Gomez teaches a second-grade dual language 50-50 classroom (Spanish and English). Of the twenty students in this classroom, eight are ELLs (emerging and transitioning levels), five students are English proficient from homes where English is spoken only. Also, seven students are considered heritage speakers who are all proficient in English but have varying levels of proficiency in Spanish. Ms. Gomez is very committed to ensuring that students continue to develop their literacy skills as well as language skills in both Spanish and English through grade-level content. Ms. Gomez and her 2nd grade team meet to discuss different ways they can ensure coherence as students move from home to school learning. The second-grade teacher teams are comprised of DL, DL ICT, and Monolingual teachers, as well as the literacy coach.

In planning for instruction, Ms. Gomez and the team consider the following:

- What supports were provided to families to support them with digital tools as well as second language learning?
- What are some common linguistic needs of MLLs/ELLs in the classroom?
- How comfortable are her students using various digital tools implemented during the past school year?
- What blended learning model is most suitable for their context (content, students, and teacher)?

Based on their analysis of the last available reading data, the teachers realize the students had difficulties with comprehension. Apart from the reading data, they all admit that students' reading skills were impacted by summer slide and potential learning loss in the spring. As a result, they chose to enhance interactive- and shared-reading experiences via a flipped approach. This will expose students to an abundance of text-based learning opportunities. The teachers will build and/or activate prior knowledge through intentionally designed tasks and guiding questions (for example, using videos, pictures, and texts in tandem with using familiar digital tools such as Nearpod and Flipgrid) for students to preview. The DL ICT Spanish teacher will collaborate in planning the Spanish Read aloud with Ms. Gomez. They will plan to support the similar needs of their students. In the case of Ms. Gomez's students, when learning at home it will be in their home language as a support for understanding the concepts and big ideas in the targeted language. Ms. Gomez takes her students and the goals of the dual language programs into consideration. Therefore, she provides two read alouds in both languages (with appropriate scaffolds and instructional routines) daily to ensure that the students have language models for fluency and comprehension. She focuses on building fluency and comprehension through strategic think alouds and other scaffolds using the data collected from at-home activities. She bridges the home and brick and mortar instruction by beginning the read aloud with a connection prompt to the pre-work done at home, providing students with the pertinent vocabulary needed in the targeted language of instruction to discuss their connections. Ms. Gomez will continue to adhere to her centers model approach along with the flipped classroom instruction.

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Identification

Schools are required to complete the ELL Identification Process for all eligible students within 10 school days of enrollment (20 school days for students entering with IEPs).

COVID-19 policy change: The initial ELL identification timeline has been extended from 10 to 30 school days to complete the ELL identification process and place the student. This impacts students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, the identification of ELLs must resume for all students within these timelines: 10 school days of initial enrollment for general education students and 20 school days for incoming students with IEPs as per CR Part 154.

Overview

The ELL Identification Process includes eight mandated steps for all potential ELL students enrolling in grades kindergarten to 12 including:

- the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language,
- determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL),
- the administration of the NYSITELL¹, and
- the administration of the Spanish Language Assessment Battery (Spanish LAB) to newly identified ELLs whose home language is Spanish.

Prior Enrollment

A student's prior enrollment determines their eligibility for ELL Identification Process. When parents enroll their child in a school, the school must determine the enrollment status category to which the student belongs based on prior enrollment at NYC DOE or New York State (NYS) public schools (including NYS charter schools).

Category 1: A new student never enrolled in a NYC DOE or NYS public school.

Students never previously enrolled in any NYC DOE or other NYS public school must complete the entire ELL Identification process outlined in this document beginning with the determination of the home language.

¹ Prior to February 1, 2014, ELLs were identified through the Language Assessment Battery—Revised (LAB-R).

Category 2: A student enrolling in NYC DOE that was previously enrolled at a NYC DOE or NYS public school within the preceding two years.

Schools can obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school (see [Enrolling Student in NYS Public Schools within the Preceding Two Years](#)). Students who reenter NYC DOE after being enrolled in a school outside of NYC and/or NYS for less than two years are not eligible to go through the ELL Identification Process. These students should continue in the ELL status (and proficiency level) at the time of discharge from the NYC DOE and/or NYS public schools.

Category 3: Students previously enrolled in NYC DOE or NYS public schools over two years ago.

Students who are reentering after having been enrolled outside of NYS public schools for 2 or more years must complete the entire ELL Identification Process outlined in this document beginning with the determination of the home language.

Charter Schools

Charter schools are New York State public schools; therefore, applicable procedures should be followed by NYC DOE schools in accordance with policies outlined in this document for students entering New York City public schools from charter schools.

Non-Public Schools

Because some non-public schools (NPS), including private and parochial schools, administer the NYSITELL, NYC DOE schools may contact a student's prior NPS to obtain the following assessment scores if the student attended the NPS within NYS within the two years:

- NYSITELL
- NYSESLAT
- Grade 3-8 ELA exam
- ELA Regents exam

However, such outreach is optional. Additionally, once the receiving school administers the NYSITELL, subsequent receipt of assessment scores from a NPS will not be accepted.

Scenarios of ELL Enrollment and Identification

Category 1: Enrolling as a new student to New York City and was never in a New York City or New York State public school.

Examples:

- Maria is a student entering kindergarten. She has never been to any public school before. She is a first time admit to NYC public schools. She is admitted to PS 567. The school determines that her home language is Spanish. The school gives her a more in-depth interview and determines that she should take the NYSITELL to determine ELL status.
- Ming is a student entering kindergarten. As a preschool student with a disability, he was also evaluated for school-age special education services through the “Turning 5” process and is entering kindergarten with an IEP. His home language is Chinese. Because Ming is entering kindergarten with an IEP and his home language is Chinese, the principal has the Language Proficiency Team (LPT) determine the child’s eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee). If it is ultimately determined that Ming is not eligible to take the NYSITELL, the decision should be updated on [ELLO screen](#).

Category 2: Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years).

Examples:

- Christopher is entering grade 4 to NYC PS 456 from the William Floyd Public School District in Suffolk County on Long Island. Because Christopher is coming directly from another NYS public school district, PS 456 reaches out to Christopher’s prior school in Suffolk County. They get his ELL status, NYSITELL/NYSESLAT scores, SIFE status, home language, parent selection, and ELL program served in. If, however, the William Floyd School District does not respond within 5 days, PS 456 must contact their borough assessment implementation director for assistance. The most recent score determines the student’s proficiency level.
- Jose enrolled at PS 222 as a kindergarten student in September 2014. Jose was discharged to a California district in January 2015, where he remained in school. Jose returned to the NYC DOE public schools in September 2015. The NYC DOE school retains this student’s previous ELL status because he was out of NYS for less than 2 years.
- Yun-ying was enrolled at HS 999 as a first time admit to NYC DOE schools from Taiwan in September 2013. She remained at HS 999 until March 2014 and was discharged to Yonkers HS. Yonkers HS gave Yun-ying the NYSESLAT in April 2014. In January 2015, Yun-ying returns to HS 999. Because Yun-ying was never out of NYS public schools, HS 999 reaches out to Yonkers HS to get Yun-ying’s NYSESLAT results and HS 999 serves Yun-ying as an ELL based on those results. If the NYSESLAT

results indicate that Yun-ying tested at the commanding level, she is considered a former ELL and served as such.

- Ali entered Rochester School System in September 2013 and was identified as an ELL. He was discharged from Rochester School System to Georgia in February 2014. He was discharged from Georgia in June 2014. He then entered MS 444 in Brooklyn in September 2014. Though he was a first time admit to NYC public schools, he was in NYS public schools less than 2 years ago. Therefore, MS 444 reaches out to the Rochester School System. They get his ELL status, NYSITELL/LABR/NYSESLAT scores, SIFE status, home language, parent selection, and ELL program served in. As per [NYSED memo](#), if the Rochester School System does not respond within 5 days, MS 444 should contact the borough assessment implementation director.

Category 3: Enrolling as a former New York City or New York State public school student

Examples:

- Chloe enrolled in grade 2 at PS 777 for the first time in NYC public schools in September 2015. She was administered the NYSITELL and was identified as an ELL. She left the DOE to Florida in September 2016. She returned to the DOE public schools in grade 6 in September 2019. Because she was out of the DOE and NYS public schools for more than 2 years, she goes through the entire ELL identification process again, including determination of her home language code, determination of NYSITELL-eligibility, and SIFE status.
- Boris entered Albany School System in September 2011 and was identified as an ELL. He was discharged from Albany School System to Idaho in February 2012. He was discharged from Idaho in June 2015. He then entered MS 555 in Queens in September 2015. He left the NYS public schools as an ELL. Because he was out of the NYS public schools for more than 2 years, he goes through the entire ELL identification process again, including determination of his home language code, determination of NYSITELL-eligibility, and SIFE status.

Step by Step ELL Identification Process (8 + 2 Steps)

Steps 1 to 8 must be completed within 10 school days (20 school days for students entering with IEPs). Steps 9 and 10 are used on an “as necessary” basis.

COVID-19 policy change: The initial ELL identification timeline has been extended from 10 to 30 school days to complete the ELL identification process and place the student. This impacts students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, the identification of ELLs must resume for all students within these timelines: 10 school days of initial enrollment for general education students and 20 school days for incoming students with IEPs as per CR Part 154.

Step 1: Determine If Enrolling Student was in a NYS Public School within the Past Two Years

Students who have been outside of the New York State public school system for more than two years must be re-administered the entire ELL Identification Process; for students reentering from the NYS public school system, schools are required to obtain NYSITELL / NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. See [Scenarios of ELL Enrollment and Identification](#), categories 2 and 3 of enrollment status.

Schools readmitting students who previously attended a NYC public school or charter school/program using the [ATS Transfer Student Records \(TRAF\)](#) function will be asked if the student was enrolled in a NYS public or charter school within the last two years. The question, “Enrolled in NYS school w/in last two years:” contains two values:

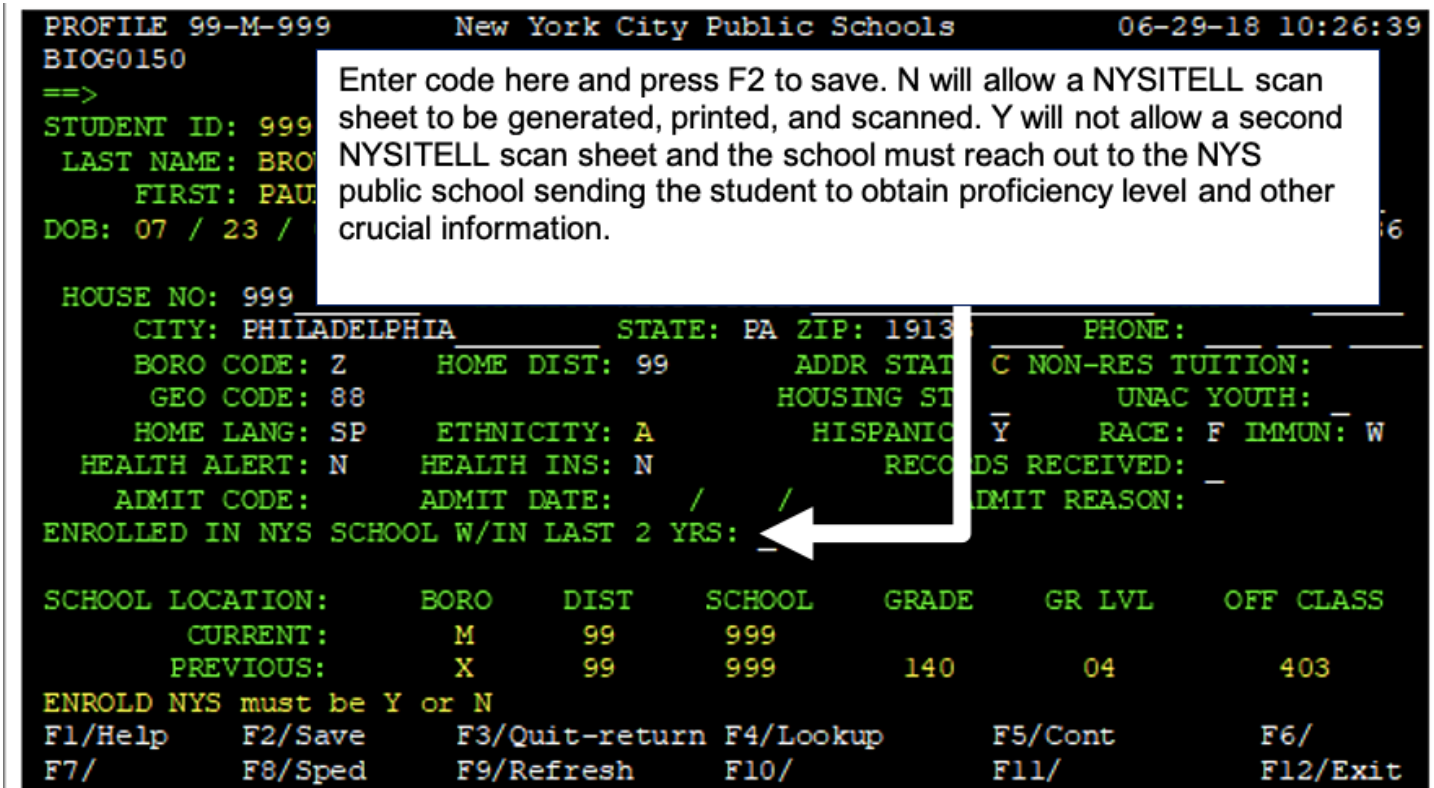
- Enter *N* (for no) if the student has not been enrolled in a NYS public or charter school within the last two years. This response will reset the student's previous ATS ELL/LEP flag so that your school is responsible for and can proceed with administering the entire ELL Identification Process.
 - As the ELL Identification process is completed, and the [Home Language Identification Survey \(HLIS\)](#) is administered, if the student's home language is other than English, the student's ELL status will become ‘E’ which means they are eligible to be administered the NYSITELL. If a student's previous home language was English (ATS code: "NO"), you or a designee can make the modification to the home language using the [ATS Student Biographical Update \(BIOU\)](#) function or by submitting the most current HLIS form to your B/CO's Director of ELLs and requesting a home language change. All ‘E’ students will appear on the [ATS Print NYSITELL Answer Documents \(RLBA\)](#) function, where the school can generate the student's NYSITELL answer document for test administration.

- Enter Y (for yes) if the student attended a NYS public or charter school within the previous two years. This will retain the student's previous ATS ELL/LEP flag. You or your designees must contact the student's previous NYS public or charter school to obtain their home language designation as well as their NYSITELL (or LAB-R) and NYSESLAT results within five business days in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. If the data are not received within five school days of enrollment, contact your [Borough Assessment Implementation Directors \(BAID\)](#) for assistance. See below for more details.

Helpful Hint: NYSITELL Eligibility

Contact your B/CO's Director of ELLs in the event of a clerical error for any data entry.

These related documents must be placed in the student's cumulative folder after the data is updated on the respective ATS functions.



PROFILE 99-M-999 New York City Public Schools 06-29-18 10:26:39
 BIOG0150
 ==>

Enter code here and press F2 to save. N will allow a NYSITELL scan sheet to be generated, printed, and scanned. Y will not allow a second NYSITELL scan sheet and the school must reach out to the NYS public school sending the student to obtain proficiency level and other crucial information.

STUDENT ID: 999
 LAST NAME: BRO
 FIRST: PAU
 DOB: 07 / 23 /
 HOUSE NO: 999
 CITY: PHILADELPHIA STATE: PA ZIP: 1913 PHONE:
 BORO CODE: Z HOME DIST: 99 ADDR STAT: C NON-RES TUITION:
 GEO CODE: 88 HOUSING ST: UNAC YOUTH:
 HOME LANG: SP ETHNICITY: A HISPANIC: Y RACE: F IMMUN: W
 HEALTH ALERT: N HEALTH INS: N RECORDS RECEIVED:
 ADMIT CODE: ADMIT DATE: / / ADMIT REASON:
 ENROLLED IN NYS SCHOOL W/IN LAST 2 YRS:

SCHOOL LOCATION:	BORO	DIST	SCHOOL	GRADE	GR LVL	OFF CLASS
CURRENT:	M	99	999			
PREVIOUS:	X	99	999	140	04	403

ENROLL NYS must be Y or N
 F1/Help F2/Save F3/Quit-return F4/Lookup F5/Cont F6/
 F7/ F8/Sped F9/Refresh F10/ F11/ F12/Exit

Figure 1: Transfer Student (TRAF) Screen in ATS

Enrolling Student in NYS Public Schools within the Preceding Two Years

For students coming from a NYS public school (outside of the NYC DOE), the NYC DOE school must contact the sending NYS public school to obtain home language designation, NYSITELL (or LAB-R), NYSESLAT and if applicable, 3-8 ELA Exam or ELA Regents results within five business days. The data request must be made for any student entering a NYC DOE school (grades K to 12) who has been enrolled in a NYS public school within the previous two years. The data sent from the NYS public school must be on school letterhead and signed by the school principal. These data and related documents must be placed in the student's cumulative folder and inputted into designated ATS screens.

If the data is not received within five school days of enrollment, schools must contact their [Borough Assessment Implementation Directors](#) for assistance. See [NYSESED memo](#).

If the student is an ELL and has a home language of Spanish, skip to [Step 5: Administering the Spanish LAB](#). If the NYS public school indicates the student is an ELL, the school must provide the parent orientation meeting (see [Step 7: Parent Agreement and Program Placement](#)).

The NYC public school should request from the NYS public school the following:

- Home language code and copy of the Home Language Identification Survey used
- LAB-R score and proficiency level
- NYSITELL score and proficiency level
- NYSESLAT score and proficiency level
- Grade 3-8 ELA exam or ELA Regents exam scores, if applicable
- SIFE status

To request that this information be inputted into the DOE's data collection system, complete the [New York State Transfer ELL Data Request Form](#) and email it to ELLTransfersNYS@schools.nyc.gov.

If the home language code differs from the current NYC DOE's home language code, a request to change the home language code should be sent to the [B/CO MLL/ELL director](#) from the principal of the NYC DOE school.

Note: Only students whose home language is not English can have LAB-R, NYSITELL, and/or NYSESLAT scores. For information on requesting a change of the home language code in ATS, see [Home Language Code Inputting Errors and Changes](#).

Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than two years are not eligible to go through the ELL Identification Process. These students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for two or more years must complete the ELL Identification Process described in this guide.

Step 2: Administer the Home Language Identification Survey

The school must administer the [Home Language Identification Survey \(HLIS\)](#) as part of general intake procedures.

COVID-19 Policy Change: During COVID-19 school closures in 2019-20, schools obtained the student's provisional home language of any newly enrolled student by filling out page 2 of the HLIS and entering provisional home language in ATS. Upon the start of the 2020-21 school year, schools should administer the HLIS in its entirety to all students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. Once the HLIS is formally administered, schools should update the HLIS field on the ATS BIOU screen to "Y". This is a new procedure for SY 2020-21.

Home Language Entry for Students Progressing from Pre-K to K

During the pre-K enrollment period, pre-K students who are enrolling in kindergarten in the following school year can be administered the HLIS to determine their HL codes. Once the school formally administers the HLIS in its entirety, the school should enter a "Y" in the HLIS field on the [Update Biographical Information \(BIOU\)](#) screen in ATS.

The HL entry process for students articulating from pre-K to K may be utilized for students who meet the following criteria:

1. Student's grade level is pre-K
2. Student is active during pre-K enrollment period

During the pre-K enrollment period, pre-K students articulating into K can be administered the HLIS to determine their HL codes. Please note the following changes to ATS' [BIOU](#) screen during this period:

1. The field label of SURVEY has been changed to HLIS
2. Both the HOME LANG field and HLIS field will blink yellow until
 - a. a valid HL code is entered for the student AND the HLIS field is updated to Y (Y indicates that the school confirms it formally administered the HLIS in its entirety to determine the home language of the student)
 - b. the last day of the PK enrollment period
3. Once a valid HL code is entered for HOME LANG and Y is entered for HLIS, then both fields will stop blinking yellow and change to constant green
4. If a HL code other than English is entered, the ELL/LEP Flag will immediately change to reflect the student's ELL status
5. As of June 2020, the HOME LANG field and HLIS field will not lock after one day and can be updated beyond the previous one day period for students transitioning from pre-K to Kindergarten

- a. Any changes made to HOME LANG or HLIS may affect ELL/LEP Flag
 - b. In the event of a clerical error, contact your B/CO MLL/ELL director
6. If the HLIS field is not Y on the last day of the pre-K enrollment period, the HOME LANG field will be blanked out and the HL code will need to be reentered in August.

These students whose home language is not English may be administered the [NYSITELL](#) on or after June 1. However, these students will not appear on the [ELLO](#) screen until the end of July.

Note: Typically, a HL code should only be entered for a student that has been properly administered the HLIS in accordance with NYS and NYC DOE policy. However, an exception was allowed during the 2019-20 school year to enable schools to capture “provisional” home language for newly enrolled students. The Home Language Identification Survey is available on the [Multilingual Learner Parent Notification Letters InfoHub](#).

COVID-19 Policy Change: During COVID-19 school closures in 2019-20, schools obtained the provisional home language of incoming Kindergarten students by filling out page 2 of the HLIS and entering provisional home language in ATS.

Upon the start of the 2020-21 school year, schools should formally administer the HLIS in its entirety to all incoming Kindergarten students. Once the HLIS has been administered in its entirety, schools should update the ATS BIOU field to “Y”.

If the provisional home language requires a correction, schools should:

- Update the hard-copy HLIS form by crossing out the provisional HL code with one line and inserting the update, date and initials of the pedagogue above it.
- Contact their B/CO to follow the UELL process to change the home language code. The following information and documentation should be included: copy of the original, completed, and signed Home Language Identification Survey and a request to change the home language code.

These requests can only be made by the principal or by the assistant principal with a cc to the principal.

BIOU – Update Student (before HL update)

A feature has been added (HOME LANG and HLIS blinking yellow). This feature is available for active pre-K students during the pre-K enrollment period. Schools must administer the HLIS to students as defined in this guide.

PROFILE 99-M-999 New York City Public Schools 05-31-18 13:14:48
 BIOG0500-TEST-T Update Student (BIOU) 00048-USERTST

HOME LANG and HLIS fields blink yellow since HLIS is not Y ACP FLAG: Y

MIDDLE: MARIE
 DOB: 10 / 31 / 13 SEX: F PROOF OF BIRTH: 1 CERT #: 999999999999 POB CODE: 88

HOME DIST: 99 HOME BORO: M NON-RES TUITION: HOUSING ST: P UNAC YOUTH: -
 HOUSE NO: 999 STREET: FIFTH AVENUE APT NO: 999
 CITY: NEW YORK STATE: NY ZIP: 99999 GEO CODE: 88 ADDR STAT: V

E-MAIL: PHONE: 999 999 9999
 HOME LANG: NO HLIS: ETHNIC ST: A HISPANIC: Y RACE: B MEAL CDE: A
 HEALTH ALERT: Y HEALTH INS: M IMMUN: C RECS RECEIVED: -
 ADMIT CODE: 58 ADMIT DATE: 09 / 08 / 17 STATUS: A ADMIT REASON: -
 DATE ENTERED NYC SCHOOL SYSTEM: 09 / 08 / 17 UPDATE ADLT ADDR: Y
 SCHOOL LOCATION: BORO DIST SCHOOL GRADE GR LVL OFF CLASS
 CURRENT: M 99 999 350 PK 003
 PREVIOUS: Q 99 999

Make changes to this data as required. HLIS RESULTS SHOULD BE ENTERED

F1/Help F2/Save F3/Quit-return F4/Lookup F5/Cont F6/
 F7/ F8/ F9/Refresh F10/Vrify addr F11/Mail addr F12/Exit

Figure 2: Update Student (BIOU) Screen in ATS

BIOD – Display Student (before HL update)

```

PROFILE 99-M-999      New York City Public Schools      05-31-18 13:27:38
BIOG0260-TEST-T      Display Student (BIOD)            00048-USERTEST
==>
NAME: BANK, ELIZABETH      DOB: 10/31/13  SEX: F  STUDENT ID: 999 999 999

      AIS SERVICES
- BILINGUAL      - FOSTR HOME      M ELA ELIG      - SCHOOL A      - INTV
- ESL      - TEMP HOUS      ELA PART      - SCHOOL B      - POST GRD PL
- LEP      - LEP FLAG is currently blank      - SCHOOL C      - MAINSTRM
- SPEC ED      - REL TIME      - SCI PART      - DIST A      - 7 YTD ATTEND
- IEP SPEC ED      - EXTEND DAY      - SS PART      - DIST B      - ELA PROF
- RES ROOM      - CHAP 53      - SUPP SVC      - DIST C      - MATH PROF
- ADD'L RS      - COUNSEL      - ELA AT RISK      - C 407 FLAG      - CHRONIC ABS
- SPCH SVC      - PID      - CELL PH XMT      - ONGNG SVC      - Y HEALTH ALRT
- CTT PART      - A MEAL CODE      - BESIS ST      - SECT 504      - FUT EX INST
- SETSS      - C IMMUN STATUS      - TEST MOD      - SL COMM      - RETAIN FLAG
- SPED PROG1      - SPED PROG2      - COHORT YR      - EX INSTR PD

F1/Help      F2/      F3/Quit-return      F4/      F5/Comments      F6/
F7/      F8/      F9/      F10/      F11/      F12/Exit
  
```

Figure 3: Display Student (BIOD) Screen in ATS

BIOU – Update Student (after HL update)

Once a valid HL code is entered for HOME LANG and Y is entered for HLIS, both fields will stop blinking yellow and change to constant green. Prior to June 2020, both the HOME LANG field and HLIS field were only able to be updated for one day. After June 2020, this restriction has been lifted for students matriculating from pre-k to Kindergarten. However, please note that any changes made to the HOME LANG or HLIS fields may affect ELL/LEP Flag.

```

PROFILE 99-M-999      New York City Public Schools      05-31-18 13:14:48
BIOG0500-TEST-T      Update Student (BIOU)            00048-USERTEST
==>
STUDENT ID: 999 999 999      ACP FLAG: Y
LAST NAME: BANK      FIRST: ELIZABETH      MIDDLE: MARIE
DOB: 10 / 31 / 13      CERT #: 999999999999      POB CODE: 88
HOME DIST: 99      HOME E      TION:      HOUSING ST: P      UNAC YOUTH:
HOUSE NO: 999      STREET: FIFTH AVENUE      APT NO: 999
CITY: NEW YORK      STATE: NY      ZIP: 99999      GEO CODE: 88      ADDR STAT: V
E-MAIL:
HOME LANG: SP      HLIS: Y      PHONE: 999 999 9999
HEALTH ALERT: Y      HEALTH: Y      RACE: B      MEAL CDE: A
ADMIT CODE: 58      ADMIT DATE: 09 / 08 / 17      RECS RECEIVED:
DATE ENTERED NYC SCHOOL SYSTEM: 09 / 08 / 17      UPDATE ADLT ADDR: Y
SCHOOL LOCATION:      BORO      DIST      SCHOOL      GRADE      GR LVL      OFF CLASS
CURRENT:      M      99      999      350      PK      003
PREVIOUS:      Q      99      999
Make changes to this data as required. HLIS RESULTS SHOULD BE ENTERED
F1/Help      F2/Save      F3/Quit-return      F4/Lookup      F5/Cont      F6/
F7/      F8/      F9/Refresh      F10/Vrfy addr      F11/Mail addr      F12/Exit
  
```

Figure 4: Update Student (BIOU) Screen in ATS

BIOD – Display Student (after HL update)

If a HL code other than English is entered, the ELL/LEP Flag will immediately calculate.

```

PROFILE 99-M-999          New York City Public Schools          05-31-18 13:27:38
BIOG0260-TEST-T          Display Student (BIOD)                00048-USERTEST
==>
NAME: BANKS, ELIZABETH    DOB: 10/31/13  SEX: F  STUDENT ID: 999 999 999

                                AIS SERVICES
- BILINGUAL                  A ELIG      - SCHOOL A      - INTV
- ESL                        A PART      - SCHOOL B      - POST GRD PL
E LEP                        TH ELIG      - SCHOOL C      - MAINSTRM
- SPEC ED                   TH PART      - DIST A        - 7 YTD ATTEND
- IEP SPEC ED              - DIST B        - ELA PROF
- RES ROOM                 - DIST C        - MATH PROF
- ADD'L RS                 - 407 FLAG      - CHRONIC ABS
- COUNSEL                  - ONGNG SVC      - Y HEALTH ALRT
- SPCH SVC                 - SECT 504      - FUT EX INST
- CTT PART                 - SL COMM        - RETAIN FLAG
- SETSS                    - COHORT YR      - EX INSTR PD
- SPED PROG1               -
- SPED PROG2               -

F1/Help  F2/      F3/Quit-return  F4/      F5/Comments  F6/
F7/      F8/      F9/      F10/     F11/      F12/Exit
  
```

LEP Flag becomes E when HOME LANG is other than English and HLIS is Y

Figure 5: Display Student (BIOD) Screen in ATS

Determination of Home Language for K-12 Students

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English as determined by the licensed and trained pedagogue administering the HLIS. The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's [Translation and Interpretation Unit](#) so that parents can receive language assistance and have their questions answered in their preferred languages.

A licensed pedagogue must complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens (for example, [QADM](#), [BIQU](#)). As per CR Part 154, the licensed pedagogue must be:

- Trained in cultural competency, language development, and the needs of English language learners, and
- Proficient in the home language of the student or parent or guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

The completed HLIS forms must be placed in the student's cumulative file and remain a part of the student's permanent record. If the student's home language is English, the ELL Identification Process terminates at this step. If the student's home language is not English, the ELL Identification Process continues to Step 3.

Helpful Hint: NYSITELL Administration

Students who registered to enter kindergarten the following year may be administered the NYSITELL beginning June 1; all other grades may be administered the NYSITELL beginning July 15 (prior to the beginning of the school year in September).

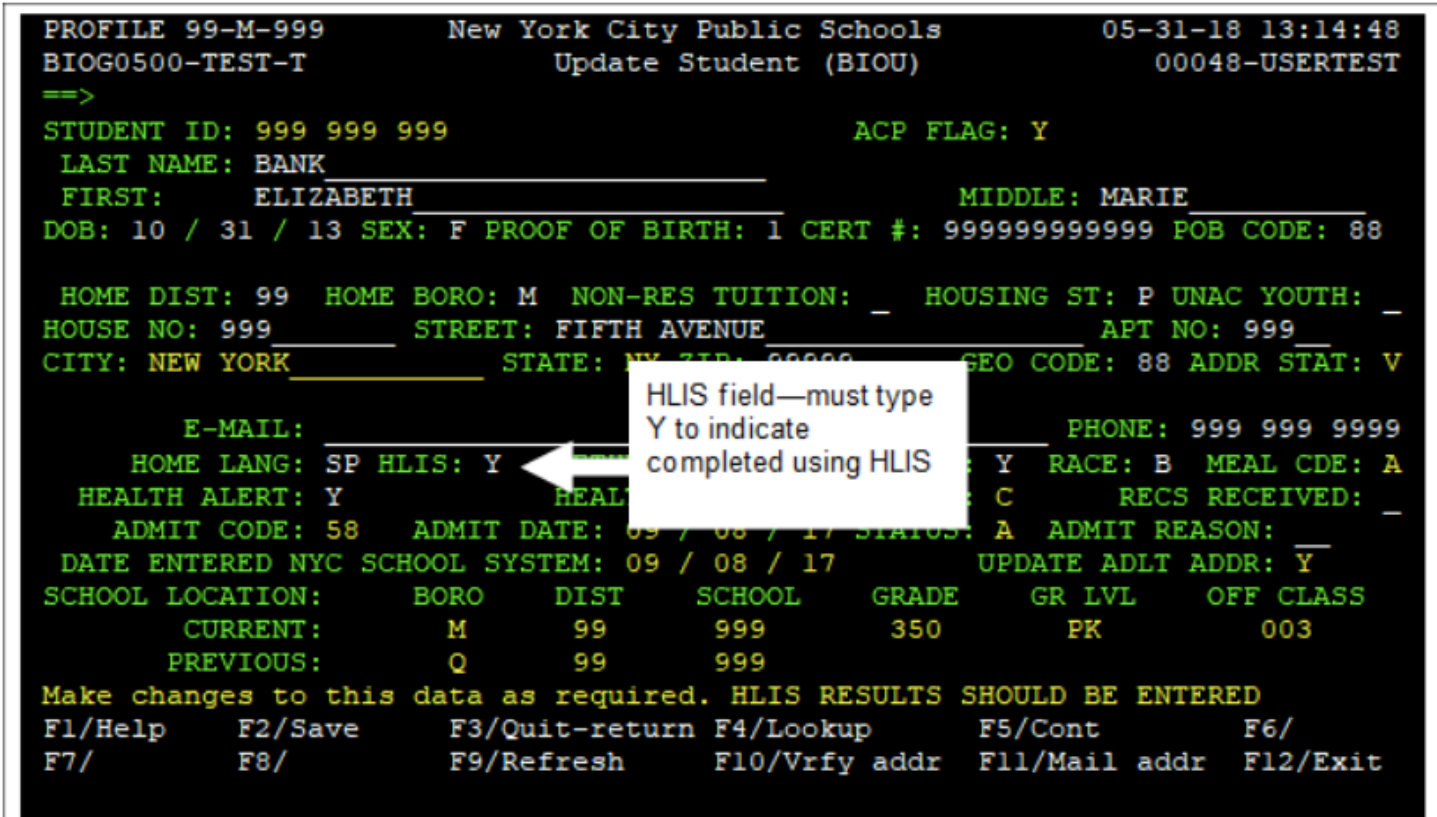
Ten (and 20) school days (1) refers to days the students are in session, (2) begins the first day of school or the first day the student is enrolled at the school (whichever is later), and (3) includes days the student was absent. The "clock" cannot begin before the first day of school (for example, if a student enrolls on July 7 for the fall, the clock will still begin the first day of school in September). The timeliness is based on the day on which the NYSITELL and Spanish LAB (if applicable) answer documents are scanned.

Print the RLCB Scan Report from ATS, which indicates the students' levels of proficiencies and any scanning errors; scanning errors should be addressed immediately. See the [NYSITELL Scanning Handbook](#) for directions.

COVID-19 Policy Change: During COVID-19 school closures in 2019-20, schools were unable to administer the NYSITELL. The NYSITELL must be administered for all eligible students when school-based learning resumes.

Home Language Entry: BIOU Screen in ATS

As of June 2020, the HLIS field on the ATS BIOU screen will be used to identify whether a school has formally administered the HLIS to students. After formally administering the complete HLIS to K-12 students, schools should update the HLIS field to “Y” on the ATS BIOU screen.



```

PROFILE 99-M-999          New York City Public Schools          05-31-18 13:14:48
BIOG0500-TEST-T          Update Student (BIOU)                00048-USERTEST
==>
STUDENT ID: 999 999 999          ACP FLAG: Y
LAST NAME: BANK
FIRST: ELIZABETH                MIDDLE: MARIE
DOB: 10 / 31 / 13 SEX: F PROOF OF BIRTH: 1 CERT #: 999999999999 POB CODE: 88

HOME DIST: 99 HOME BORO: M NON-RES TUITION: _ HOUSING ST: P UNAC YOUTH: _
HOUSE NO: 999 STREET: FIFTH AVENUE APT NO: 999
CITY: NEW YORK STATE: NY ZIP: 99999 GEO CODE: 88 ADDR STAT: V

E-MAIL:
HOME LANG: SP HLIS: Y
HEALTH ALERT: Y HEALTH: C RECS RECEIVED: _
ADMIT CODE: 58 ADMIT DATE: 09 / 08 / 17 STATUS: A ADMIT REASON: _
DATE ENTERED NYC SCHOOL SYSTEM: 09 / 08 / 17 UPDATE ADLT ADDR: Y
SCHOOL LOCATION: BORO DIST SCHOOL GRADE GR LVL OFF CLASS
CURRENT: M 99 999 350 PK 003
PREVIOUS: Q 99 999

Make changes to this data as required. HLIS RESULTS SHOULD BE ENTERED
F1/Help F2/Save F3/Quit-return F4/Lookup F5/Cont F6/
F7/ F8/ F9/Refresh F10/Vrfy addr F11/Mail addr F12/Exit
  
```

Figure 6: HLIS field on ATS BIOU screen

Home Language Code Inputting Errors and Changes

The Home Language Identification Survey is administered one time during the enrollment process. Therefore, upon enrollment and entry of the home language code, the home language code field is locked, except in the case of pre-K students matriculating to Kindergarten.

In the event that a clerical error is made, send the following information and documentation to the B/CO MLL/ELL director for review:

- Copy of the original, completed, and signed Home Language Identification Survey
- A request to change the home language code

These requests can only be made by the principal or by the assistant principal with a cc to the principal.

The home language may also be changed as a result of one of the following:

- Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding two years), or
- Enrolling as a former New York City or New York State public school student after having been outside a New York State public school for two or more years

Relevant information, documentation, and the completed NYS ELL Transfer Form should be sent to the B/CO MLL/ELL director for review. The form is available on the [Policy and Reference Guide InfoHub](#).

COVID-19 Policy Change: Provisional home language obtained during COVID-19 school closures in 2019-20 can also be updated in ATS if there was an error. If the provisional home language requires a correction, schools should:

-- Update the hard-copy HLIS form by crossing out the provisional HL code with one line and inserting the update, date and the initials of the pedagogue above it.

-- Contact their B/CO to follow the UELL process to change the home language code. The following information and documentation should be included: copy of the original, completed, and signed Home Language Identification Survey and a request to change the home language code.

These requests can only be made by the principal or by the assistant principal with a cc to the principal.

Step 3: Determination of NYSITELL Eligibility and Administration of NYSITELL

For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student's primary (dominant) language is English. As a result, schools must determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained pedagogue must do the following:

1. Interview the student in both English and the home language (see [HLIS Individual Interview Sample Questions](#)).
2. Review student's prior schoolwork in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners.

A school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; indicate the NYSITELL ineligibility through the ELL

Options ([ELLO](#)) screen in ATS (see codes for correct indicator). If the student is eligible to take the NYSITELL, continue to step 4.

Note: If the student is determined to be an ELL, the information gathered in steps 1 and 2 should be used to determine if the student requires further assessments for SIFE status (see [Step 6: Identification of Students with Interrupted/Inconsistent Formal Education](#) for more information on SIFE).

Helpful Hint: Determination of NYSITELL Eligibility

If the student should take the NYSITELL, print and provide parents the [Parent Guide to the NYSITELL](#).

If the student should take the NYSITELL, print the answer document using the [RLBA](#) function in ATS. If the student should NOT take the NYSITELL, indicate this via the ELL Options ([ELLO](#)) screen in ATS.

Print the [RLCB](#) Scan Report from ATS, which indicates the students' levels of proficiencies and any scanning errors; scanning errors should be addressed immediately. See the [NYSITELL Scanning Handbook](#) for directions.

Determine NYSITELL Eligibility for Incoming Students with IEPs

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of:

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or their designee)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after two years (see categories 1 and 3 under [Scenarios of ELL Enrollment and Identification](#)).

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of [Step 2](#)
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in [CR Part 200.4\(b\)\(6\)](#), which includes assessments administered in the student's home language

- Information provided by the [Committees on Special Education](#)² (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

- If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review
 - The principal must accept or reject this recommendation
 - If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student
 - If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee and is entered into the [ELLO](#) screen by the school after receiving the decision. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has five additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The [Language Proficiency Team NYSITELL Determination Form](#) must be completed and placed in the student's cumulative folder.

It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. It is vital to distinguish this so that schools are appropriately meeting the needs of their students—referring them for special education services only when an actual disability is suspected. For more information on similarities between learning disability and language acquisition, see [Similarities between Learning Disability and](#)

² [Committees on Special Education](#) (CSEs) coordinate and carry out the special education process for students who are not enrolled in DOE schools. This includes:

- Students attending a private, parochial, charter, State Supported or State Approved Non-Public school
- Students attending non-public schools outside New York City and New York State
- Students who receive home or hospital instruction as their placement on their IEP (this does not include students on temporary home instruction, as these students are expected to return to their prior school)
- Students who are being home-schooled
- Students who are non-attending

There are 10 CSEs. If your child is enrolled in school, your CSE is the one in the same geographical district as that school.

[Language Acquisition](#) below or the [Minimum Requirements of a Response to Intervention Program](#) on the New York State Education Department’s website.

The LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student’s Committee on Special Education. Regardless of the LPT’s decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE. For more information on determining special education language of instruction and/or service, refer to the “Determining Language of Assessment” section of the [Special Education Standard Operation Procedures Manual](#).

Similarities between Learning Disability and Language Acquisition

It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. Care must be taken to ensure that issues of language differences are not conflated with language disability, and that a student’s educational background or lack of formal education (meaning, SIFE status) is not mistaken for signs of a disability. Some of the characteristics are listed below:

Behaviors Associated with Learning Disability

- Difficulty following directions
- Difficulty with phonological awareness
- Slow to learn sound-symbol correspondence
- Difficulty remembering sight words
- Difficulty retelling a story in sequence
- Confused by figurative language
- Slow to process challenging language
- May have poor auditory memory
- May have difficulty concentrating
- May seem easily frustrated

Behaviors Related to Acquiring a Second Language

- Difficulty following directions
- Difficulty distinguishing between sounds not in native language
- Confusion with sound-symbol correspondence when different than in native language; difficulty pronouncing sounds not in native language
- Difficulty remembering sight words when word meanings not understood
- May understand more than able to convey in English
- Confused by figurative language in English
- Slow to process challenging English
- May have poor auditory memory in English
- May have difficulty concentrating
- May seem easily frustrated

Non-Eligibility to Take the NYSITELL— ELL Options (ELLO) Screen in ATS

Schools should access the ELLO screen only for students:

- whose home language is other than English; and,
- who have been determined to not have English language acquisition needs.

These students are not ELLs and do not need to take the NYSITELL.

However, if the student was appropriately and accurately identified as an ELL through the established ELL identification process, which includes the NYSITELL, *no further action is necessary, and no data needs to be entered into the ELLO screen*. In addition, if the student was appropriately administered the NYSITELL and scored proficient (and is not an ELL), no data needs to be entered into the ELLO screen. Decision indicating that a student does not have language acquisition needs can be determined by the school for general education students or a Language Proficiency Team (LPT), principal, and superintendent for students with an Individual Education Plan (IEP). This decision needs to be entered within 10 school days of a student's admit date, and it only applies to new students to NYC DOE or student's being re-admitted that have not been enrolled in a NYS public school in the past two years.

For current pre-K students who will be entering kindergarten in September: If you have a Pre-K student entering kindergarten in September, the student will not appear on the ELLO screen until mid-July, at which time you can exercise this option. In the meantime, it is not necessary to administer the NYSITELL to these students.

COVID-19 policy change: The identification timeline has been extended to 30 school days upon the start of the 2020-21 school year for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. As such, the decision needs to be entered on the ELLO screen within 30 school days. After the 20-day flexibility period, the decision will need to be entered within 10 school days for newly enrolled students as indicated above.

PROFILE 99-M-999 New York City Public Schools 07-17-18 13:09:37
 ELLO0050 Ell Options (ELLO) 02266-ATSTEST2
 ==> PAGE 1 OF 2

STUDENT NAME LAST, FIRST	STUDENT ID	LEP HM FLG LN	NYS <2Y	OPT	ADMIT DATE
AWE, ANA	123456789	SP		A	09/07/17
BUTLER, TIMOTHY	987654321	Y AR	Y		07/02/18
CRUZ, ARIE	123789456	SP		B	09/07/17
DANCY, AVEN	123654987				09/07/17
DIAZ, SUMMER	456123789	SP		C	09/07/17
JAMES, BRETT	456789123	Y AR			07/02/18
LAYNE, JOHN	789456123	FR		D	07/02/18
MANN, JAYLEE	789123456	Y UK			09/07/17
MUKHLIS, DALANI	452178956	Y VN		-	09/07/17
NICHOLS, SANYIA	654123987	Y FR			09/07/17
PAUL, ADLER	693258741	Y PO			
QUINN, MUAZ	857412369	Y SP			

Make changes as required, F2 to save changes.
 F1/Help F2/Save F3/Quit-return F4/Lookup F5/ F6/
 F7/ F8/Forward F9/Refresh F10/ F11/ F12/Exit

Enter code here and press F2 to save.

Figure 7: ELL Options (ELLO) Screen in ATS

Below are descriptions of codes A-D that can be entered on ELLO screen in ATS.

- **Code A:** The student was determined not to have language acquisition needs by the current NYC public school.
- **Code B:** The student was determined not to have language acquisition needs by the current NYC public Language Proficiency Team (LPT).
- **Code C:** The student was determined not to have language acquisition needs by the previous NYS public school.
- **Code D:** The student was determined not to have language acquisition needs by the previous NYS public Language Proficiency Team (LPT).

Administer the NYSITELL

Schools must print [NYSITELL](#) documents using the [RLBA](#) function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond 10 school days will result in non-compliance (20 school days for students entering with IEPs).

COVID-19 policy change: Upon the start of the 2020-21 school year, the NYSITELL must be administered and answer documents must be scanned into ATS within 30 school days for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After the 20-day flexibility window, schools will have

to administer and scan the NYSITELL answer documents within 10 school days for general education students and 20 school days for incoming students with IEPs as per above.

COVID-19 policy change: While administering the NYSITELL, whether in a group setting or individually, social distancing practices as outlined in the [Playbook for Principals](#) must be implemented.

The NYSITELL may be administered to students entering kindergarten the following school year no earlier than June 1 and to all other students no earlier than July 15. Compliance is determined by the NYSITELL scan date, not the bubble date. An administration of the NYSITELL that has a bubble date that predates the end of the 10-day testing window, but a scan date that exceeds the 10-day testing window will be considered out of compliance.

Principals must order NYSITELL exams through the NYSED portal. Ordering is ongoing throughout the year. Along with the exams, schools will receive directions for administration. Answer documents must be generated and printed via ATS printers. For more information on generating these answer documents, see the [NYSITELL Scanning Handbook](#). All information needed to identify students will automatically print on the answer documents. For more information on ordering and administering the NYSITELL, or printing and scanning the answer documents, see the DOE's NYSITELL memorandum, *Administration Handbook*, *Scanning Handbook*, and other useful resources on the [NYSITELL InfoHub](#).

ELLO Screen Inputting Errors and Changes

The ELLO code is entered once the determination has been made by the appropriate personnel. This field is locked upon entering of the code. In the event that a clerical error is made, send the following information and documentation to the B/CO MLL/ELL director for review:

- Copy of the original, completed, and signed Home Language Identification Survey
- All relevant documentation that indicates a clerical error or technical issue, which shows an ELLO Option Code different than that which was entered on the HLIS and subsequently entered into ATS.

These requests can only be made by the principal or by the assistant principal with a cc to the principal.

Note: A clerical or technical error for the purpose of this protocol is defined as a failure to execute a task or the execution of the task was an error; however, the task or intent was clearly within the timeframe as stipulated in this guide. For information on entering data into the ELLO screen, see [the ELLO Wiki page](#).

Step 4: Send Parent Notifications

Within five school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYC DOE standard parent notification letters (in the parents' preferred language), which are available for download on the [Multilingual Learner Parent Notification Letters InfoHub](#).

- Entitlement Letter
- Non-Entitlement Letter

If the student is 18 years or older, the student must also receive a copy of the letter. Copies of dated and signed letters must be retained in the student's cumulative folder.

Step 5: Administering the Spanish LAB

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the [Spanish LAB](#) at the time of initial enrollment during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. The Spanish LAB is not administered to students re-entering the DOE after two years. The Spanish LAB is administered only once.

Schools must print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond this window will result in noncompliance. For more information on ordering and administering the Spanish LAB, or printing and scanning the answer documents, see the DOE's [Spanish LAB Scanning Handbook](#).

Compliance is determined by the Spanish LAB answer document scan date, not the bubble date. An administration of the Spanish LAB that has a bubble date that predates the end of the 10-day testing window, but a scan date that exceeds the 10-day testing window will be considered out of compliance.

COVID-19 policy change: Upon the start of the 2020-21 school year, the Spanish LAB must be administered, and answer documents must be scanned into ATS within 30 school days for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year.

After the 20-day flexibility window, schools will have to administer and scan the NYSITELL answer documents within 10 school days for general education students and 20 school days for incoming students with IEPs as per above.

Step 6: Identification of Students with Interrupted/Inconsistent Formal Education

Students with Interrupted/Inconsistent Formal Education (SIFE) are 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 mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the

parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are:

- Newly identified ELLs, *and*
- In grades 3 to 9, *and*
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. NYSED Oral Interview Questionnaire
2. NYSED Multilingual Literacy SIFE Screener (MLS)
3. Writing Screener

Visit the [NYSED website](#) for a full description of resources, guidance documents, and the SIFE identification tools. NYSED tools replace those that were previously available only to NYC DOE schools (LENS).

Helpful Hints: SIFE Identification

Once SIFE status is determined, enter this information into the [BNDC](#) screen in ATS.

Schools have 30 school days to determine ELL status; however, they have up to one year to change the SIFE status if necessary.

A SIFE will automatically be declassified as SIFE if the student attains transitioning level or higher on the NYSESLAT.

COVID-19 policy change: Days schools are closed pursuant to Governor's Executive order do not count towards the 12-month timeline to make a final determination of SIFE status.

Initial SIFE status must be indicated in the DOE's data collection systems ([BNDC](#)) no later than 30 days from initial enrollment (see [ATS: BNDC for SIFE Determination and Paraprofessional Services](#)). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT. For further information on SIFE, visit the [Multilingual Learners InfoHub](#).

Step 7: Parent Agreement and Program Placement

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Schools must notify parents of their child's eligibility for ELL services and provide information and

program selection through parent orientations (in the parents' preferred languages), following the steps outlined below. Schools may not refuse admission to zoned students or students assigned by the DOE's Office of Student Enrollment based on their ELL status or program needs.

When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City (see [MLL/ELL Programs](#)), regardless of whether the preferred model is currently offered in the school.

Helpful Hint: Available Bilingual Programs

See latest list of [available bilingual programs](#).

When a student is identified as an ELL, he/she must first be placed in a bilingual program, prior to the orientation meeting, if one exists. Newly identified ELLs who do not speak a common language and for whom a bilingual program cannot be formed (because minimum thresholds have not been met) must be placed in ENL.

Parent Orientation Session

To inform parents of these options, schools must provide parents of newly enrolled ELLs with a parent orientation where they can view the [Parent Orientation video](#) (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session must also provide a high quality orientation section on the Next Generation Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation must be in a language or mode of communication that the parent or guardian best understands. Schools should contact the [Translation and Interpretation Unit](#) if they require an interpreter for any language that is not spoken by the school staff.

After parents are informed of all three program models at the parent orientation, schools must provide parents with a [Parent Survey & Program Agreement Form](#) (in the parents' preferred language), where parents can indicate their program choice.

Helpful Hint: Parent Selection

Though it is discouraged, if a parent changes the ELL program selection, subsequent requests are entered into the [BNDC](#) screen in ATS. The school should also maintain records for any change to parent choice in the student's cumulative file.

The parent must return the completed and signed form within five school days. Schools should then send the parent the [Placement Letter \(After Receiving Parent Survey\)](#) in their preferred language to confirm their child's placement into an ELL program.

If the parent does not return the Parent Survey & Program Agreement Form within five school days, the student remains in the bilingual program if one exists at the school; otherwise, the student remains in ENL. In this case, the school should notify the parent by sending the [Default Program Placement Letter](#) in the parent's preferred language. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school.

Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades
- In grades 9 to 12, 20 or more ELL students who speak the same language in one grade

Schools are responsible for entering parent selection as indicated on the Parent Survey & Program Agreement Form in the designated screen in ATS (ELL Parent Choice ([ELPC](#))) within 20 school days of enrollment (30 school days for students entering with IEPs). The parent's first choice should be entered as noted on the selection form, regardless of whether that selection is currently offered at the school. For more information on the ELPC screen, see [ATS: ELL Parent Choice Update Screen \(ELPC\)](#).

COVID-19 policy change: Please note that the timeline for identifying and placing ELLs into an ELL program has been extended to 30 school days for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After the 20-day flexibility period, the timeline for identifying and placing ELLs will revert back to 10 school days for general education students, and 20 school days for incoming students with IEPs.

Due to the extended identification and placement timeline, schools must update the ELPC screen with initial parent choice within 40 school days for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year.

[Parent Survey & Program Agreement Form](#) is a formal record of the parent's preference of ELL program for their child and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Agreement Form can be provided to the parent upon request.

ELL Transfer Option

ELLs must be placed in the parents' program of choice within 10 school days of enrollment. If a parent chooses an option that is currently available in the school, the school must place the student in that program immediately and provide the student with a full schedule.

If a parent's program choice is not currently available in the school, the school must inform the parent that the selection is not available at the school, provide the parent with the following two options, and maintain a record of the parent's response.

- Keep the student enrolled at the current school in an available program; if the parent chooses this option, the school should immediately place the student in that program and begin serving him/her; OR
- Transfer the student to a different school where the parent's selection is currently available (view the [bilingual program list](#)).

COVID-19 policy change: Please note that the timeline for identifying and placing ELLs into an ELL program has been extended to 30 school days for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After the 20-day flexibility period, the timeline for identifying and placing ELLs will revert back to 10 school days for general education students, and 20 school days for incoming students with IEPs.

ELL Transfer Policy and Procedure

In accordance with [Commissioner's Regulation Part 154](#), families of students identified as an English Language Learner (ELL) have the right to request a bilingual program (Transitional Bilingual Education or Dual Language). CR Part 154 as amended by the Aspira Consent Decree requires schools to create programs if there are 15 ELLs (for elementary or middle school) in two contiguous grades or 20 ELLs (for high school) that speak the same home language in one contiguous grade. If the student's current school does not have the sufficient number of students of the same home language to create the bilingual program, the student has the right to request a transfer to a school with that bilingual program. **Schools must continue to provide English as a New Language (ENL) services to the student while the transfer is being pursued.**

The Division of Multilingual Learners (DML) and ATS have developed a new function in ATS that replaces the external system that processes ELL Transfer Requests. This new process (ELTR), now available in ATS, will be the source of submitting, tracking, and reporting for ELL Transfer Requests. Please note that transfer requests for English Language Learners with Bilingual Special Education (BSE) recommendations (ICT or special class) must continue to be submitted to BSEPrograms@schools.nyc.gov.

ELL Transfer Pre-Requisites

Before considering an ELL Transfer Request, schools must make sure the following steps have been completed:

1. ELL Identification
 - a. Administer [Home Language Identification Survey \(HLIS\)](#)
 - b. Administer [New York State Identification Test for English Language Learners \(NYSITELL\)](#)
2. Program Selection
 - a. Enter Parent Survey and Program Selection response on [ELPC](#) in ATS
 - b. For updates, enter change of Program Selection response on [BNDC](#) in ATS

ELL Transfer Request (ELTR) Process

The ELL Transfer Request process is available for currently active ELLs in grades K-12 who request a transfer to a school that has their bilingual program of choice. ELTR will display eligible students for ELL Transfer Requests meeting the following criteria:

1. Student is currently an ELL
2. Student is in Grade Level K-12
3. Student's Home Language is not English or not unknown (meaning, UK, ZZ, EN, NULL/blank)
4. Student's current Bilingual Parent Choice is Dual Language (D) or Transitional Bilingual Education (B)

Procedures to Request an ELL Transfer for a Student

After administering the ELL Identification process, parents will have the option to select the ELL program of their choice. If the parent selects a bilingual program that is not available at the school, and the family would like to request a transfer to another school with that bilingual program, please follow the steps below:

1. School should share the [Family Request for ELL Transfer](#) form with the family in their preferred language.
 - a. *Please note:* This is only the family's authorization to request the transfer. If the transfer is approved and a placement option is determined, the family will have a final opportunity to accept or reject that placement (or stay in the current school).
2. Once the [Family Request for ELL Transfer](#) form is complete, the principal submits the ELL Transfer Request on ELTR in ATS.
3. Submit signed [Family Request for ELL Transfer](#) form to ELLProgramTransfers@schools.nyc.gov.

4. If DML, the B/CO MLL/ELL Director, and the Superintendent determine that the school cannot create bilingual program: DML reviews the request and reaches out to the Family Welcome Center to identify a potential placement, copying the B/CO MLL/ELL Director.
 - a. The Director of Enrollment at the Family Welcome Center will identify a placement option for the student, and will notify DML by emailing ELLProgramTransfers@schools.nyc.gov.
5. DML informs the requesting school of potential options and requests that the requesting school reaches out to family with potential placement options and record their selection on the [Family Authorization for ELL Transfer](#) form.
6. Submit signed [Family Authorization for ELL Transfer](#) form to ELLProgramTransfers@schools.nyc.gov.
7. Family Welcome Center prepares an enrollment authorization letter. The requesting school should share the enrollment authorization letter with the family.
8. Requesting school shares signed enrollment authorization letter with FWC. FWC will advise of next steps.

For any questions or guidance on this process, please reach out to ELLProgramTransfers@schools.nyc.gov. If you have questions about a specific student, please make sure to provide the student's full name and NYC DOE Student ID.

Timeline for ELL Transfer Requests

1. ELL Transfer Requests must be completed within the school year it is submitted
2. If the ELL Transfer Request is from a previous year, then the request is closed
3. If the ELL Transfer Request is not completed within the school year, a new request must be submitted

ELTR - ELL Transfer Request Screens

The overall ELL Transfer Request process remains relatively the same as in previous years. The main difference is that principals can now submit and track the progress of an ELL Transfer Request on ELTR in ATS. The ELTR screen can be found with other similar ELL functions on the BES1 screen (BESIS Functions). You can also enter the ELTR screen directly by entering ELTR in the top left corner of ATS.

Note: As with the previous web application, only principals will have access to this functionality.

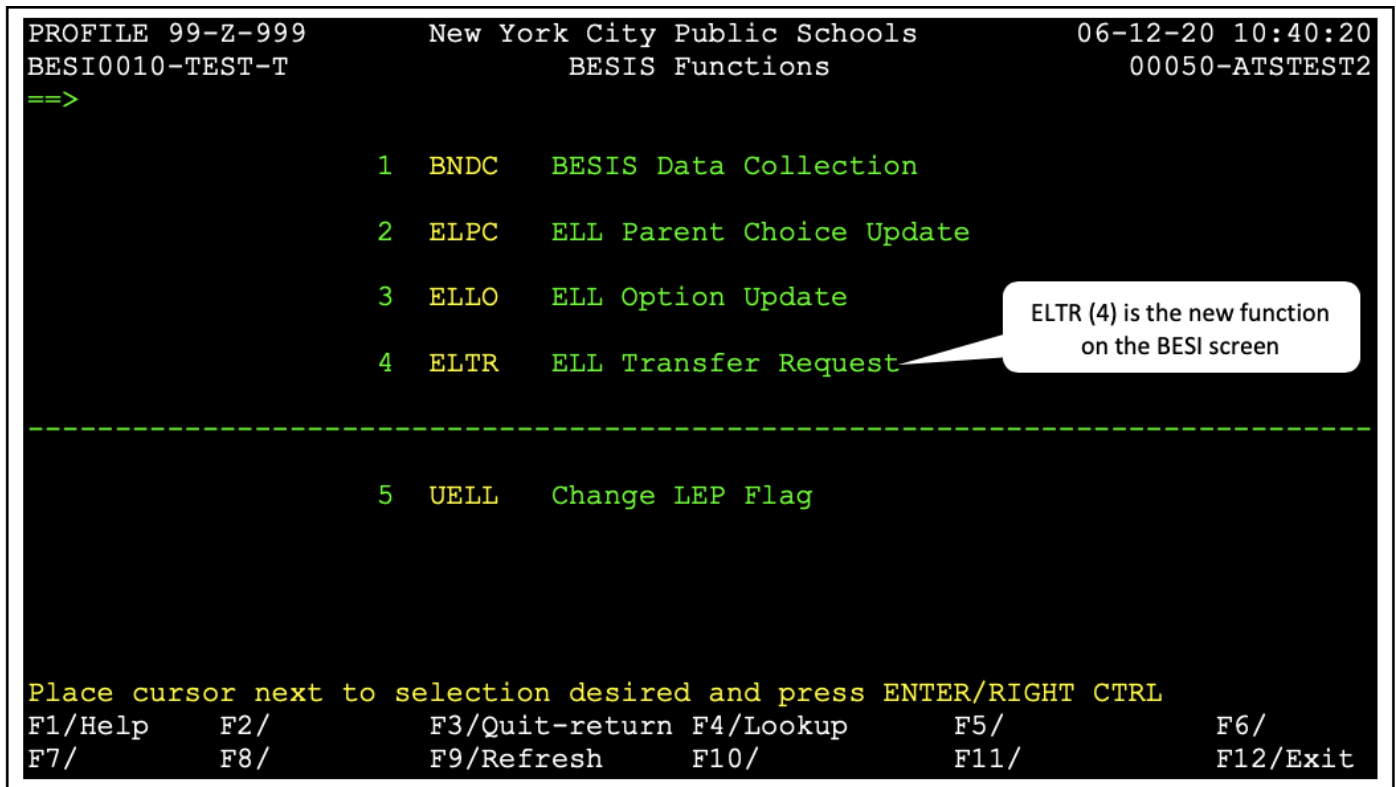


Figure 8: BESIS functions screen

ELTR Main Screen

The ELTR main screen will list all eligible students for an ELL Transfer Request in alphabetical order by Last Name. If a student and family are not requesting a transfer, then no further action is required on this screen. This screen will allow principals to:

- Submit an ELL Transfer Request for a student
- Track a student’s ELL Transfer Request

Once a [Family Request for ELL Transfer](#) form is received, this screen and the following ELTR screens will allow principals to make the most informed decision about placement options for the student.

On the ELTR main screen, key student information is readily available (meaning Name, Grade Level, Home Language, Proficiency level, LEP flag, Parent Choice, etc.). Principals can also view the status of an ELL Transfer Request, and if applicable, the reason for the status ([more on this later](#)).

To see more details for a student, a principal should enter “D” under the SEL column. To start the ELL Transfer Request process, a principal will enter “S” under the SEL column.

DML is unable to approve transfer requests for students with Bilingual Special Education (BSE) recommendations (ICT or Special Class). Principals must email BSEPrograms@schools.nyc.gov for these transfer requests.

PROFILE 99-Z-999 New York City Public Schools 06-17-20 17:00:09
 ELTR0010-TEST-T Ell Transfer Request (ELTR) 00048-ATSTEST2
 == PAGE 1 OF 19

Student data overview with parent choice
 – more available on Student Detail screen

View/Update ELTR Status & Reason

STUDENT NAME	GD LV	HM LN	PRF LVL	E P	E P	CHOICE DBN	CHOICE DATE	C H	STATUS	REASON
ADAMS, YESSINA	10	SP	EXP	Y	Y	99T999	03/07/17	B	S	–
ALBERTS, GERARD	10	SP	EXP	Y	Y	99W999	02/26/18	B	O	–
ANG, NICK	11	SP	TRN	Y	Y	99Z999	11/01/17	B	A	–
APO, MARK	11	SP	EXP	Y	Y	99Z999	11/01/17	B	X	1
APO, FRANK	10	SP	EXP	Y	Y	99H999	10/05/16	D	N	1
ARLIS, JOSH	09	SP	EME	Y	Y	99Z999	09/11/19	B	X	2
ASKEW, FRANNY	10	SP	EXP	Y	Y	99Z999	02/10/20	B	N	2
ATWELL, MERLIN	09	SP	TRN	Y	Y	99T999	10/26/17	D	X	3
AXELROD, IVAN	10	SP	TRN	Y	Y	99W999	11/01/17	B	N	3
AZUL, JESSICA							11/01/17	B		

Enter (D) to display Student Detail screen or
 (S) to start ELL Transfer Request process

Enter S to Submit or D to Display. F2 to Save any Status changes.

F1/Help F2/Save F3/Quit-return F4/ F5/ F6/
 F7/ F8/Forw F9/Refresh F10/ F11/ F12/Exit

Figure 9: ELTR main screen

Note: ELL Transfer Request statuses of X and N will not be displayed after one day since those requests will be considered closed ([more below](#)).

ELTR Student Detail Screen

When “D” is entered under the SEL column on the ELTR main screen, the following ELTR Student Detail screen will be displayed. This screen is for informational purposes only (no updates can be made to this screen). If an ELL Transfer Request has been submitted for this student, then you can see the date of that submission, the user who submitted application, and the Distance Code.

STUDENT ID: 999999999
 FIRST NAME: YESSINA
 LAST NAME: ADAMS
 DOB: 07/15/1904
 LEP FLG: Y
 HOME LANG: SP-SPANISH
 HOUSE NO: 999
 CITY: DREAMS

Additional student data with home address to help determine distance family willing to travel for transfer

ELL PROFICIENCY LEVEL: EXP
 IEP: Y
 SEX: M
 STREET: HIGH WAYS AVENUE
 STATE: NY
 ZIP: 999999
 APT:

PARENT/GUARDIAN INFORMATION:
 FIRST NAME: JULIA
 PHONE NUM#: 999999999
 PREFERRED LANGUAGE: SP-SPANISH
 CURRENT PARENT CHOICE: B-TBE

Additional parent/guardian data for student

LAST NAME: ADAMS
 EMAIL: JULIADAMS1234567@FAKES.COM

SCHOOL LOCATION: BORO DIST SCHOOL GRADE GR LVL OFF CLASS
 CURRENT: Z 99 999 200 10 VX1

Additional school data for student

ADMIT CODE: 57 ADMISSION DATE: 07/02/2018
 ELTR SUBMIT DATE: 06/17/2020 SUBMITTED BY: ATSTEST2 DISTANCE CODE: 5
 Requests for BSE programs (students recommended for ICT or Special Class) must - be sent to BSEPrograms@schools.nyc.gov

Press the ENTER key to return to the ELTR Screen

If ELL Transfer process submitted, then submission detail will be displayed

Figure 10: ELTR student detail screen

Note: ELTR Submit Date, Submitted By, and Distance Code are only available after request is submitted

ELTR Submit Screen

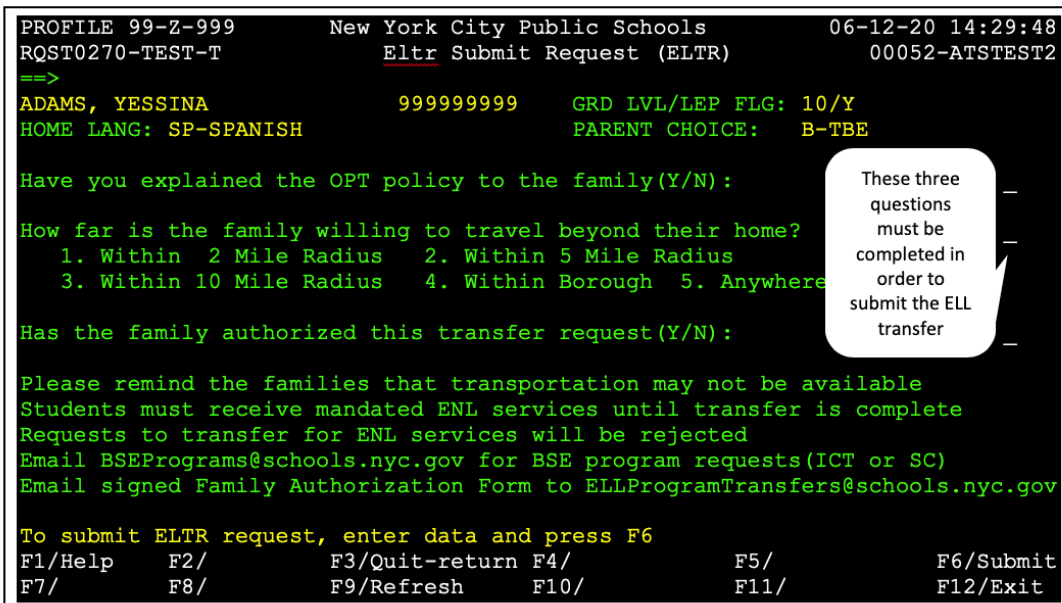
When “S” is entered under the SEL column on the ELTR main screen, the following screen will be displayed. In order for the ELL Transfer Request to be submitted, each of the following questions must be answered. If an incorrect value is entered, a red message on the bottom of screen will guide principals to the appropriate actions.

Three Questions

1. Have you explained the OPT policy to the family (Y/N)?
2. How far is the family willing to travel beyond their home?
3. Has the family authorized this transfer request (Y/N)?

Distance Codes

- 1 = Within 2 Mile Radius
- 2 = Within 5 Mile Radius
- 3 = Within 10 Mile Radius
- 4 = Within Borough
- 5 = Anywhere



PROFILE 99-Z-999 New York City Public Schools 06-12-20 14:29:48
 RQST0270-TEST-T Eltr Submit Request (ELTR) 00052-ATSTEST2
 ==>

ADAMS, YESSINA 999999999 GRD LVL/LEP FLG: 10/Y
 HOME LANG: SP-SPANISH PARENT CHOICE: B-TBE

Have you explained the OPT policy to the family(Y/N):
 How far is the family willing to travel beyond their home?
 1. Within 2 Mile Radius 2. Within 5 Mile Radius
 3. Within 10 Mile Radius 4. Within Borough 5. Anywhere

Has the family authorized this transfer request(Y/N):

Please remind the families that transportation may not be available
 Students must receive mandated ENL services until transfer is complete
 Requests to transfer for ENL services will be rejected
 Email BSEPrograms@schools.nyc.gov for BSE program requests(ICT or SC)
 Email signed Family Authorization Form to ELLProgramTransfers@schools.nyc.gov

To submit ELTR request, enter data and press F6

F1/Help	F2/	F3/Quit-return	F4/	F5/	F6/Submit
F7/	F8/	F9/Refresh	F10/	F11/	F12/Exit

These three questions must be completed in order to submit the ELL transfer

Figure 11: ELTR submit screen

ELTR Confirmation Email

Once an ELL Transfer Request is submitted, ATS will generate a summary email that will automatically be sent to the ELLProgramTransfers@schools.nyc.gov inbox with the requesting user copied. In order for the ELL Transfer Request to be processed, the school must follow up and submit the signed [Family Request for ELL Transfer](#) form to ELLProgramTransfers@schools.nyc.gov. We recommend forwarding the automated email to ELLProgramTransfers@schools.nyc.gov with the signed [Family Request for ELL Transfer](#) form. This will allow both the school and DML to have all the information regarding the ELL Transfer Request in one place. An example of the auto-generated email is below:

Student ID : 123456789
 First Name : DIANA
 Last Name : DOVER
 Birth Date : 07/15/1984
 Grade Level : 10
 School DBN : 99Z999
 School Name : SCHOOL 123
 Admission Date : 07/02/1998
 Parent Choice : B-TBE
 Home Language : SP-SPANISH
 IEP Flag :
 Proficiency Level : EXP
 Distance willing to travel : Anywhere

Requesting User ID : ATSTEST2
 Date of Request : JUN 17, 2020

Please remind families that transportation may not be available

Students must receive mandated ENL services until transfer is complete

Requests to transfer for ENL services will be rejected

Email BSEPrograms@schools.nyc.gov for BSE program requests (ICT or SC)

Email signed Family Authorization Form to ELLProgramTransfers@schools.nyc.gov

ELTR Statuses and Reasons

In order to accurately track and report an ELL Transfer Request, six ELL Transfer Request statuses were created to maintain this information.

ELL Transfer Request Statuses

1. (S) = ELL Transfer Request Submitted by School
 - a. Initial Status based on signed [Family Request for ELL Transfer](#)
 - b. Next logical Status is Offered (O) or Not Offered (X)
2. (O) = ELL Transfer Offered to Family
 - a. If transfer is available, school offers to family and update Status

- b. Next logical Status is Accepted (A) or Not Accepted (N)
 - c. Status can also be changed to Not Offered (X) (for example, data entry error)
- 3. (X) = ELL Transfer Not Offered to Family
 - a. If transfer is not available, school notifies family and updates Status
 - b. Status can also be changed to Offered (O), but only on the same day (for example, data entry error)
 - c. Status is locked the next day and the request will be considered closed
 - i. Student can request another transfer, but a new request needs to be submitted by school
- 4. (A) = ELL Transfer Accepted by Family
 - a. If family accepts transfer based on signed [Family Authorization for ELL Transfer](#), school updates Status
 - b. Next Logical Status is Transfer Completed (T) (automated by ATS)
 - c. Status can also be changed to Not Accepted (N) (for example, data entry error, family changes mind, etc.)
- 5. (N) = ELL Transfer Not Accepted by Family
 - a. If family does not accept transfer, school updates Status
 - b. Status can also change to Offered (O), but only on the same day (for example, data entry error)
 - c. Status is locked the next day and the request will be considered closed
 - i. Student can request another transfer, but a new request needs to be submitted by school
- 6. (T) = ELL Transfer Completed by ATS
 - a. This is system driven based on student being admitted to receiving school

In order to accurately track and report the reason an ELL Transfer Request is not processed, five ELL Transfer Request Reasons were created to maintain this information depending on the ELL Transfer Request status.

ELL Transfer Request Reasons

- 1. When ELL Transfer Status is Not Offered (X), school will enter one of the following Reasons:
 - a. (1) Program Not Available (manual)
 - b. (2) Administrative Failure (manual)

- c. (3) Program Not Beneficial (manual)
2. When ELL Transfer Status is Not Accepted (N), school will enter one of the following Reasons:
 - a. (1) Transportation Concerns (manual)
 - b. (2) School Environment (manual)
 - c. (3) Request Withdrawn (manual)
3. When ELL Transfer Status is "Pending" (S, O, or A), ATS will populate the following Reasons:
 - a. (4) Student Discharged (automated)
 - Request is closed
 - b. (5) Application Incomplete (automated)
 - Request is closed
 - c. (NULL) Application Open
 - ELL Transfer Requests must be completed within year it is submitted
 - If ELL Transfer Request is from previous year, then request is closed
 - If ELL Transfer Request is not completed within the year, new request must be submitted

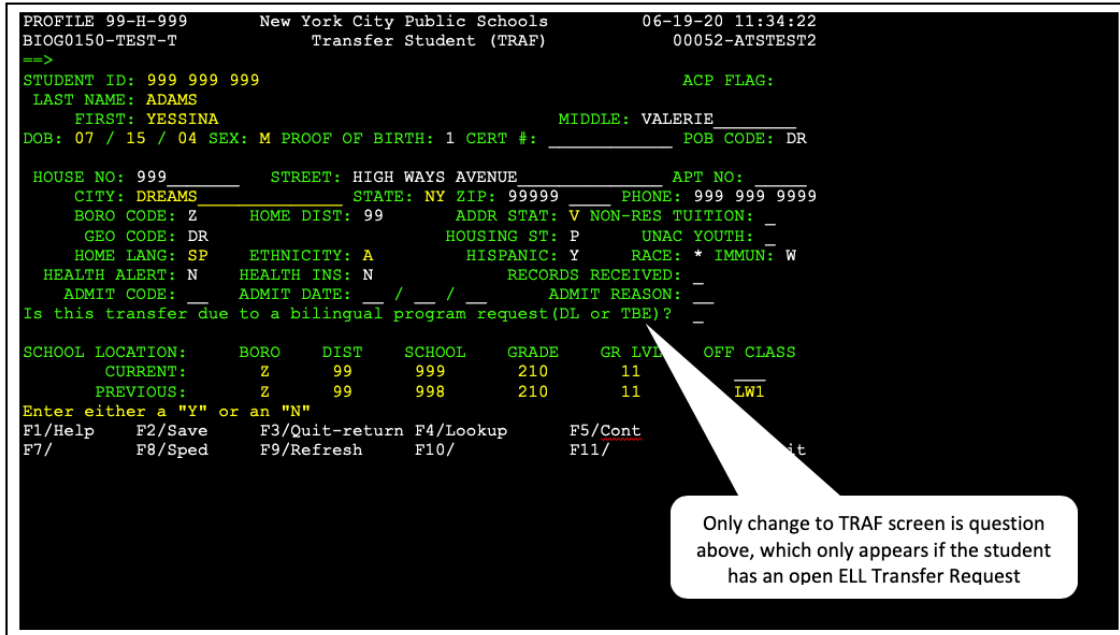
Transfer Student (TRAF) and ELTR

The transfer process for students transferred through the ELL Transfer Request process is the same as all other students except for one additional question: "Is this transfer due to a bilingual program request (DL or TBE)?"

Note: Receiving schools must enter **Y** or **N** for the question "Is this transfer due to a bilingual program request (DL or TBE)?" This answer will determine the final ELTR Status and/or ELTR Reason for the student.

If ELTR Status is (Submitted - S, Offered - O, or Accepted) AND there is no Reason, the question appears on the TRAF screen.

1. If the Status is (A) and the answer is (Y), then the Status on the TRAF screen changes to (T)
 - This is the ideal ELL Transfer Request completion Status
2. If the Status is (S) or (O) and the answer is (Y), the Status remains unchanged but the Reason is (5)
 - This is so no student is prevented from transferring, and the transfer information is captured
 - Investigation through reports will identify the cause of incomplete transfers
3. If the answer is (N), the Status remains unchanged but the Reason is (4)



```

PROFILE 99-H-999      New York City Public Schools      06-19-20 11:34:22
BIOG0150-TEST-T      Transfer Student (TRAF)          00052-ATSTEST2
==>
STUDENT ID: 999 999 999      ACP FLAG:
LAST NAME: ADAMS
FIRST: YESSINA      MIDDLE: VALERIE
DOB: 07 / 15 / 04 SEX: M PROOF OF BIRTH: 1 CERT #:      POB CODE: DR

HOUSE NO: 999      STREET: HIGH WAYS AVENUE      APT NO:
CITY: DREAMS      STATE: NY ZIP: 99999      PHONE: 999 999 9999
BORO CODE: Z      HOME DIST: 99      ADDR STAT: V NON-RES TUITION:
GEO CODE: DR      HOUSING ST: P      UNAC YOUTH:
HOME LANG: SP      ETHNICITY: A      HISPANIC: Y      RACE: * IMMUN: W
HEALTH ALERT: N      HEALTH INS: N      RECORDS RECEIVED:
ADMIT CODE:      ADMIT DATE: / /      ADMIT REASON:
Is this transfer due to a bilingual program request (DL or TBE)?

SCHOOL LOCATION:      BORO      DIST      SCHOOL      GRADE      GR LVL      OFF CLASS
CURRENT:      Z      99      999      210      11
PREVIOUS:      Z      99      998      210      11      LW1
Enter either a "Y" or an "N"
F1/Help      F2/Save      F3/Quit-return      F4/Lookup      F5/Cont
F7/      F8/Sped      F9/Refresh      F10/      F11/
  
```

Only change to TRAF screen is question above, which only appears if the student has an open ELL Transfer Request

Figure 12: TRAF Screen for student with an open ELL transfer request

Once the student's program has been determined based on the steps outlined above, schools send parents a [placement letter](#) (in the parents' preferred language) indicating the program in which their child has been placed. See [Retention of Records](#) for more information.

Step 8: Student Placed in ELL Program

Once the student's program has been determined based on the steps outlined above, schools send parents a [placement letter](#) (in the parents' preferred language) indicating the program in which their child has been placed. See [Retention of Records](#) for more information.

Program all ELLs for the minimum number of minutes of English as a new language. For students placed in a bilingual program, program for bilingual classes. The number of minutes of ENL per student is based on proficiency level and grade level. See the Units of Study section for information on mandated number of minutes of ENL. See [STARS wiki](#) for [programming ENL](#) and [bilingual programs](#) in STARS.

COVID-19 policy change: Due to COVID-19, NYSED has allowed some flexibility regarding the units of study. However, students are expected to receive ENL and bilingual program supports in alignment with their grade/proficiency level. Instructional experiences as a whole must be comparable in rigor, scope, and magnitude to those provided during a traditionally delivered unit of study of 180 minutes per week.

The ELL identification procedures outlined above must be completed within 10 school days of enrollment or reentry (20 school days for students entering with IEPs), including placement in an ELL program, if applicable.

COVID-19 policy change: Please note that the timeline for identifying and placing ELLs into an ELL program has been extended to 30 school days for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After the 20 day flexibility period, the timeline for identifying and placing ELLs will revert back to 10 school days for general education students, and 20 school days for incoming students with IEPs.

Note: Proceed to steps 9 and 10 only if the ELL status is requested to be reviewed and considered for reversal (due to possible misidentification). Steps 9 and 10 are used only on an “as necessary” basis.

Step 9: Re-Identification of ELL Status (only used as necessary)

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first-time entry or reentry) may go through the ELL Re-Identification Process. The Re-Identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-Identification Process may be utilized for students who:

- Have a home language other than English, and
- Are ELLs and non-ELLs

COVID-19 policy change: The 45-school day timeline for a school district to initiate a review of a determination made in the initial or reentry identification process for English language learners after receipt of a written request is extended to 65 school days from the beginning of the 2020-21 academic school year for any student that was either newly enrolled during the COVID-19 closures in the 2019-20 school year, Summer 2020, or within the first 20 school days of the 2020-21 academic school year.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student’s parent or guardian
- A student’s teacher (if the teacher’s request includes written consent from the parent or guardian)
- A student of 18 years of age or older

Helpful Hint: Re-Identification of ELL Status Process

Principals use the RQSA in ATS.

Superintendents use the RQGA in ATS.

Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-Identification Process.

If a student's ELL status is determined to be a non-ELL as a result of the Re-Identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

The Re-Identification Process must be completed within 10 school days of receipt of written notice; however, if the CSE must be consulted for students with IEPs, the process must be completed within 20 school days.

The Re-Identification Process consists of the following steps:

1. School receives written request to initiate the Re-Identification Process (for example, parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-Identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)3F³, of the student's abilities in listening, speaking, reading and writing in English.

³ A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. The principal's decision is entered into the [RQSA](#) screen in ATS. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. Superintendent's decision is entered into the [RQGA](#) screen in ATS. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Step 10: Review of Re-Identification of ELL Status Reversal (only used as necessary)

Between six and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12-month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school days.

ATS Screens for Re-Identification of ELL Status

Principal's Role

RQSA – School Action Request Screen

An option has been added (12 – ERI – Request ELL Re-identification). This option is to be used if the principal's recommendation is to change the ELL status (request must be made within 45 school days of enrollment). To access the screen, enter the student ID in the top right corner and enter 12 in the top left corner and hit enter. If the principal's recommendation is NOT to change the ELL status, then NO action is necessary on this screen.

COVID-19 policy change: The 45-school day timeline for a school district to initiate a review of a determination made in the initial or reentry identification process for English language learners after receipt of a written request is extended to 65 school days from the beginning of the 2020-21 academic school year for any student that was either newly enrolled during the COVID-19 closures in the 2019-20 school year, Summer 2020, or within the first 20 school days of the 2020-21 academic school year.

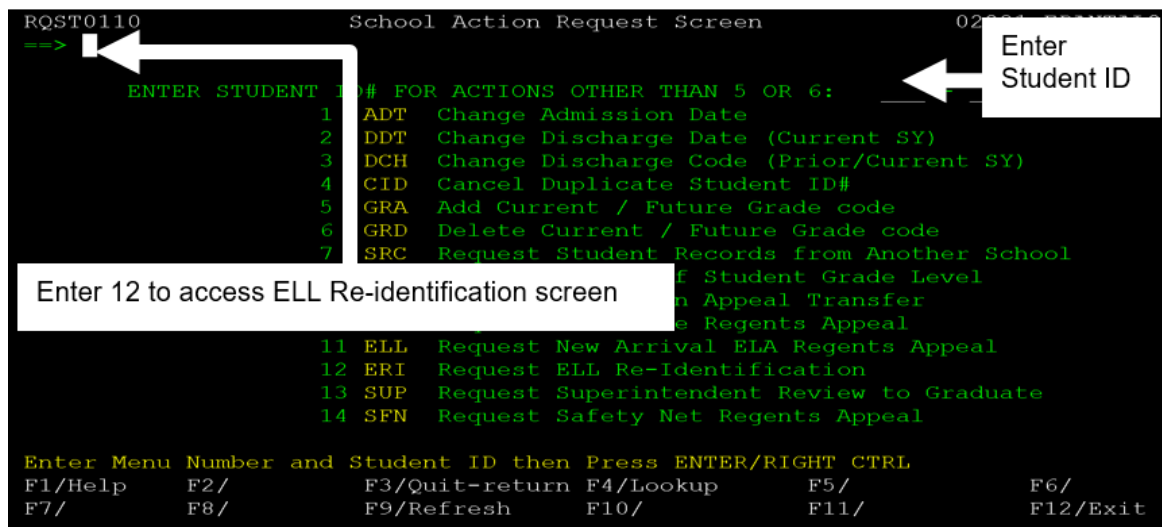
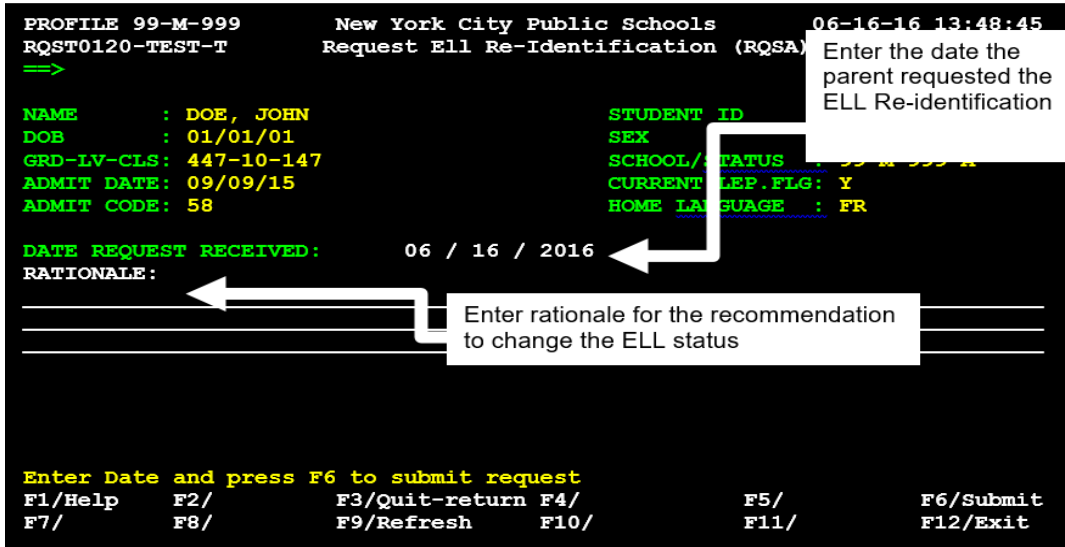


Figure 13: School Action Request Screen in ATS

On the following screen, enter the date the parent requested the ELL Re-identification and a rationale for the recommendation to change the ELL status. Press F6 to submit request. Upon completion of this screen, the principal must notify the superintendent (or designee) of the recommendation and send all relevant documents for review and final decision.



PROFILE 99-M-999 New York City Public Schools 06-16-16 13:48:45
 RQST0120-TEST-T Request Ell Re-Identification (RQSA)

NAME : DOE, JOHN STUDENT ID
 DOB : 01/01/01 SEX
 GRD-LV-CLS: 447-10-147 SCHOOL/STATUS
 ADMIT DATE: 09/09/15 CURRENT LEP.FLG: Y
 ADMIT CODE: 58 HOME LANGUAGE : FR

DATE REQUEST RECEIVED: 06 / 16 / 2016
 RATIONALE:

Enter Date and press F6 to submit request
 F1/Help F2/ F3/Quit-return F4/ F5/ F6/Submit
 F7/ F8/ F9/Refresh F10/ F11/ F12/Exit

Figure 14: Request ELL Re-Identification (RQSA) screen in ATS

Superintendent's (or Designee's) Role

RQGA – Action Requests

This screen will give a preview to the following:

- Total of All ELL Re-identification requests
- Total Pending ELL Re-identification requests
- Total Completed ELL Re-identification requests
- Total Rejected ELL Re-identification requests

Enter the appropriate corresponding letter (P – Pending, C – Completed, or R – Rejected) to view those students' requests. Press F6 to submit the request. Unlike the principal's procedure, the superintendent must complete the process on this screen to capture the decision.

The screen below shows the example of the two students that have a pending ELL Re-Identification Request from the above screen. The superintendent (or designee) must enter the District, DBN, and student ID along with entering X next to the student row in order to begin the process for a student.

On this screen, the superintendent (or designee) is able to review the information the principal entered from the RQSA – Request ELL Re-identification screen. This is also, where the final decision is entered (A – Approve or R – Reject). A comment to document the rationale for the decision should be entered. Press F6 to submit decision.

PROFILE 99-M-999 New York City Public Schools 06-16-16 13:52:45
 RQGA0100-TEST-T Action Requests (RQGA)

⇒

Enter "P" for Pending students' requests

SEL	FUNCTIONS	ALL	PENDING	COMPLETED	REJECTED
—	Change Grade Level	1897	40	1656	201
—	Promotion Appeal Transfer	115	16	27	72
—	Regents Appeals	788	376	354	58
—	First Time ELL ELA Appeals	59	22	26	11
—	ELL Re-identification	14	2	11	1

Enter P(Pending), C(Completed), or R(Rejected) then press F6
 F1/Help F2/ F3/Quit-return F4/ F5/ F6/Execut
 F7/ F8/ F9/Refresh F10/ F11/ F12/Exit

Figure 15: Action Requests Response (RQGA) Screen in ATS

PROFILE 99-M-999 New York City Public Schools 06-16-16 13:53:40
 RQGA0200-TEST-T Action Requests Response (RQGA)

⇒

Enter District, DBN, and student ID

DISTRICT: DBN: ID: - - -

ACT	RQ DATE	STUDENT NAME	SCHOOL	STUDENT ID	SUPERINTENDENT	STATUS
—	ERI 06/16/16	DOE, JANE	99K999	987-654-321	SMITH, JANE	PEND
—	ERI 06/16/16	DOE, JOHN	99M999	123-456-789	SMITH, JOHN	PEND

Enter "X" to select student

then press F6

F1/Help F2/Comments F3/Quit-return F4/Lookup F5/ F6/Execut
 F7/ F8/ F9/Refresh F10/ F11/ F12/Exit

Figure 16: ELL Re-Identification Screen in ATS

Summary of the ELL Identification Process

Determine if enrolling student was in a NYS public school within past 2 years

Schools are required to obtain NYSITELL / NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level) in effect at the time of discharge from the NYS public school.

- Enter reentry status into the [ATS Transfer Student \(TRAF\) function](#).
- Send received test scores to ELLTransfersNYS@schools.nyc.gov.
- Complete [New York State Transfer ELL Data Request Form](#).

Stop if student was enrolled in a NYS public school within past 2 years. Contact previous school to obtain NYSITELL and/or NYSESLAT scores, HL code, and SIFE status.

Proceed to next step if student is entering as a new student to NYS public schools or returning to NYS public schools after more than 2 years.

Parent completes Home Language Identification Survey with a licensed and trained pedagogue.

The home language code is determined by the licensed and trained pedagogue.

- Print the [HLIS](#) in parents' preferred languages.
- Enter HL Code into [BIOU](#) screen in ATS.

Stop if home language is English.

Proceed to next step if home language is other than English.

Determine eligibility for NYSITELL and administer.

A Language Proficiency Team (LPT) should be convened for students enrolling with IEPs. Otherwise, general education students begin with individual interview.

- If student should NOT take the NYSITELL, go to [ELLO](#) in ATS.
- If student should take the NYSITELL, go to [RLBA](#) in ATS.

Stop if student attains commanding level (not an ELL).

Proceed to next step if student does not attain commanding level.

Send parent notifications to family regarding entitlement and non-entitlement.

These letters let parents know whether their child is eligible for ELL services. Keep copies of parent letters on record at school. Print the [parent notification letters](#) in parents' preferred languages.

Administer Spanish LAB to students who meet the following criteria.

Spanish LAB is administered once to newly identified ELLs:

- **whose home language is Spanish**, regardless of whether student is placed in a bilingual program or not
- AND do not attain “commanding level” on the NYSITELL.

Print the Spanish LAB answer documents via [RSLA](#) in ATS. For information and directions on administering and printing the Spanish LAB, refer to the [Spanish LAB Scanning Book](#).

Determine if ELL is a student with interrupted/inconsistent education (SIFE).

SIFE status is determined within 30 school days of enrollment. SIFE status may be modified within 12 months of enrollment. Grades 3 to 9 only.

- Enter SIFE status in the [BNDC](#) screen in ATS.

Provide families a parent orientation meeting.

At this meeting, which is conducted by a trained pedagogue with translation services available, parents are provided with information on the three ELL program types (Dual Language, Transitional Bilingual Education, and English as a New Language).

The student must be placed in the bilingual program if one is available. Parents complete the survey indicating their agreement (or not) of the placement in the ELL program for their child.

Note: If a bilingual program is not available, schools must open one if thresholds are met. See [Bilingual Program Protocols](#).

Student is placed and programed in ELL program.

Program all ELLs for the minimum number of minutes of English as a New Language. For students placed in a bilingual program, program for ENL and bilingual classes.

- Enter [ENL programming](#) and [bilingual programming](#) into STARS.

Stop The ELL Identification Process is complete.

Proceed to next step **only** if the ELL status is requested to be reviewed and considered for reversal (due to possible misidentification).

Administer the Re-Identification Process as necessary.

A parent, student (age 18 or older), or teacher (with parent’s approval) may appeal the ELL status within 45 school days of enrollment.

- Principals use the [RQSA](#) in ATS.
- Superintendents use the [RQGA](#) in ATS.

- Follow procedures outlined in [Step 9 of the ELL identification process](#).

Stop if student's ELL status is not reversed.

Proceed to next step if student's ELL status is reverse.

COVID-19 policy change: For the 2020-21 school year, this timeline was extended to 65 school days upon written request for any student that was either newly enrolled during the COVID-19 closures in the 2019-20 school year, Summer 2020, or within the first 20 school days of the 2020-21 academic school year.

Within 6 to 12 months, review progress of student whose ELL status was reversed.

The principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal's recommendation can be to provide additional services or to reverse the ELL status back to its originally determined status.

- Principals use the [RQSA](#) in ATS.
- Superintendents use the [RQGA](#) in ATS.

Also, see [step 10 of the ELL identification process](#).

Continuation of Services

Each spring, ELLs are tested to evaluate their English proficiency using the [New York State English as a Second Language Achievement Test](#) (NYSESLAT). All students who are English language learners must take the NYSESLAT (see [NYSESLAT Administration Best Practices Overview](#)). The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status.

COVID-19 policy change: Due to COVID-19, the annual NYSESLAT was not administered during Spring 2020. As a result, ELLs will be served according to their 2019-20 level of English language proficiency as per their 2019 NYSESLAT, 2019 NYSITELL, or 2020 NYSITELL. An exception to this requirement applies only to students who scored Expanding on the 2019 NYSESLAT and scored a 65 or higher on the English Language Arts Regents Exam in January 2020.

Former English Language Learners:

- Students who exited services based on their 2019 NYSESLAT scores and those students who met the exception of an Expanding level on the 2019 NYSESLAT **and** 65 or higher on ELA Regents Exam in January 2020 will be considered Former ELLs in SY 2020-21. These students will continue to be entitled to ENL instruction as per CR Part 154.
- Students who became former ELLs in the 2018-19 SY based on their 2018 NYSESLAT score, and therefore are no longer in the two-year window after exiting, will continue to receive testing accommodations on the New York State assessments in SY 2020-21.
- Former ELLs who exited ELL status based on their 2018 NYSESLAT score are not required to receive mandated ENL as per CR Part 154, however, each former ELL's program should consider each student's individual, instructional needs.

Continued Entitlement

Schools must send [Continued Entitlement Letters \(after NYSESLAT\)](#) to parents of students who continue to be entitled to ELL services based on their latest NYSESLAT results. Letters should be sent to parents before the beginning of the school year but no later than the first two weeks of the school year in which the student continues to be entitled. Letters must be sent in the preferred language of the parent. Schools that receive articulating ELLs should review student records in order to provide program continuity (for example, middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).

COVID-19 policy change: The continued entitlement letters have been updated to reflect that the Spring 2020 NYSESLAT was not administered. As such, ELL proficiency levels should be based on 2019-20 ELL proficiency levels.

Annual Meeting with Parents

Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Schools should record attendance using existing procedures. Schools are encouraged to print and distribute the New York State Education Department's [Parent's Guide to the Next Generation Learning Standards](#) and the [Parents' Bill of Rights for New York State English Language Learners/Multilingual Learners](#).

COVID-19 policy change: During the 2020-21 school year, all meetings should follow the "[Checklist on Policy for Visitors](#)" of the [Principal's Playbook](#).

Exiting ELL Status (“Testing Out”)

Beginning in the 2015-16 SY, there are multiple ways for students to test proficient and be considered former ELLs:

1. Score at “proficient/commanding” level on the NYSESLAT.
2. Score at “advanced/expanding” level on the NYSESLAT **and** level 3 or 4 on the grades 3 to 8 NYS ELA exams
3. Score at “advanced/expanding” level on the NYSESLAT **and** 65 or above on the NYS ELA Regents exam

For options 2 and 3 above, the scores must be the result of test administrations that occur within the same school year; the August Regents results may be used in conjunction with the previous school year’s spring administration of the NYSESLAT (for example, Spring 2016 NYSESLAT results with August 2016 Regents results).

COVID-19 policy change: Students who scored Expanding on the 2019 NYSESLAT and scored a 65 or higher on the English Language Arts Regents Exam in January 2020 can exit ELL status and become former ELLs.

Students who test out and become former ELLs as a result of one of the above 3 options are entitled to the following transition services for up to 2 years:

1. A half unit of ESL/ENL or services that monitor and support the student’s language development and academic progress, **or**
2. An option as outlined in the [Alternative Pathways to Support Former ELLs’](#), **and**
3. [ELL testing accommodations](#)

Schools must send [Non-Entitlement Letters](#) to parents of students who have exited ELL status. Letters should be sent to parents before the beginning of the school year but no later than the first two weeks of the school year in which the student is no longer entitled. Letters must be sent in the preferred language of the parent.

Former English Language Learners:

Students who exited services based on their 2019 NYSESLAT scores and those students who met the exception of an Expanding level on the 2019 NYSESLAT **and** 65 or higher on ELA Regents Exam in January 2020 will be considered Former ELLs in SY 2020-21. These students will continue to be entitled to ENL instruction as per CR Part 154.

Students who became former ELLs in the 2018-19 SY based on their 2018 NYSESLAT score, and therefore are no longer in the two-year window after exiting, will continue to receive testing accommodations on the New York State assessments in SY 2020-21.

Former ELLs who exited ELL status based on their 2018 NYSESLAT score are not required to receive mandated ENL as per CR Part 154, however, each former ELL's program should consider each student's individual, instructional needs.

Alternative Pathways to Support Former ELLs' Language Development and Academic Progress

The following key changes are in effect as of Fall 2019:

- “Option B: Individualized targeted Learning” will no longer be considered a valid alternative pathway to serve former ELLs.
- Languages other than English (LOTE)/ World Language and Culture Advanced Placement classes are no longer valid pathway for Option E.
- Updated guidance on monitoring former ELL services; sample scenarios include progress-monitoring methods across grade levels and content areas

Background

As per Commissioner's Regulation (CR) Part 154-2.3,

For at least two school years following the school year in which a student is exited from English Language Learner status, as prescribed in section 154-2.3(m) of this Subpart, such student shall receive at least one half of one unit of study or its equivalent of Integrated English as a New Language in English Language Arts or another content area, or such other services that monitor and support the student's language development and academic progress, as shall be approved by the Commissioner to assist Former English Language Learners once they have exited from an English as a New Language or Bilingual Education program.

In order to ensure that the various academic and linguistic needs of former English Language Learners (ELLs) are met, the New York City Department of Education (NYC DOE) developed alternative pathways and methods of serving former ELLs in lieu of integrated English as a New Language (ENL) as prescribed in CR Part 154. For more information on serving former ELLs, please see NYSED's [CR Part 154 Guidance on Former ELLs](#).

For at least two school years following the school year in which a student is exited from ELL status, the student must receive a minimum of 0.5 units of study (meaning 90 minutes per week) of integrated ENL or other services that monitor and support the student's language development and academic progress at minimum the equivalent of the mandated 0.5 units of study (refer to CR Part 154). Therefore, effective fall 2018, all former ELLs must be scheduled for one of the following options:

- **Option A:** Small-group learning
- ~~Option B:~~ Individualized targeted learning
 - (updated Fall 2019) Option B is no longer considered a valid pathway

- **Option C:** Project-based learning
- **Option D:** A minimum of 90 minutes per week of integrated ENL
- **Option E:** (High school only) scheduled for a non-Language Other Than English (LOTE)/World Language and Culture Advanced Placement (AP) class
 - **(updated Fall 2019)** Option E has been updated to clarify that LOTE/ World language AP classes are no longer a valid pathway

Former ELL services are developed by the teacher providing the service in conjunction with an ENL teacher and approved by the principal. Services must be delivered during the school day and are not considered supplemental; options provided outside the regular school day (as per bell schedule) will not be considered as fulfilling the 90-minute per week mandate for former ELLs as outlined in CR Part 154.

These options must be delivered in a way that allows for ongoing monitoring and support for students' language development and academic progress. Such services should be monitored by the teacher providing the service in consultation with an ENL teacher in order to support the student's language development and academic progress. Examples are provided in the following sample scenarios that accompany each alternative pathway option. Schools must keep summative assessment results in a student's cumulative folder. In addition, schools should maintain copies of all criteria used to determine the change in a student's ELL instructional services provided, including a copy of services provided for two years following the exiting of ELL status.

The following models are explanations and descriptions of the implementation of the alternative pathways at different grades levels.

Grades K to 5: Option A (Small Group Learning)

Rationale: Small-group support provides rich language use, collaboration, problem-solving, and targeted content-based learning

Setting

- Differentiated content area with ENL embedded support in a small group

Duration

- A minimum of 90 minutes per week

Possible Activities

- Guided/close reading
- Guided writing
- Word work/ vocabulary
- Content area work
- Centers

- Inquiry group (for example, science)

Scenario

Chang exited ELL status at the end of first grade. Upon entering second grade, her screening results indicated that she is not meeting normed sample benchmarks for meaning-based skills, specifically indicators pertaining to vocabulary. Subsequently, Chang’s teacher formatively assessed her using Fountas and Pinnell; error analysis showed (and confirmed) that Chang was able to visually identify words and syntactically acknowledge that the words sound right, but she needed extra support in cultivating meaning of unknown words, which, in turn, was impeding her ability to understand text.

Her general education teacher consulted with the ENL teacher, and they concluded that small group learning twice a week (45 minutes each session) with “true peers” around vocabulary instruction (meaning word study around Greek and Latin roots) may aid Chang in developing her vocabulary and, consequently, improve her meaning-based skills within content.

Chang’s teacher will progress monitor her performance, via formal/informal formative assessment as well as a mid-year screening assessment, to gauge her skills and identify next steps for instruction.

Grades K to 5: Option B (Individualized Targeted Learning)

As of Fall 2019, Option B will no longer serve as an Alternative Pathway.

Grades K to 5: Option C (Project-Based Learning)

***Rationale:** Project-based learning offers authentic problem-solving, content, and language development in collaborative settings.*

Setting

- Group-based
- Real world application
- Content-Based interdisciplinary learning with ENL embedded support
- Communicative, collaborative and problem-solving group
- Service learning

Duration

- Year-long but the equivalent of 90 minutes per week
- Multiple units
- Cycles
- Semesters

Possible Activities

- Blueprint/plans/outlines
- Draft(s) and proposals
- Journals
- Daily/weekly logs
- Final product

Scenario

Christopher, a fifth-grade former ELL, is part of a group of students who were selected to research an authentic problem of their choice. Collaboratively, the group saw a need to investigate their school's efforts at recycling. Subsequently, their year-long project tasks them to read, discuss, and write about the multiple perspectives around recycling (via text, video, interviews, podcasts, etc.). In addition, they are responsible to present an action plan or implications pertaining to their research.

As a result, using their research as a framework, they create a "Green Team" plan. Throughout the year, they will monitor the efficacy of the plan at their school; moreover, they will have to submit every six-to-eight weeks a benchmark assessment to gauge where they are throughout the process. The success of the project in its first year leads to its continuation in the second year.

Grades K to 5: Option D (A minimum of 90 minutes per week of integrated ENL)

Rationale: The integrated ENL will provide targeted language instruction and content-area development

Setting

- Classroom instruction
- Small group instruction

Duration

- A minimum of 90 minutes per week

Possible Activities

- Integrated ENL instruction in a content area class (ELA, Math, Science, or Social Studies)
- Lab period(s) with integrated ENL instruction

Scenario

Gloria became a former ELL at the end of fourth grade. Although she has scored well on universal screener benchmarks and formative assessments, her science scores were still approaching grade level. Since several students were in the same situation, the school decided to schedule them together into a weekly 90-minute integrated ENL science lab.

During this time, the ENL teacher co-teaches with the science teacher to support not only Gloria but also the other former MLLs/ELLs in the classroom. This collaboration also gives time for the ENL and science teacher to plan how to incorporate multiple texts, discourse, writing, and high-utility vocabulary words throughout a science unit of study.

Throughout the school year, Gloria's science scores and language development progress are assessed. And at the end of the school year, a recommendation is issued for next year's ENL instructional model to provide ENL instruction to Gloria in her second year as a former ELL.

Grades 6 to 8: Option A (Small Group Learning)

Rationale: Small-group support provides rich language use, collaboration, problem-solving, and targeted content-based learning.

Setting

- Differentiated content area with ENL embedded support in a small group

Duration

- A minimum of 90 minutes per week

Possible Activities

- Guided/close reading
- Guided writing
- Word work/ vocabulary
- Content area work
- Centers
- Inquiry group (for example, science)

Scenario

Fatumata, Sita, and Juan are three former ELLs enrolled in a sixth-grade math class. Based upon screening and diagnostic data, they are struggling with the meaning-based skills within mathematics. Consequently, with the ENL teacher's guidance, the math teacher agrees to provide support for the Former ELLs by giving two periods a week of small-group math instruction with ELL methodologies. The teacher embeds the language-based strategies within the content, so that the students understand both the language within the content as well as the content itself.

Formative measures (conference notes, exit slips) and screening measures are used to monitor progress. At the end of sixth grade, the math teacher recommends similar supports in seventh grade due to their continued academic growth.

Grades 6 to 8: Option B (Individualized Targeted Learning)

As of August 2019, Option B will no longer serve as an Alternative Pathway.

Grades 6 to 8: Option C (Project-Based Learning)

Rationale: Project-based learning offers authentic problem-solving, content, and language development in collaborative settings.

Setting

- Group-based
- Real world application
- Content-Based interdisciplinary learning with ENL embedded support
- Communicative, collaborative and problem-solving group
- Service learning

Duration

- Year-long but the equivalent of 90 minutes per week
- Multiple units
- Cycles
- Semesters

Possible Activities

- Plans/outlines
- Draft(s) and proposals
- Journals
- Daily/weekly logs
- Final product

Scenario

There are five former ELLs in Mr. Johnson's 7th grade math class. He assigns a project to his class and consults with Ms. Quiñones, an ENL teacher, to develop specific language and content support for the former ELL students who will be taught by Mr. Johnson. Together, Mr. Johnson and Ms. Quiñones select three texts that will build students' knowledge, and they examine the unit and the specific tasks of the project to determine the language demands and objectives. Together, they select academic words to target and build opportunities for oral discourse. They also jointly decide on writing assignments as an extension to the project.

As part of the project, former ELLs write an essay that conveys a synthesis of the three texts they studied as well as their experiences throughout the project. Both teachers read the students' essays and examine other students' work to determine next steps and follow up activities.

In this scenario, the content teacher assigns the topic(s) based on the units of study, set time, content expectations, benchmarks and evaluation parameters. The ENL teacher, in collaboration with the content teacher, creates language objectives and supports Mr. Johnson on developing activities that support students in building academic language as identified by the goals within the context of the class.

Grades 6 to 8: Option D (A minimum of 90 minutes per week of integrated ENL)

Rationale: The integrated ENL will provide targeted language instruction and content-area development.

Setting

- Classroom instruction
- Small group instruction

Duration

- A minimum of 90 minutes per week

Possible Activities

- Integrated ENL instruction in a content area class (ELA, Math, Science, or Social Studies)
- Lab period(s) with integrated ENL instruction

Scenario

To welcome their incoming sixth graders, the instructional leadership team reviews the former ELLs' data to select students who will take part in this year's *Academic Language Project* which will build up the students' academic language for argumentation across the content areas through instruction that is integrated with ENL.

The team is interested in immersing the former ELLs in a knowledge-building cycle with learning opportunities centered on a set of academic language constructs featured in argumentative texts (for example nominalization; connectives; and referential chains) across the content areas.

Formative measures (conference notes, exit slips) and screening measures are used to monitor progress. At the end of sixth grade, both teachers will recommend supports in seventh grade based on their assessed progress.

Grades 9-12: Option A (Small Group Learning)

Rationale: Small-group support provides rich language use, collaboration, problem-solving, and targeted content-based learning.

Setting

- Differentiated content area with ENL embedded support in a small-group

Duration

- A minimum of 90 minutes per week

Possible Activities

- Guided/close reading
- Writing workshop
- Academic vocabulary
- Content area work
- Inquiry project

Scenario

To welcome their incoming ninth graders, the instructional leadership team reviews the former ELLs' data to select students who will take part in this year's *Academic Language Project* which will build up the students' academic language across the content areas through instruction that is integrated with ENL. This will provide these students with a unique opportunity to delve deeply into aspects of the academic language in particular disciplines.

For example, in the ELA classroom, students are guided to learn how novelists use connectives to signal a stance taken by a character; while in Social Studies, they learn how connectives are used in primary sources such as presidential letters.

The ENL teacher plays a critical in informing the sequence and design of these small-group learning experiences.

To monitor progress, students complete interdisciplinary and disciplinary formative assessments throughout the school year (for example culminating oral and written tasks). At the school year, determinations on recommended supports in tenth grade will be based on each student's assessed progress across the disciplines.

Grades 9 to 12: Option B (Individualized Targeted Learning)

As of August 2019, Option B will no longer serve as an Alternative Pathway.

Grades 9 to 12: Option C (Project-Based Learning)

Rationale: Project-based learning offers authentic problem-solving, content, and language development in collaborative settings.

Setting

- Group-based
- Real world application
- Content-Based interdisciplinary learning with ENL embedded support
- Communicative, collaborative and problem-solving group
- Service learning

Duration

- Year-long but the equivalent of 90 minutes per week
- Multiple units
- Cycles
- Semesters

Possible Activities

- Plans/outlines
- Draft(s) and proposals
- Journals
- Daily/weekly logs

Scenario

Manish is in 10th grade and is enrolled in a science class where the focus is project-based learning. The class is studying different aspects of the Jamaica Bay area and will answer questions such as: Why do scientists study the ocean? Who and what lives in Jamaica Bay? And what threatens the health of our bay?

The project will include exploring water quality, investigating life forms, studying different food webs related to the bay, a visit to the local water treatment plant and working with scientists in the field. The ENL teacher plays a critical in informing the design of the language objectives to ensure her language development.

To demonstrate her understanding, Manish produces learning logs and journals throughout the project. The students' final product will be to publish a book on their research (a writing portfolio). At the end of the year, both the ENL and science teacher confer in order to determine the ENL delivery model for Manish as he enters his second year as a former ELL.

Grades 9 to 12: Option D (A minimum of 90 minutes per week of integrated ENL)

Rationale: The integrated ENL will provide targeted language instruction and content-area development.

Setting

- Classroom instruction
- Small group instruction

Duration

- A minimum of 90 minutes per week

Possible Activities

- Integrated ENL instruction in a content area class (ELA, Math, Science, or Social Studies)
- Lab period(s) with integrated ENL instruction

Scenario

Jenny became a former ELL at the end of ninth grade. As a 10th grader, Jenny will begin a course on U.S. History & Government.

To ensure she will continue to receive the appropriate language development instruction, the ENL teacher will provide integrated ENL support for her in the U.S. History & Government class for 90 minutes a week. The ENL teacher works collaborative with the Social Studies teacher in planning for the language supports that will lead to Jenny's success in the class.

Formative and summative assessments are collected and analyzed by both teachers throughout the school year, which will inform their determination on Jenny's ENL service model for the following school year.

Grades 9 to 12: Option E (Scheduled for one or more Advanced Placement courses)

Rationale: Students in non-LOTE/World Language and Culture Advanced Placement (AP) courses are provided with a very high rigor of instruction (meaning AP Spanish Language and Culture or AP Chinese Language and Culture are not permissible alternatives to integrated ENL).

Setting

- Classroom

Duration

- A term or year

Possible Activities

- Student attends a non-LOTE/World Language and Culture Advanced Placement course with at least 90% attendance record
- Teacher of AP course reviews student's grades and coursework to determine if student requires any additional literacy support

Scenario

A number of 10th grade former ELLs performed exceptionally well in their 9th grade biology class. A recommendation was made for them to take AP Environmental Sciences as 10th graders.

The AP class will serve as their Alternative Pathway in their first year as former ELLs.

The AP Environmental Sciences teacher will consult with the ENL teacher on any language development supports as informed by formative assessments collected throughout the students' time in the class. At the end of the year, determinations will be made on ENL service models for the following year.

MLL/ELL Programs

NYC DOE offers three types of MLL/ELL programs:

- Dual Language (DL) bilingual education
- Transitional Bilingual Education (TBE)
- English as a New Language (ENL, formerly known as ESL)

Overview

Though the goals for each program type vary to meet the diverse needs of students as well as honor parent selection, there are some common elements. All three MLL/ELL programs ensure that ELLs receive their full complement of mandated units of ENL and subject area content in CR Part 154, align content instruction to the NYS Next Generation Learning Standards, and apply best practices as outlined in the [New York State Blueprint for English Language Learner / Multilingual Learner Success](#).

Commonalities of MLL/ELL Programs

Students are placed in one of the three MLL/ELL programs based on parent selection. The initial parent selection is recorded in the ELPC ATS screen based on the [Parent Survey and Program Agreement Form](#). Parents should be discouraged from changing their choice as research shows that students that change MLL/ELL program model may not achieve at the same level as their peers who remain consistently in the same MLL/ELL model. However, parents may change their choice at any time by writing to the principal or designee.

English as a New Language (ENL) is provided in all three models. Beginning in the 2015-16 school year, ELLs are required to receive all or part of their ENL through an integrated model, which refers to a unit of study or its equivalent in which students receive core content area (meaning, English language arts, math, science, or social studies) and English language development instruction.

When planning for a strong MLL/ELL team, it is important to consider the diverse expertise that teachers bring to your school. Teachers with multiple credentials, licenses, and extensions offer the school community additional flexibility to meet student needs. To implement each program model, it is important to use the multiple human and fiscal resources that can accelerate ELLs' academic English language proficiency and content-area mastery.

For instance, each program model should tap into and enhance ELLs' existing home language skills. Programming that clusters cohorts of ELLs with the same home language background in subject area classrooms allows students to access content by interacting with each other at varying levels of language proficiencies. Teachers with groups of ELLs who have a common home language can organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks should be enriched with academic English language development. In addition, home language resources (libraries, texts, technology, primary resource materials, etc.) available in the classroom and in the school's library are additional resources that can accelerate learning.

Program Design Considerations

Schools are strongly encouraged to organize and offer home language arts (HLA) classes whenever possible. The more literate students are in the home language, the stronger and more expedient their transition to academic English proficiency. Even schools with ELLs served through ENL classes can group students who share a common language together for a home language arts class.

Schools may choose to extend their school day beyond the required hours with the help of community-based organizations/non-profits and special grant opportunities; however, schools must deliver their mandated instruction and services, including for English language learners and the IEP-recommended program and related services for students with disabilities, during the regular mandated school day. For directions on programming ENL in STARS, see the [English Language Learners Wiki page](#).

Bilingual Education Programs

Bilingual Education programs are research-based and comprised of (1) home language arts and English language arts, (2) English as a new language (ENL), (3) and bilingual content area(s) (for example, math, science, and social studies). The number of content areas taught in the home language can vary depending on the model and level of proficiency of the students; however, at the entering and emerging levels, a bilingual program must have at a minimum 2 core content areas taught bilingually. NYC DOE offers two types of bilingual education programs: Dual Language and Transitional Bilingual Education.

In grades K to 6 only, certified bilingual common branch teachers are permitted to provide the ENL component of a bilingual program under the following circumstances:

- The teacher that holds the bilingual certification is teaching in a bilingual program; and
- The teacher is providing ENL to his/her students in his/her bilingual classroom

Certified bilingual teachers are not permitted to provide ENL to students not in their bilingual program.

Adjustments (reducing or closing) of a bilingual program require prior approval through an established process. See [Bilingual Program Protocols](#) for more details.

Transitional Bilingual Education

Transitional bilingual education (TBE) programs are designed so that students develop conceptual skills in their home language as they learn English.

As students (all ELLs or former ELLs) develop English language skills, time in the home language decreases. When ELLs reach commanding on the NYSESLAT, they exit to a monolingual class in English with home language supports. Parents may also request that their child continue in a TBE program for up to two years after testing out. Schools that offer this model must have a consistent plan for the use of each language for instruction, and a supportive transition plan for students when they are transferred into the monolingual English program, as required in CR Part 154.

TBE programs are predicated on transferring literacy skills from a student’s home language to a student’s new language (English). Students acquire literacy most effectively in the language most familiar to them. Skills used in home language acquisition (for example, making sense of print, using writing to communicate, playing with language structure, developing vocabulary) are skills that a student can use for faster and more successful acquisition of English literacy—a concept known as “linguistic interdependence.”

In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. The ratio of languages that is programmed into STARS is for the class and not individual students. As a student’s English proficiency increases, more of their instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the rigor of instruction, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. When determining the amount of home language and English language used in instruction, teachers should consider a number of factors including, but not limited to students’ proficiency levels, educational backgrounds content knowledge, and home language literacy skills. This allows for differentiated instruction that meets the individual student’s needs.

TBE teachers are critical to ELLs’ transition from home language to English since they serve as language models for both; therefore, they must demonstrate strong academic language proficiency when delivering instruction in either language. Successful TBE teachers help students cultivate a strong appreciation for reading. These teachers ensure that ELLs are familiar and comfortable with reading by helping them develop strong literacy skills in their home language first. In addition, TBE teachers are likely to instruct students with various levels of content mastery and literacy development. While variations are similar to those found in general education classrooms, TBE must gauge and instruct students with different proficiency levels in their home language as well as in English. See [CR Part 154-2: TBE Units of Study and Staffing Requirements](#) for more information on transitional bilingual education programs and State requirements. Any adjustment (reducing or closing) of a bilingual program requires prior approval through an established process. See [Bilingual Program Protocols](#) for more details.

CR Part 154-2: TBE Units of Study and Staffing Requirements

The below charts have been adapted from [CR Part 154-2 \(K-8\) Transitional Bilingual Education Program](#).

CR Part 154-2: TBE Units of Study Requirements (Grades K to 8)

Updated as of May 6, 2015

Figure 17: CR Part 154 TBE Unit of Study Requirements (Grades K to 8)⁴

INSTRUCTION	ENTERING (beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
STAND-ALONE ENL (Language Arts)	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)	N/A	N/A	N/A
INTEGRATED ENL/ELA (Language Arts)	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	N/A
FLEXIBILITY (Language Arts)	N/A	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	N/A	.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area <u>or</u> other approved Former ELL services for two additional years ⁵
TOTAL ENL (Language Arts)	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	N/A
HOME LANGUAGE ARTS (HLA)	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	N/A
BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	N/A

⁴ Source: Adapted from [CR Part 154-2 \(K-8\) Transitional Bilingual Education Program](#)

⁵ Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Content area shall mean ELA, Math, Science and Social Studies.

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

CR Part 154-2: TBE Staffing Requirements (Grades K-8)

Updated as of May 6, 2015

Figure 18: CR Part 154 TBE Staffing Requirements (Grades K to 8)⁶

INSTRUCTION	STAFFING/PERSONNEL
K-8 BILINGUAL EDUCATION PROGRAM	<p>(K-6 Bilingual) Common Branch Teacher with a bilingual Extension</p> <p>(7-8 Bilingual) Content Area teacher with a bilingual Extension [HLA must be taught by a certified Language Other Than English (LOTE) teacher.]</p>
K-8 ENGLISH AS A NEW LANGUAGE PROGRAM	<p>(K-8 STAND-ALONE) ESOL certified teacher</p> <p>(K-6 ENL)</p> <p>Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program.</p> <p>(7-8 ENL)</p> <p>Integrated ENL can be taught by an ESOL teacher with Content Area Certification or two individually certified teachers.</p>

⁶ Source: Adapted from [CR Part 154-2 \(K-8\) Transitional Bilingual Education Program](#)

CR Part 154-2: TBE Units of Study Requirements (Grades 9 to 12)

The below charts have been adapted from [CR Part 154-2 TBE Units of Study and Staffing Requirements \(Grades 9 to 12\)](#).

Updated as of May 6, 2015

Figure 19: CR Part 154 TBE Unit of Study Requirements (Grades 9 to 12)⁷

INSTRUCTION	ENTERING (beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
STAND-ALONE ENL (Language Arts)	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)	N/A	N/A	Former ELLs must continue to receive services for an additional two years.
INTEGRATED ENL/ELA (Language Arts)	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	N/A
FLEXIBILITY (Language Arts)	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL/Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	N/A	.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area <u>or</u> other approved Former ELL services for two additional years. ⁸
TOTAL ENL (Language Arts)	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	N/A

⁷ Source: [CR Part 154-2 \(9-12\) Transitional Bilingual Education Program](#)

⁸ Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress. Content area shall mean ELA, Math, Science and Social Studies.

INSTRUCTION	ENTERING (beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
HOME LANGUAGE ARTS (HLA)	1 HLA course	1 HLA course	1 HLA course	1 HLA course	N/A
BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	N/A
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study.	<u>INTEGRATED ENL</u> Core Content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science or Social Studies	<u>HOME LANGUAGE ARTS</u> Language Other than English (LOTE) credit is awarded upon passing each corresponding HLA unit of study	<u>BILINGUAL CONTENT AREA</u> Core content area credit is awarded upon passing each corresponding Bilingual Content Area subject	

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

CR Part 154-2: TBE Staffing Requirements (Grades 9-12)

Updated as of May 6, 2015

Figure 20: CR Part 154 TBE Staffing Requirements (Grades 9 to 12)⁹

INSTRUCTION	STAFFING/PERSONNEL
BILINGUAL EDUCATION PROGRAM	(9-12) <u>Bilingual Content area teacher</u> with a bilingual extension. [HLA must be taught by a certified Language Other than English (LOTE) teacher.]
ENGLISH AS A NEW LANGUAGE PROGRAM	(9-12) <u>Stand-alone</u> ESOL certified teacher (9-12) <u>Integrated</u> ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.

⁹ Source: [CR Part 154-2 \(9-12\) Transitional Bilingual Education Program](#)

Dual Language

Dual language programs are designed to continue developing students' home languages, as well as English language skills, throughout schooling. In addition, English-proficient students are given the opportunity to learn a new language. Dual language programs serve both ELL students in need of English language development and English-proficient students who are interested in learning a second language. Both groups provide good linguistic role models for each other and, through their interactions, support language development in both languages. Students in a dual language program should remain in the program during their tenure in the NYC DOE schools. Therefore, even after the student reaches the commanding level on the NYSESLAT (former ELL status), the student should continue to remain in the dual language program.

Highlights: Dual Language Program

A dual language program includes the following:

- An ENL component designed to develop skills in listening, speaking, reading, and writing in English with home language supports as necessary.
- All content-area courses/subjects are taught bilingually in English and the program's target language.
- A target language arts component designed to develop skills in listening, speaking, reading, and writing in the students' target language.
- Approximately, 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs).

In dual language programs, the new language is often referred to as the target language (for example, Spanish, Chinese, Russian, etc.). New York City dual language programs are designed to have students spend 50% of their instructional time with a target language immersion teacher who uses only the target language. The remaining part of the time is spent with a teacher who instructs only in English.

In regard to student composition, there are two types of dual language programs: one-way and two-way.

One-Way Dual Language Program

Program is primarily composed of students who come from the same home/primary language and/or background. The teacher provides instruction in both English and the home/target language.

Two-Way Dual Language Program

Program includes both native English speakers and ELLs. The teacher or teachers provide instruction in both English and the home/primary language. In the majority of Dual Language Programs, the students receive half of their instruction in their home/primary language and the remainder of their instruction in the target language.

The side-by-side model is strongly recommended in the elementary grades; however, schools should evaluate the students' needs and progress to determine which model best meets the educational needs of the students. For example, some schools use alternating-day models in which language use for content areas alternates from day to day or in two-week cycles. Students learn to read and write and receive instruction in other disciplines in both languages. (However, for emergent literacy, extra time is dedicated to the rules and concepts of each language. Students receive dedicated reading time in each language.) While the ELLs receive discrete English as a new language, the English-proficient students must also receive comparable target language instruction to develop all four modalities: reading, writing, speaking and listening. The primary language acquisition goals of dual language programs are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and the target language for all students. To make any adjustment (reducing or closing) of a bilingual program requires prior approval through an established process. See [Bilingual Program Protocols](#) for more details.

Bilingual Program Protocols

In accordance with New York State Education Department [Commissioner's Regulation Part 154](#) as amended by the [Aspira Consent Decree](#), all schools are required to open a bilingual program when the following thresholds are met:

- 15 or more ELL students in grades K - 8 with the same home language in one or two contiguous grades
- 20 or more ELL students in high school with the same home language in one grade

All bilingual programs are tracked by the NYC DOE to ensure students' needs are met. Schools interested in **opening** a new bilingual program or **closing, reducing, or converting** an existing program must follow the protocols outlined below. The following protocols apply only to K-12, general education bilingual programs.

Opening a New Bilingual Program

In order to open a new bilingual program, school leaders should submit the Opening New Bilingual Program Form to their [B/CO Director of MLLs/ELLs](#) for approval cc'ing DML@schools.nyc.gov. Requests will be prioritized based on:

- **Language “hubs”** in previously underserved geographic areas with high concentrations of shared home languages
- **Low-incidence language** programs to increase variety of options available to families in the city
- **Continuity** in middle and high schools for students matriculating from TBE or DL programs
- **Balancing** program enrollment of ELLs and English-proficient students to uphold best practices of class composition within DL programs.

Adjusting an Existing Bilingual Program

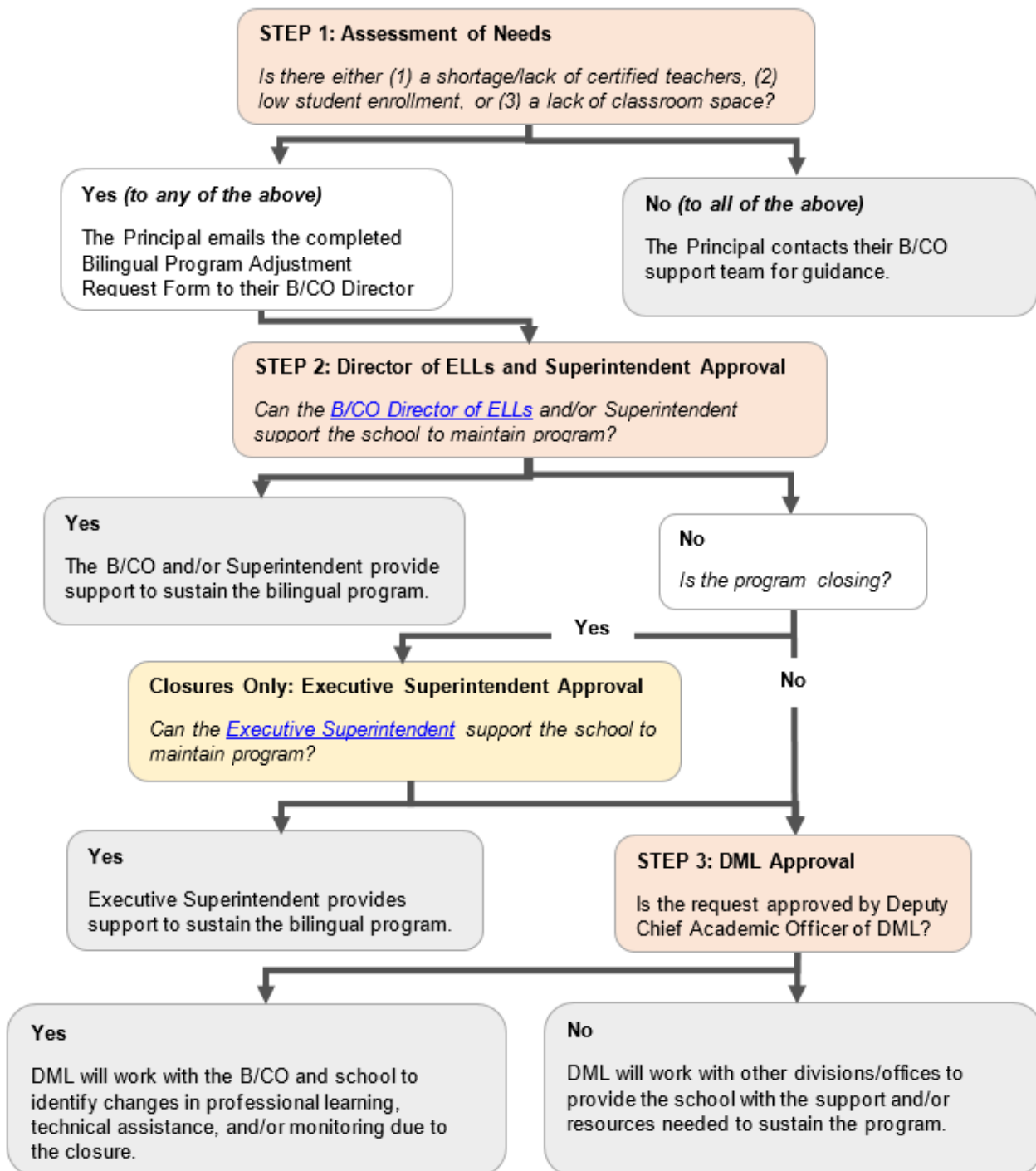
Program adjustments include:

- **Reduction** of the number of grades or classes, or not growing a grade level (for example, K class becoming 1, with no entering K class).
- **Conversion** of the program model type (for example a TBE program becoming DL program by changing course programming).
- **Closure** is the elimination of a bilingual program.

Schools **cannot** adjust an existing bilingual program without receiving written approval from the respective [B/CO Director of MLLs/ELLs](#), Superintendent, and DML. Additionally, **closure requests require Executive Superintendent approval**. [Bilingual Program Adjustment Request Form](#) must have all relevant approvals prior to submission to DML.

Protocol for Adjusting an Existing Bilingual Program

To submit a request to adjust an existing bilingual program, Principals must use the following protocol:



English as a New Language

English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are two types of ENL:

Stand-alone ENL

Students receive English language development instruction taught by a New York State certified ESOL teacher in order to acquire the English language needed for success in core content areas (English Language Arts, Social Studies, Science, and/or Mathematics).

Stand-alone ENL should not be implemented via a push-in model in a content area class as it is a separate time devoted to English language acquisition and English language development. The required amount of stand-alone ENL instruction depends on the English proficiency level of each student.

Integrated ENL

Students receive core content area areas (English Language Arts, Social Studies, Science, and/or Mathematics) and English language development instruction including home language supports and appropriate ELL scaffolds.

Integrated ENL along with a subject area taught are dependent upon the student's proficiency level. In grades K to 8, at the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any content area that best meets the needs of the student. In grades 9 to 12, at the entering and emerging levels, integrated ENL with ELA is provided; at the transitioning and expanding levels, the integrated ENL is with any content area that best meets the need of the student. See [CR Part 154: ENL Units of Study and Staffing Requirements](#) for number of units of ENL for ELLs at different levels of proficiencies and grades.

For more information, please see [Guidance on Implementation of ENL Units of Study](#).

Guidance for ENL Programming

In order to maximize funding and academic achievement for ELLs, you must program all ELLs for services. You should program each current and former ELL student according to the type of (ENL) services that s/he receives. Please note some students may receive services through multiple ENL models (for example Stand-alone ENL and Integrated ENL).

As a reminder, elementary schools must program students in STARS Classroom. Middle schools and high schools must program students in STARS Admin. For detailed instructions on programming students who receive ENL, see the [English Language Learners STARS wiki page](#).

For information on using STARS to program students for ENL and manage bilingual programs, [contact your B/CO Academic Policy, Performance and Assessment Specialist](#).

Guidance on Implementation of ENL Units of Study

Updated August 2020

To assist school leaders in the implementation of the mandated English as a New Language (ENL) units of study in either the Stand-alone or Integrated ENL model, the NYCDOE is providing the following guidance.

In 2015, The New York State Education Department revised Commissioner’s Regulations Part 154 (CR Part 154). In CR Part 154 it is stated that an *English as a New Language program shall mean a research-based program comprised of two components: a content area instructional component in English (including all core content, meaning English language arts, math, science, or social studies) with home language supports and appropriate scaffolds¹⁰, and an English language development component (Stand-alone and/or Integrated English as a New Language).*

Note: NYCDOE is in the process of updating all documents that reference the provision of ENL services to no longer refer to a “push-in” or “pull out” delivery model. Future documents will reference Stand-alone or Integrated ENL only.

NYSED Definition¹¹

Stand-alone ENL: Students receive English language development instruction in order to acquire the English language needed for success in core content areas.

Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate MLL/ELL scaffolds.

¹⁰ See [Blueprint for English Language Learner/Multilingual Learner Success](#)

¹¹ See [Glossary: Bilingual Education/English as a New Language Units of Study Tables](#)

Instructional Goals

Stand-alone ENL: The primary instructional goal of the Stand-alone component is language development. However, language development is never in isolation of content. The Stand-alone component is aligned to the grade level content and standards. ESOL teachers as a result of their common meetings are selecting content based on the instruction that is taking place during content area instruction and selecting key texts with rich language and content that leverages the overarching instructional goals of a unit of study. The New Language Arts Progressions (NLAP) provide a framework for teachers to ensure that students in English as a New Language and Bilingual Education programs are meeting the standards¹². ESOL teachers should consistently link to content area(s) that most benefit their students (for example ELA, social studies) or leverage thematic units that have cross content entry points.

Integrated ENL: The instructional goal of the Integrated ENL is two-fold since it is taking place during dedicated time for content area learning. Therefore, instructional goals are specific to the content area and language development. Whether the Integrated ENL is a co-teaching model or instructed by a dually certified teacher (ESOL and common branch/content area), there should be evidence of specific instructional goals that support language development. Content and language objectives are designed to make this explicit for MLLs/ELLs. The language objective is carefully determined by examining the linguistic demands of the content (for example access text, express knowledge orally or in writing). Determining the objective(s) is when the expertise of both teachers is needed to capture what language students need to acquire grade level content knowledge.

Teacher Certification

- **Stand-alone ENL**
 - Stand-alone ENL is taught by a NYS certified English to Speakers of Other Languages (ESOL) teacher (or Common Branch K-6 teachers with a bilingual extension can teach the ENL component in a K-6 Bilingual Education Program).
- **Integrated ENL**
 - Integrated ENL instruction must be carried out either by a co-teaching approach with NYS certified ESOL teacher who teaches with the content area teacher, or by an ESOL certified teacher who is dually certified in another content area being taught.
- **Dually-certified ESOL and Core Content Area Teachers (includes ELA, Math, Science, Social Studies, Common Branches, and Early Childhood)**

¹² See [New York State Bilingual Common Core Initiative](#)

- Can provide integrated ENL instruction to ELLs and former ELLs in classrooms serving ELLs, former ELLs, and non-ELLs, such instruction would meet the mandated integrated ENL in a core content area without an additional co-teacher
 - Can provide Stand-alone ENL to ELLs
 - The provision of Integrated ENL and Stand-alone ENL (when applicable) must be reflected in schedules and delivery of instruction
- **Dually-certified ESOL and Non-Core Content Area Teachers (for example Music, Arts, Physical Education)**
 - Can provide integrated ENL instruction to ELLs and former ELLs in classrooms serving ELLs, former ELLs, and non-ELLs, such instruction would go above and beyond the mandated integrated ENL in a core content area without an additional co-teacher
 - Can provide integrated ENL instruction to ELLs and former ELLs in classrooms serving ELLs, former ELLs, and non-ELLs, such instruction would meet the mandated integrated ENL in a core content area with an additional co-teacher certified in a core content area
 - Can provide Stand-alone ENL to ELLs
 - The provision of Integrated ENL and Stand-alone ENL (when applicable) must be reflected in student schedules and delivery of instruction
- **Dually-certified Students with Disabilities (SWD), Common Branch, or Early Childhood with a Bilingual Extension**
 - Can provide ENL as a component of a bilingual education setting only to students enrolled in the bilingual education program
- **Dually-certified ESOL and SWD Teachers**
 - Are not permitted to provide ENL services if teaching in a special education setting, as ENL is considered a general education service, not a special education service
- **ESOL-only Certified Teachers**
 - Can provide Stand-alone ENL to ELLs
 - Can co-teach with a content area, Common Branch, Early Childhood, or SWD teacher in order to provide Integrated ENL

Common Planning

Stand-alone ENL

It is essential that the certified ESOL teacher(s) have opportunities to meet with common branch and/or content area teachers. Attending established meetings (for example grade team) with common branch and/or content area teachers ensures that ESOL teachers can plan lessons/units that build language and literacy within content areas aligned to the [New York State Next Generation Learning Standards](#).

While it is not expected that the teachers will co-plan lessons since the Stand-alone is taught by the ESOL teacher alone, she/he should have full access to the grade level curriculum materials to align and tailor Stand-alone instruction to support MLLs/ELLs to acquire the language needed in core content areas.

Integrated ENL

It is essential that the certified ESOL teacher(s) and common branch and/or content area teachers have designated time for common planning so they can co-plan at the unit and lesson level to ensure that the needs of the MLLs/ELLs are met. Together they are deciding which [model of co-teaching](#) to employ during the lesson and how to capitalize on the expertise that both teachers bring to the classroom. ESOL teachers are taking into consideration the linguistic demands of the content so that MLLs/ELLs are able to achieve the grade level standards. They are planning purposeful scaffolds within the lessons (for example chunking texts, supplemental questions for close reading) and anticipating potential in the moment scaffolds, for example, pausing for MLLs/ELLs to use their home language to jot down ideas/speak to a peer before entering into a classroom discussion or identifying additional texts that are not already part of the text set to build (background) knowledge.

For more information on supporting co-teaching in the Integrated ENL component in mathematics, refer to [Supporting Academic language and Content in Mathematics: The Integrated Co-teaching Model](#).

Research-based Instructional Approaches for Stand-alone ENL and Integrated ENL

It is essential that all students, especially MLLs/ELLs, are in school communities/classrooms that provide a culturally responsive and sustaining education. The NYSED's [Culturally Responsive and Sustaining Education Framework](#) delineates four principles, and three must be addressed in Stand-alone and Integrated ENL classroom. They are Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, and Inclusive Curriculum and Assessment. Adhering to these principles creates the conditions for MLLs/ELLs to engage in learning. Also, MLLs/ELLs must have opportunities to acquire advanced literacy skills so they are equally prepared to engage in standards-based instruction that is called for in the [New York State Next Generation Learning Standards](#). The NYCDOE's [Instructional Leadership Framework](#) guides school communities in ensuring the presence of these two core ideas.

Research-based instructional approaches must be age and grade appropriate. The research on MLLs/ELLs states that learners can acquire both the everyday and academic language simultaneously, leverage their home language as a vital support and benefit from the strategic use of scaffolds in both the Stand-alone and Integrated ENL components. NYSED's [Bilingual Common Core Progressions](#) demonstrate the trajectory of language learning and teaching in both the home and new language. ESOL certified and content area teachers, especially those who are paired for Integrated ENL, must be afforded professional learning on both the co-teaching models and these research-based approaches.

Location

Stand-alone ENL

Per New York State Guidelines:

Stand-alone ENL should not be implemented via a push-in model in a content area class as it is a separate time devoted to English language acquisition and English language development. The required amount of stand-alone ENL instruction depends on the English proficiency level of each student.

Integrated ENL

For Grades K – 5, Integrated ENL is carried out either in the co-teaching approach or by a dually certified teacher in the MLLs/ELLs' classroom. If carried out in the co-teaching approach, the ESOL certified teacher joins the common branch teacher to jointly deliver instruction as per the recommended [co-teaching model](#).

For Grades 6 – 12, similar to the Stand-alone component, the Integrated ENL is programmed into the students' schedule as all other departmentalized subject courses.

Unit of Study

Stand-alone ENL

All students in stand-alone ENL are current MLLs/ELLs.

The number of minutes and type of minutes required differs by the proficiency level and grade of the student. Students might have a minimum mandated unit of study (180 minutes a week) of stand-alone ENL and/or minimum number of flexible ENL minutes that can be programmed as either additional stand-alone or integrated ENL.

Entering: For Grades K-8, one full unit of stand-alone ENL (180 minutes). For grades 9-12, at least one full unit of stand-alone ENL, in addition to one flexible unit of study (180-360 minutes).

Emerging: For Grades K-12, at least 0.5 units of stand-alone ENL with 0.5 flexible units of study (90-180 minutes).

Transitioning: For Grades K-12, up to 0.5 units of stand-alone ENL for their flexible unit of study (0-90 minutes).

Expanding and Commanding: MLLs/ELLs at the Expanding level or former MLLs/ELLs at the Commanding level, should not be programmed for stand-alone ENL (0 minutes).

Integrated ENL

When the integrated ENL class is programmed, there is flexibility to include all proficiency levels and a combination of MLLs/ELLs and former MLLs/ELLs.

The number of minutes and type of minutes required differs by the proficiency level and grade of the student. Students might have a minimum mandated unit of study (180 minutes a week) of integrated ENL and/or minimum number of flexible ENL minutes that can be programmed as either stand-alone or additional integrated ENL.

Entering: For Grades K-8, one full unit of integrated ENL (180 minutes). For grades 9-12, at least one full unit of integrated ENL, in addition to one flexible unit of study (180-360).

Emerging: For Grades K-12, at least one unit of integrated ENL with 0.5 flexible units of study (180-270 minutes).

Transitioning: For Grades K-12, at least 0.5 units of integrated ENL, with 0.5 flexible units of study (90-180 minutes).

Expanding: One unit of integrated ENL (180 minutes).

Commanding: For the two school years after exiting, former MLLs/ELLs should receive 0.5 units of integrated ENL or an equivalent, approved alternate pathway (90 minutes).

See [Units of Study Tables for English as a New Language \(ENL\) and Bilingual Education Programs.](#)

CR Part 154: ENL Units of Study and Staffing Requirements

The below charts have been adapted from [CR Part 154-2 ENL Units of Study and Staffing Requirements \(Grades K to 8\)](#).

CR Part 154-2: ENL Units of Study Requirements (Grades K to 8)

Updated as of May 6, 2015

All ENL classes, including Integrated and Stand-alone offer home language support.

Figure 21: CR Part 154 ENL Unit of Study Requirements (Grades K to 8)¹³

INSTRUCTION	ENTERING (Beginning)	EMERGING (Low – Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min)	1 unit of study <u>per week</u> (180 min)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)	N/A	N/A	N/A
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	N/A
FLEXIBILITY	N/A	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	N/A	.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years ¹⁴
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	N/A

¹³ Source: [CR Part 154-2 \(K-8\) English as New Language Units of Study and Staffing Requirements](#)

¹⁴ Other services that are approved by the NYS commissioner that monitor and support the student's language development and academic progress. Core content area shall mean ELA, Math, Science and Social Studies. One unit of study = 180 minutes of instruction per week per year.

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

CR Part 154-2: ENL Staffing Requirements (K to 8)

Updated as of May 6, 2015

Figure 22: CR Part 154 ENL Staffing Requirements (Grades K to 8)¹⁵

INSTRUCTION	STAFFING/PERSONNEL
STAND-ALONE ENL	K-12 Certified ESOL Teacher
INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER	ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications
INTEGRATED ENL- 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)	A certified ESOL teacher and a K-6 elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, Social Studies)

¹⁵ Source: [CR Part 154-2 \(K-8\) English as New Language Units of Study and Staffing Requirements](#)

CR Part 154-2: ENL Units of Study Requirements (Grades 9 to 12)

Updated as of May 6, 2015

All ENL classes, including Integrated and Stand-alone offer home language support.

Figure 23: CR Part 154 ENL Units of Study Requirements (Grades 9 to 12)¹⁶

INSTRUCTION	ENTERING (beginning)	EMERGING (Low – Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)	N/A	N/A	N/A
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	N/A
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL in Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL in Core Content Area (90 min.)	N/A	.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years ¹⁷
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	N/A
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding	<u>INTEGRATED ENL</u> Core Content Area credit is awarded upon passing each corresponding ENL unit of study in			

¹⁶ Source: [CR Part 154-2 \(9-12\) English as New Language Units of Study](#)

¹⁷ Other services that are approved by the NYS commissioner that monitor and support the student's language development and academic progress. Core content area shall mean ELA, Math, Science and Social Studies. One unit of study = 180 minutes of instruction per week per year.

INSTRUCTION	ENTERING (beginning)	EMERGING (Low – Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
	STAND-ALONE ENL unit of study	ELA, Math, Science, or Social Studies			

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

CR Part 154-2: ENL Staffing Requirements (Grades 9 to 12)

Updated as of May 6, 2015

Figure 24: CR Part 154 ENL Staffing Requirements (Grades 9 to 12)¹⁸

INSTRUCTION	STAFFING/PERSONNEL
STAND-ALONE ENL	K-12 Certified ESOL Teacher
INTEGRATED ENL - 1 DUALY CERTIFIED TEACHER	ESOL or Content Area (7-12) teacher who holds both certifications
INTEGRATED ENL- 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)	A certified ESOL teacher and a 7-12 certified Content Area Teacher

¹⁸ Source: [CR Part 154-2 \(9-12\) English as New Language Units of Study](#)

Required ELL Data Recording and Reporting

In order to meet federal, state, and local reporting requirements, schools must report on ELL identification, services, and parent selection. As a result, the DOE has created a number of mechanisms to capture required data. As the leader of their schools, principals should verify all data entered to ensure accuracy. In the event of a clerical error, schools should correct the data immediately. For further questions on data entry and addressing clerical errors, contact the school's [B/CO MLL/ELL director](#).

ATS: ELL/LEP Flag Indicators

The NYC DOE utilizes a number of ELL/LEP flag indicators (in ATS and other data repositories) to indicate ELL status. For, information on discontinued codes and further information see [the ATS Wiki](#). A list of the ELL/LEP code, corresponding ELL status and definition is included below.

ELL/LEP Code: P

ELL Status: Former ELL

Definition: This student was identified as an ELL previously but tested out as per the NYSESLAT or other ELL exit criteria. This student may continue to be eligible for ELL testing accommodations and 90 minutes per week of ENL (former ELLs up to 2 years after testing out are eligible for ELL testing accommodations and 90 minutes of ENL) or another alternative support as outlined in [Alternative Pathways to Support Former English Language Learners' Language Development and Academic Progress](#).

ELL/LEP Code: R

ELL Status: Never an ELL

Definition: This student is not an ELL and was never an ELL as a result of scoring proficient on the NYSITELL or LAB-R (prior to 2014).

ELL/LEP Code: D

ELL Status: Never an ELL or Former ELL

Definition: Discontinued in February 2015: Not an ELL as per English Language Acquisition Needs Determination (ELAND) process. Students whose ELL status was removed prior to the first eligible administration of the NYSESLAT are considered never ELLs; all others are former ELLs.

ELL/LEP Code: NULL (Blank)

ELL Status: Never an ELL

Definition: A student who was never evaluated for ELL [Identification](#) either because of a home language of English or results of informal interview. Additionally, a student's status might be changed via the [Re-Identification process](#) and submitted via ATS ERI screen.

ATS: ELL Parent Choice Update Screen (ELPC)

The *initial* parent selection is recorded in the ELL Parent Choice Update screen (ELPC) in ATS. After the initial parent selection is documented in ELPC, parents may change their choice at any time by writing to the principal or designee. All subsequent changes to parent selection, after capture of initial parent selection, can be made on the BND screen. The Parent Survey and Program Agreement Form must be completed and placed in the student's cumulative folder (along with any subsequent written consent to change ELL program choice).

The DOE monitors implementation of the required ELL program parent selection process. The ELPC screen was created in ATS for schools to record the initial ELL program parent selection for all new admits who are identified as ELLs.

This function lists students admitted within the current school year who's ELL/LEP Flag is either "Y" or "E." For students who are administered the NYSITELL and identified as ELLs, the school needs to enter whether the parent was provided a parent orientation explaining the three ELL programs offered in New York City and the parent's initial choice of program. This screen must be completed for each newly identified ELL. Schools have 10 school days to identify ELLs (20 school days for students entering with IEPs), to administer the Spanish LAB when appropriate, to conduct the parent orientation, and to place the student in the ELL program that was selected by the parent/guardian. Schools have an additional 10 school days to complete the ELPC screen. Since only ELLs must have a parent selection and ELL status is determined by a valid NYSITELL score, any parent selection provided without the supported assessment data will be considered out of compliance.

PROFILE 99-M-999 New York City Public Schools 07-17-18 13:29:31
 ELPC0050-TEST-T Elpc Student Select (ELPC) 00051-ATSTEST2
 ==> PAGE 1 OF 1

STUDENT NAME		STUDENT ID	LEP FLG	HM LN	CHOICE DBN	CHOICE DATE	CHOICE	INFORM	ENTRY/REENTRY DATE
BUTLER, MUAAZ		123456789	E	AC	01M015	07/17/18	E	N	
BUTLER, LEAH		123789456	E	AY					
CHEN, DALANI		456123789	Y	CH					09/07/17
COTTINGHAM, DONNA		456789123	E	BS					
CRUZ, MAHOGANY		789456123	Y	SP	01M015	07/10/18	D	Y	09/07/17
JAMES, MINSA		789123456	E	SP					
MOLINA, AVEN		963852741	Y	SP	01M015	07/12/18	D	Y	09/07/17
MUKHLIS, ARIE		14							

Make changes changes.
 F1/Help F2/Save F3/Quit-return F4/Lookup F5/ F6/
 F7/ F8/ F9/Refresh F10/ F11/ F12/Exit

Responses can be entered through this screen.

Figure 25: ELPC Screen in ATS

COVID-19 policy change: Please note that the timeline for identifying and placing ELLs into an ELL program has been extended to 30 school days for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After the 20 day flexibility period, the timeline for identifying and placing ELLs will revert back to 10 school days for general education students, and 20 school days for incoming students with IEPs. Due to the extended identification and placement timeline, schools must update the ELPC screen with initial parent choice within 40 school days for students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year.

There are two data points that need to be entered on the [ELPC](#) screen:

1. Was the parent provided an orientation explaining the three ELL programs offered in NYC? (Y, O, I, N)
 - Y=Parent was provided an orientation
 - N=Parent was NOT provided an orientation
 - O=Offered, but parent did not come to parent orientation
 - I=Offered at IEP meeting
2. What was the parent selection of ELL programs? (E, B, D, N)
 - E=ENL/ESL
 - B=TBE
 - D=Dual Language
 - N=Parent did not return survey (denotes a bilingual program by default)

For further information, refer to the [ELPC Wiki page](#).

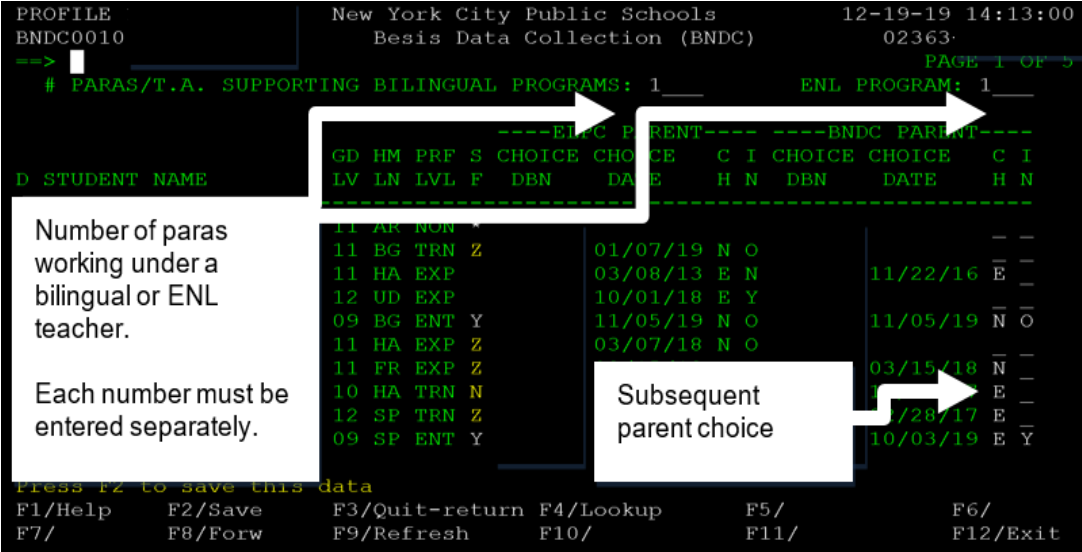
ATS: BNDC for SIFE Determination and Paraprofessional Services

The BNDC screen serves three functions:

1. Determination of SIFE status
2. Number of paraprofessionals working under ENL and/or bilingual teachers
3. Initial parent selection of ELL program is entered in the ELPC screen (see [Step 7: Parent Agreement and Program Placement](#)); however, subsequent changes to parent selection are entered into the BNDC screen.

After schools determine SIFE status, the decision is entered into the BNDC screen. For information on SIFE and determination criteria, see [Step 6: Identification of Students with Interrupted/Inconsistent Formal Education](#).

Schools must also enter the number of paraprofessionals who are working under the direct supervision of a licensed ENL or bilingual teacher for academic purposes (linguistic and/or content area). Record paraprofessionals regardless of whether they are mandated as part of a student's Section 504 Plan (for academic purposes), or Individualized Education Program (IEP). Note that for students with IEPs, paraprofessionals may not always be explicitly written on the IEP in SESIS but must be reported in this field. Paraprofessionals working with ELLs in general education settings must also be reported.



PROFILE: BNDC0010 New York City Public Schools 12-19-19 14:13:00
 Basis Data Collection (BNDC) 02363
 PAGE 1 OF 5

PARAS/T.A. SUPPORTING BILINGUAL PROGRAMS: 1 ENL PROGRAM: 1

---ELPC PARENT--- ---BNDC PARENT---

GD	HM	PRF	S	CHOICE	CHOICE	C	I	CHOICE	CHOICE	C	I
LV	LN	LVL	F	DBN	DATE	H	N	DBN	DATE	H	N
11	AR	NON									
11	BG	TRN	Z		01/07/19	N	O				
11	HA	EXP			03/08/13	E	N		11/22/16	E	
12	UD	EXP			10/01/18	E	Y				
09	BG	ENT	Y		11/05/19	N	O		11/05/19	N	O
11	HA	EXP	Z		03/07/18	N	O				
11	FR	EXP	Z						03/15/18	N	
10	HA	TRN	N							E	
12	SP	TRN	Z						7/28/17	E	
09	SP	ENT	Y						10/03/19	E	Y

Press F2 to save this data

F1/Help F2/Save F3/Quit-return F4/Lookup F5/ F6/
 F7/ F8/Forw F9/Refresh F10/ F11/ F12/Exit

Number of paras working under a bilingual or ENL teacher. Each number must be entered separately.

Subsequent parent choice

Figure 26: BNDC Screen in ATS

ATS: ELL Transfer Requests (ELTR)

The ELTR screen in ATS allows principals to:

- Submit an ELL Transfer Request for a student
- Track a student's ELL Transfer Request

Once a [Family Request for ELL Transfer](#) form is received, the ELTR main screen and student detail screens will allow principals to make the most informed decision about placement options for the student.

For further information, refer to [ELL transfer Policy and Procedure](#).

ATS: Home Language Code Crosswalk

Source: ATS (As of January 9, 2020)

Note: AA, NULL, UK, ZZ are not valid HL codes

Entry Code	Entry Description	Entry Description for Report
AC	ARAUCANIAN	Araucanian
AD	ADANGME	Adangme
AE	AFROASIATIC	Afroasiatic
AF	AFRIKAANS	Afrikaans
AH	AMHARIC (AKA ETHIOPIAN)	Amharic (aka Ethiopian)
AJ	ACHOLI	Acholi
AK	AKAN	Akan
AL	ALBANIAN	Albanian
AM	ARMENIAN	Armenian
AO	AMOY (A.K.A.FUKIENESE)	Chinese
AR	ARABIC	Arabic
AS	ASSAMESE	Assamese
AW	ARAWAK	Arawak
AY	AYMARA	Aymara
AZ	AZERBAIJANI (AKA AZERI)	Azerbaijani (aka Azeri)
BA	BALANTE	Balante
BB	BEMBA	Bemba
BE	BELORUSSIAN	Belorussian
BG	BENGALI (BANGLA IN BANGLADESH)	Bengali (aka Bangla)
BH	BHILI	Bhili
BI	BIHARI	Bihari

Entry Code	Entry Description	Entry Description for Report
BL	BALUCHI	Baluchi
BM	BAMBARA	Bambara
BO	BOSNIAN	Bosnian
BQ	BASQUE	Basque
BR	BRAHUI	Brahui
BS	BURMESE	Burmese
BT	BRETON	Breton
BU	BULGARIAN	Bulgarian
BY	BALINESE	Balinese
CA	CHAM	Cham
CB	CEBUAN	Cebuan
CE	CHINESE-DIALECT UNKNOWN/OTHER	Chinese
CH	CHINESE/ANY	Chinese
CJ	CHECHEN	Chechen
CN	CANTONESE	Chinese
CS	CHINESE/ANY-SPANISH	Chinese
CT	CATALAN	Catalan
CU	CHUUKES (TRUKES)	Chuukese (aka Trukese)
CZ	CZECH	Czech
DA	DARI/FARSI/PERSIAN	Dari/Farsi/Persian
DG	DAGOMBA	Dagomba
DJ	DEJULA	Dejula
DN	DANISH	Danish
DU	DUTCH	Dutch
DZ	DZONGKHA	Dzongkha
EO	ESTONIAN	Estonian
EW	EWE	Ewe

Entry Code	Entry Description	Entry Description for Report
FH	FRENCH-HAITIAN CREOLE	Haitian Creole
FJ	FIJIAN	Fijian
FK	FRENCH-KHMER	French-Khmer
FL	FLEMISH	Flemish
FN	FINNISH	Finnish
FO	FON	Fon
FR	FRENCH	French
FT	FANTI (AKA FANTE)	Fanti (aka Fante)
FU	FULANI	Fulani
GA	GA	Ga
GC	GALICIAN	Galician
GE	GEORGIAN	Georgian
GF	GARIFUNA	Garifuna
GJ	GUJARATI	Gujarati
GK	GREEK	Greek
GL	GALLA	Galla
GM	GURMA	Gurma
GO	GREBO	Grebo
GR	GERMAN	German
GU	GUARANI	Guarani
HA	HAITIAN CREOLE	Haitian Creole
HE	HEBREW	Hebrew
HG	HUNGARIAN	Hungarian
HI	HINDI	Hindi
HM	HMONG	Hmong
HU	HAUSA	Hausa
IB	IBO	Ibo

Entry Code	Entry Description	Entry Description for Report
IC	ICELANDIC	Icelandic
IL	ILOCANO	Ilocano
IN	INDONESIAN (AKA BAHASA)	Indonesian (aka Bahasa)
IR	IRISH (GAELIC)	Irish (Gaelic)
IT	ITALIAN	Italian
JA	JAPANESE	Japanese
JM	JAMAICAN-CREOLE	Jamaican-Creole
JO	JOHKHA	Johkha
KA	KASHMIRI	Kashmiri
KB	KAMBA	Kamba
KC	KACHI	Kachi
KD	KANNADA	Kannada
KE	KABRE	Kabre
KF	KAFIRI	Kafiri
KG	KANARESE	Kanarese
KH	KHMER (AKA CAMBOGE)	Khmer (aka Camboge)
KI	KIKUYU	Kikuyu
KK	KRIO	Krio
KN	KANURI	Kanuri
KO	KOREAN	Korean
KP	KPELLE	Kpelle
KR	KAREN	Karen
KS	KHOISAN	Khoisan
KU	KURDISH	Kurdish
KW	KHOWAN	Khowan
KY	KABYLE	Kabyle
KZ	KAZAKH	Kazakh

Entry Code	Entry Description	Entry Description for Report
LA	LAO	Lao
LG	LUGANDA	Luganda
LM	LOMA	Loma
LO	LUO	Luo
LT	LITHUANIAN	Lithuanian
LU	LUBA	Luba
LV	LATVIAN	Latvian
LY	LUNYANKOLE	Lunyankole
MA	MACEDONIAN	Macedonian
MB	MANDINKA (AKA MANDINGO)	Mandinka (aka Mandingo)
MD	MOLDAVIAN	Moldavian
MG	MALAGASY	Malagasy
MH	MOHAWK	Mohawk
MI	MONGOLIAN	Mongolian
MK	MALINKE	Malinke
ML	MALAY	Malay
MN	MANDARIN	Chinese
MO	MOSSI (AKA MORE)	Mossi (aka More)
MR	MARATHI	Marathi
MT	MALTESE	Maltese
MY	MALAYALAM	Malayalam
NA	NAHUATL	Nahuatl
NC	NIGER-CONGO	Niger-Congo
ND	NDEBELE	Ndebele
NE	NEPALI	Nepali
NL	NATIVE AMERICAN LANGUAGES	Native American Languages
NO	ENGLISH	English

Entry Code	Entry Description	Entry Description for Report
NS	STUDENT DOES NOT SPEAK	Student Does Not Speak
NW	NORWEGIAN	Norwegian
NY	NYANJA (AKA CHINYANJA)	Nyanja (aka Chinyanja)
ON	ONEIDA	Oneida
OR	ORIYA	Oriya
OS	OSSETIAN	Ossetian
PA	PASHTO (A.K.A. PUSHTO)	Pashto (aka Pushto)
PI	PILIPINO (A.K.A. TAGALOG)	Pilipino (aka Tagalog)
PJ	PUNJABI (A.K.A. PANJABI)	Punjabi (aka Panjabi)
PL	POLISH	Polish
PN	PALAUAN	Palauan
PO	PORTUGUESE	Portuguese
PP	PAPIAMENTO	Papiamento
PR	PROVENCAL	Provençal
QC	QUICHE	Quiche
QU	QUECHUA	Quechua
RA	RAJASTHANI	Rajasthani
RD	RUNDI	Rundi
RM	ROMANSCH	Romansch
RO	ROMANIAN	Romanian
RU	RUSSIAN	Russian
RW	RWANDA	Rwanda
RY	RUSSIAN-YIDDISH	Russian-Yiddish
SA	SAMOAN	Samoan
SB	SHINA	Shina
SC	SERBO-CROATIAN	Serbo-Croatian
SD	SINDHI	Sindhi

Entry Code	Entry Description	Entry Description for Report
SE	SENECA	Seneca
SF	SINHALESE	Sinhalese
SG	SCOTTISH-GAELIC	Scottish-Gaelic
SH	SHAN	Shan
SI	SWAHILI (A.K.A. KISWAHILI)	Swahili (aka Kiswahili)
SJ	SOMALI	Somali
SK	SUKUMA	Sukuma
SL	SHLUH	Shluh
SM	SIDAMO	Sidamo
SN	SANSKRIT	Sanskrit
SO	SLOVAK	Slovak
SP	SPANISH	Spanish
SQ	SONINKE	Soninke
SR	SERI	Seri
SS	SETSWANA	Setswana
ST	SESOTHO	Sesotho
SU	SUDANESE	Sudanese
SV	SLOVENIAN	Slovenian
SW	SWEDISH	Swedish
SX	(AMERICAN) SIGN LANGUAGE	(American) Sign Language
SY	SOUTH ARABIC	South Arabic
SZ	SWAZI	Swazi
TA	TAMIL	Tamil
TE	TELUGU	Telugu
TG	TIGRE	Tigre
TH	THAI	Thai
TI	TIBETAN	Tibetan

Entry Code	Entry Description	Entry Description for Report
TK	TURKMAN (A.K.A TURKOMAN)	Turkman (aka Turkoman)
TM	TAMAZIGHT	Tamazight
TO	TONGA	Tonga
TR	TIGRINYA	Tigrinya
TT	TUAREG	Tuareg
TU	TURKISH	Turkish
TW	TWI	Twi
TZ	TADZHIK (AKA TAJIK)	Tadzhik (aka Tajik)
UD	URDU	Urdu
UR	UKRAINIAN	Ukrainian
UZ	UZBEK	Uzbek
VC	VIETNAMESE-CHINESE	Vietnamese
VF	VIETNAMESE-FRENCH	Vietnamese
VN	VIETNAMESE	Vietnamese
VS	VISAYAK (A.K.A. BISAYA)	Visayak (aka Bisaya)
WE	WELSH	Welsh
WO	WOLOF	Wolof
YI	YIDDISH	Yiddish
YO	YONBA	Yonba
YR	YORUBA	Yoruba

STARS: ENL Programming

See the [English Language Learners Wiki](#) for the latest information on programming ENL in STARS.

STARS: Bilingual Programs Programming

See the [School Programs - ELL Wiki](#) for the latest information on programming dual language and transitional bilingual education programs in STARS.

Note: Schools may choose to extend their school day beyond the required hours with the help of community-based organizations/non-profits and special grant opportunities; however schools must deliver their mandated instruction and services, including for English language learners and the IEP-recommended program and related services for students with disabilities, during the regular mandated school day.

Retention of Records

All ELL-related documents (including but not limited to those listed below) must be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Additionally, schools are encouraged to maintain an *ELL Folder of Critical Documents* which contains these documents in a central location for ease of review. Due to the various sizes of schools' populations, some schools may opt to have an electronic folder through scanning. Regardless of the method, schools should refer to all applicable laws and regulations pertaining to the retention of records, including but not limited to [Chancellor's Regulations A-820](#) and the Family Educational Rights and Privacy Act (FERPA).

Critical ELL documents include the following:

Dated and signed copies of each student's

- Home Language Identification Survey
- Parent Survey and Selection Form
- Program Placement Letter
- Entitlement letter (newly identified ELLs)
- Continued entitlement letter (continuing ELLs)
- Non-entitlement letter
- Language Proficiency Team NYSITELL Determination Form

Comprehensive Education Plan: ELL Components

The Comprehensive Education Plan (CEP) serves as a school's blueprint for implementing instructional strategies, professional development opportunities, and parent involvement activities that promote continuous school improvement. The CEP is meant to be used as a tool to facilitate continuous improvement planning—to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. Additional information is available in the Resources section of the [iPlan portal](#).

There are two ELL-related sections of the CEP:

- Language Allocation Policy (LAP)
- Title III Plans

Note: Language Translation and Interpretation Plans (LTI), previously considered an ELL CEP component, is not exclusively considered an ELL CEP component. The LTI plan serves as your school's strategy for communicating with *all* families who do not speak English. For questions or assistance in completing your LTI plan, contact your Field Language Access Coordinator, or email LACoordinators@schools.nyc.gov.

Language Allocation Policy

The LAP is a systemic plan for language development which guides programmatic and curricular decisions for students until they acquire academic proficiency in English. See the [Language Allocation Policy InfoHub](#) for the current year's template. It is a school-originated document submitted yearly in consultation with all MLL/ELL community partnerships, administrators, teachers, parents and support personnel to ensure proper implementation within each school community. The LAP is understood by all school partnerships and enacted by all practitioners so that all stakeholders understand how, why, and when the students receive ELL services. The educational programs for MLLs/ELLs within a school are detailed within the document. The document describes the various program models (dual language, transitional bilingual education, and English as a new language), the identification of ELL subgroups in the school, the interventions they receive, and parent engagement. In addition, professional development provided and the high quality certified teachers of ELLs that staff these programs are described in the LAP.

The LAP template and other LAP resources are available on the [Language Allocation Policy InfoHub](#) and the [iPlan portal](#).

Title III Limited English Proficient (LEP) Plan

The Title III Limited English Proficient (LEP) supplemental program is provided through federal funds supported by the Every Student Succeeds Act (ESSA). This funding (subject to revision annually) is based on the previous year's ELL reporting in each individual school. It provides federal allocations to schools

with the mandated minimum of ELLs for supplemental services for English language learners before school, after school, and on Saturdays. These wholly supplemental services are based on students' needs and provide teachers with ongoing professional development to support the ELL population within the school. A plan must be submitted every two years and based on the following ratio: 60% to direct instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

The three main components for the use of Title III funds are as follows:

1. Direct Instruction activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or other core academic areas
2. High quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms
3. Parent engagement activities and supports must ensure that there are appropriate translation and interpretation services to meet community needs

School allocations are announced annually in the respective school allocation memorandum, which is available on the [School Allocation Memorandums InfoHub](#). For more information on Title III, please refer to the Frequently Asked Questions included below.

Frequently Asked Questions: Allowable Use of Title III Funds

This FAQ has been developed to provide NYC DOE schools with guidance to provide effective services that improve the English language proficiency and academic achievement of Multilingual Learners/English Language Learners (MLLs/ELLs) and to provide guidance on the requirements of Title III, Part A of the Every Student Succeed Act (ESSA).

General Questions

Can I coordinate other funds to support the Title III program?

Yes. Schools may use other funding sources to complement your Title III program regardless of whether the school is conceptually consolidated or not. If the school is not under conceptual consolidation and uses other funding to support the Title III program, this should be delineated in the plan. The school must explicitly state which components of the plan's expenditures are at no cost to Title III.

How should schools allocate Title III funds?

Schools should continue to use the following program component ratios as a guideline for Title III program planning: 60% direct to instruction, 10% to parental involvement, and 20% to OTPS and 10% to professional development.

Where can I see examples of Title III plans and eligible instructional materials?

You can look up other schools' Title III plans that are posted on each school's website as part of their Comprehensive Education Plan (CEP).

How can we allocate funds if my school is not conceptually consolidated?

The Title III plan must meet all intents and have all components as outlined in question #2 above. Schools that are conceptually consolidated (SWP) may use all the funds for one component if and only if other funding sources are used to meet the other intents, which must be indicated in the plan following the recommended ratio of expenditures.

Can out-of-state student trips and/or professional development be funded under Title III?

Out-of-town trips are not permitted except for one-day trips for parents to attend specialized meetings and conferences. All DOE guidelines on travel, conferences, and student trips must be adhered to.

Can I include trips or cultural activities in my Title III program?

Yes, if the trips and/or cultural activities are aligned to the Title III instructional program objectives. The trips should have a clear instructional rationale, and the purpose must be explained in the program narrative. The allowable expenditures must follow the Title III expenditure guidelines. All DOE guidelines on trips must be adhered to.

Supplemental Direct Instruction Questions

What does direct instruction supplemental programming mean?

Direct instruction activities must be used to support language development, English and home language instruction, academic achievement in math and/or other core academic areas. This programming must be based on student need and the guidelines outlined in the current year's School Allocation Memorandum (SAM). The direct instruction must complement core bilingual and/or ENL services required under CR Part 154. Direct supplemental services should be provided for before school, after school, or Saturday programs. The teachers providing the services must be certified bilingual education and/or ENL teachers.

What should be included in the direct instruction supplemental program?

In your Title III plan, the description of direct Title III instruction to ELLs must include the following: type of program/activities, number of students to be served, grade level(s), language(s) of instruction, rationale (including data analysis) for the selection of program/activities and the materials, services and instructional technology to be used, sessions and times per day/week, program duration, and service provider qualifications.

Who is entitled to Title III supplemental programs?

All ELLs are entitled to Title III programs. Each school should establish criteria for ELLs' participation in Title III program activities. They should examine the data and the needs of their ELL population when they plan their Title III programs. This may include any of the ELL subgroups: Newcomers, Developing ELLs, Long

Term ELLs, ELLs with IEPs, Students with Interrupted/Inconsistent Formal Education (SIFE), and Former ELLs.

Can I include former ELLs in the direct instruction supplemental Title III program?

Title III is a federal funding source for supplemental programs and activities for ELLs. However, former ELLs who tested out for up to two years may be invited to the Title III program activities. Instruction may be conducted in both English and the students' native language(s). Programs and activities implemented under Title III Part A may not supplant programs required under CR Part 154.

Can non-ELLs participate in Title III programs?

Title III is targeted funding for supplemental instruction for ELLs; former ELLs up to 2 years after exiting ELL status may participate.

Who can teach the Title III supplemental program?

The Title III supplemental program must be taught by a certified ENL or bilingual teacher. Title III programs may have a non-ENL or non-bilingual teacher, as long as they are team teaching and co-planning with a certified ENL or bilingual teacher. The ENL or bilingual teacher can push-in for the content area program. This arrangement should be fully described in the instructional plan.

Can I have a supervisor for my extended day program?

Only if the Title III program is the only program operating during extended day. This must be described in detail in the narrative. The school should describe the responsibilities of the supervisor. Responsibilities should not be limited to administrative duties only. They should also include instructional leadership.

Can my guidance counselor provide direct instruction and/or support during my extended day program?

Your guidance counselor can provide direct instruction if she/he has ENL or bilingual certification as a teacher in New York State. Also, a guidance counselor can provide direct supplemental instruction if he/she is team teaching with a certified ENL or bilingual teacher. A guidance counselor or a bilingual guidance counselor can also support students and parents with group and individual workshop sessions in a supplemental Title III program. These services must be clearly described in the appropriate section of the program narrative.

What if my ENL teacher doesn't want to work in a supplemental Title III program?

Post the position so that other ENL or bilingually certified teachers can apply. You should reach out to your network HR director for support with this process.

Can I hire a paraprofessional for the Title III program?

No. If an ELL is attending the program and his/her IEP mandates a bilingual paraprofessional, then it may be permitted.

Professional Development Questions

What does Title III professional development look like?

Professional development should meet the following criteria:

- Program of sufficient intensity and duration as to have a positive and lasting impact on teachers' performance in the classroom with ELLs.
- Ongoing and sustainable professional development program.
- Planned activities designed to enhance a teacher's ability to understand and use curricula, assessment measures, and instructional strategies for ELL students.
- Activities designed to improve the instruction and assessment of ELL students.
- Timelines, professional development providers, and target audience should be included in the narrative.
- Support must be aligned with the supplemental Title III instructional program.
- Include study groups for teachers of ELLs and Division of Multilingual Learners sponsored professional development series.
- May also include professional development conducted by network staff on ELL instruction.

What should be included in the Title III professional development?

The professional development component should include the following:

- A list of topics and tentative schedules of workshops to be offered throughout the duration of the program and the number and qualifications of the participants.
- A description and content area focus of study groups and associated materials, number of teachers participating.
- A description of materials and resources being utilized for professional development.
- If a consultant provides professional development, provide a description of the consultant's ELL credentials and work delivered, including number of sessions, weekly schedule, per session cost, hours of work, number of teachers trained, qualification of service provider(s), and topics aligned to the proposed program.

Can I hire a consultant to provide professional development for teachers of ELLs during the day?

During school year 2020-21, consultant hiring should be within DOE's guidelines for allowable purchasing and hiring. In general, if consultant or professional services are permitted, the consultant, who must have a demonstrated track record or credentials and expertise to provide ELL services, must focus on professional development activities based on the needs of the ELLs and/or teachers servicing ELLs. These

needs must be demonstrated and described using performance indicators such as city and state assessments as well as the Next Generation Learning Standards.

Can schools hire a substitute teacher to release teachers of ELLs to attend professional learning sessions?

Yes, schools may hire a substitute teacher to release teachers of ELLs to attend professional learning sessions during the regular school day only if:

- Schools articulate how these sessions will specifically increase the effectiveness of instruction for ELLs (either classroom teachers with ELLs in their classes or the ENL/bilingual teacher, and preferably, working in the direct instruction portion of the program)
- Which teachers were selected
- How teachers will use the new learning to build capacity within their school, study group, PD session, via lab site, open classroom, etc.

If Title III funds are used for this purpose, it must come from the professional development portion, which represents 10% of the total Title III LEP allocation.

Can we use the contractually mandated time after school on Mondays and Tuesdays for Title III professional learning?

The mandated blocks of time for professional learning activities required as per the current UFT collective bargaining agreement can be used toward the professional learning component of the Title III program, provided that they include ongoing and sustained professional development that meets the intent and purpose of the Title III program. These activities should be aligned with the Title III supplemental program and include teachers who work in the Title III instructional program and may include other teachers of ELLs. Documentation of participation in professional development activities should be kept on file. Please note: mandated blocks of time include Mondays or alternative days for schools adhering to the terms of the contract as a result of the school-based option.

Parental Involvement Questions

What should be included in the parental involvement component?

The parental program needs to be aligned to the proposed Title III plan and/or needs assessment survey and parent interviews. Please note that parent orientations are mandated under CR Part 154, and therefore, cannot be included as an activity under the Parental Involvement section of the Supplemental Title III Program description.

Can we purchase refreshments for parents under Title III?

Refreshments can only be purchased for parents participating in a parental involvement component of the Title III plan. [DOE Standard Operating Procedures](#) and [guidelines on food and refreshments](#) should be followed.

Galaxy Questions

What steps should be taken in Galaxy for Title III?

Schools must select a program description in Galaxy to identify how funds are being spent to support ELL students. As funds are scheduled, schools will need to select one of the activity descriptions in from previous slide using the “Program” dropdown field in Galaxy. The scheduling of funds must be aligned with your approved Title III LEP plan contained within your CEP/SCEP/RSCEP.

Conceptually consolidated schools that use a different consolidated funding source to fund a LEP program must use the below program descriptions to ensure proper tracking of funds being used to support ELLs. For more information, see the Title III LEP School Allocation Memorandum (SAM).

What are the Title III program descriptions that should be used in Galaxy?

The program descriptions that should be used are as follows:

- T3 LEP Supplemental ELL Instruction – Before School
- T3 LEP Supplemental ELL Instruction – After School
- T3 LEP Supplemental ELL Instruction – Saturday Program
- T3 LEP Supplemental ELL Instruction – Other
- T3 LEP Certified ELL Teachers (ESOL/Bilingual)
- T3 LEP Supplemental Guidance/Counseling Services
- T3 LEP Professional Development
- T3 LEP Parent Involvement/Engagement

Blended and/ or Remote Learning Questions

If Bilingual and/ or ENL teachers arrange to do remote learning "live" after the normal school day can they be compensated under the Title III funds?

Direct instruction would be anything above and beyond the contractual obligations of a teacher; school leaders should make sure to document the details of this being supplemental through schedules. Teachers should submit per session timesheets that document this time according to standard school-based timekeeping practices and school leaders continue to follow [Chancellor’s Regulation C-175](#). We would strongly recommend small group, targeted instruction designed to specifically meet the needs of the ELLs being provided with the additional instruction.

Parent Engagement Activities assumes that, if parents log on at all, parent will have interpretation and/ or translation provided to them for the duration of the activity. Is this accurate?

Yes. Schools are required to continue to follow [Chancellor’s Regulation A-663](#) for the provision of the translation and interpretation.

How can we continue to use Title III Funding to support students during remote learning?

Title III LEP expenditures can provide services remotely as follows:

- Parental Engagement Activities for parents of ELLs that go above and beyond those activities mandated as per CR Part 154 and are delivered remotely are allowable expenditures. Engagement should relate to and facilitate student remote learning.
- Supplemental Programs for ELLs that go above and beyond those activities mandated as per CR Part 154 and are delivered remotely are allowable expenditures. Only direct services delivered to students by DOE staff are permitted at this time.
- Professional Development for ELLs: In alignment with the previous guidance on purchasing, only limited professional development to support the transition to remote-learning activities, specifically in order to meet the need of ELLs are permitted at this time.
- Schools must maintain documentation of spending and all appropriate supporting records (for example student participation, parental participation, agendas, and supporting documents). Schools must adhere to per session processing guidance.

ELL Assessments

Required ELL Assessments

There are four assessments that are mandatory for different groups of ELLs. The assessments are NYSITELL, the Spanish LAB, Chinese Reading Test and the NYSESLAT.

NYSITELL

The New York State Identification Test for English Language Learners ([NYSITELL](#)) is the exam that determines ELL status. It is administered throughout the school year as necessary to all students entering grades K to 12 who are first time entrants and reentrants (see [ELL Re-Identification Step 9](#) for more information on reentry). There are five levels, the last of which indicates the student is not an ELL. See [Proficiency Levels](#) for more information.

The NYSITELL has eight administration levels. In grades K to 3, the levels are different between the fall and spring administrations for each grade to account for the significant developmental changes between semesters. Students entering in the middle of the school year are expected to perform different developmentally appropriate tasks with different language expectations. Therefore, the NYSITELL provides level tests to determine students' language proficiency relative to the expectations at that point in the school year. In the later grades, the tasks are more aligned between fall and spring; therefore, the language expectations do not differ as significantly as in the earlier grades. As such, students are administered the same NYSITELL level regardless of the time of year. See [NYSED website](#) for additional guidance regarding the NYSITELL assessments.

COVID-19 policy change: During COVID-19 school closures in 2019-20, schools were unable to administer the NYSITELL. The NYSITELL must be administered for all eligible students when school-based learning resumes.

COVID-19 policy change: While administering the NYSITELL, whether in a group setting or individually, social distancing practices as outlined in the [Playbook for Principals](#) must be implemented.

The information below show the eight NYSITELL levels and identifies which level is administered to each new entrant, depending upon the grade in which the student is enrolling and the date on which the test administration begins.

- Level I
 - Grade K: June 1–January 31
- Level II
 - Grade K: February 1–June 30
 - Grade 1: July 15–January 31
- Level III
 - Grade 1: February 1–June 30
 - Grade 2: July 15–June 30
 - Grade 3: July 15–January 31
- Level IV
 - Grade 3: February 1–June 30
 - Grade 4: July 15–January 31
- Level V
 - Grade 4: February 1 – June 30
 - Grade 5: July 15– January 31
- Level VI
 - Grade 5: February 1–June 30
 - Grade 6: July 15–June 30
 - Grade 7: July 15–January 31
- Level VII
 - Grade 7: February 1–June 30
 - Grade 8: July 15–June 30
 - Grade 9: July 15–January 31
- Level VII
 - Grade 9: February 1–June 30
 - Grades 10-12: July 15–June 30

Figure 27: NYSITELL Levels by Grade.

Note: The Level I test may be administered during the month of June only to those new entrants who will not begin kindergarten until September.

The Level II test must be administered to any new entrants who are enrolling in kindergarten for the current school year at any time between February 1 and June 30. The testing of new entrants who are enrolling in New York State schools in Grade 1 and above for the fall semester may begin no earlier than

July 15. Schools that are registering students prior to June 1 for enrollment in kindergarten for the upcoming school year may not administer the NYSITELL to eligible students until that date. With the exception of Level I, NYSITELL should be administered during the month of June only to students entering school for the remainder of the current school year and/or students enrolling in a summer school program. Schools are not permitted to administer Levels II–VIII of NYSITELL from July 1–July 14.

For more information about the NYSITELL, see NYSED’s [website](#) on the NYSITELL.

Administration and Provision of Mandated MLL/ELL Services

In line with New York State [Commissioner’s Regulations \(CR\) Part 154-2](#) as revised by the Aspira Consent Decree, and New York City Department of Education (NYC DOE) policies:

All identified English Language Learners and former English Language Learners, for the first two years after exiting services, must receive the mandated services outlined within the [CR Part 154-2 Units of Study](#) from:

The first day of school for returning students

Or **within 10 school days of initial enrollment** for new students (20 school days for students entering with IEPs).

This requires that schools complete the entire English Language Learner (ELL) identification process, including administering the following to newly identified ELLs whose home language is Spanish, while also providing all mandated bilingual education and/or English as a New Language minutes of service to previously identified MLLs/ELLs and former ELLs:

Home Language Identification Survey,

New York State Identification Test of English Language Learners (NYSITELL), and

Spanish Language Assessment Battery (Spanish LAB)

COVID-19 policy change: The initial ELL identification timeline has been extended from 10 to 30 school days to complete the ELL identification process and place the student. This impacts students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, the identification of ELLs must resume for all students within these timelines: 10 school days of initial enrollment for general education students and 20 school days for incoming students with IEPs as per CR Part 154.

Therefore, it is required all NYC DOE schools have designated an ELL intake/identification team and planned schedule of team members’ availability. This team might include staff besides a school’s ENL teacher(s) in order to allow for the provision of mandated ELL services. The ELL intake/identification team schedule should be kept in the school’s physical or electronic ELL folder of critical documents.

Certified teachers or administrators who received training on the following can administer the assessment:

1. Administration of the Home Language Identification Survey
2. Administration of NYSITELL
3. Cultural competency, language development, and needs of MLLs/ELLs.

Please see the [NYSITELL InfoHub](#) for more information on NYSITELL eligibility and administration.

Students who registered to enter kindergarten the following year may be administered the NYSITELL beginning June 1; all other grades may be administered the NYSITELL beginning July 15 (prior to the beginning of the school year in September). Ten (and 20) school days:

1. Refers to days the students are in session
2. Begins the first day of school or the first day the student is enrolled at the school (whichever is later),
3. And Includes days the student was absent.

The “clock” cannot begin before the first day of school (for example, if a student enrolls on July 7 for the fall, the clock will still begin the first day of school in September). The timeliness is based on the day on which the NYSITELL and Spanish LAB (if applicable) answer documents are scanned.

Spanish LAB

The [Spanish LAB](#) is administered to all new entrants in grades K to 12 whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results. It is administered throughout the year as necessary. The Spanish LAB must be administered at the time of initial enrollment during the same testing window as the NYSITELL. The Spanish LAB is used to support schools in instructional planning in providing bilingual and ENL services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. Schools that are late or out of compliance in administering the NYSITELL will be considered out of compliance by default for those students whose home language is Spanish since the Spanish LAB cannot be administered until the NYSITELL has been administered and scanned into the system. For more information, see [Step 5: Administering the Spanish LAB](#).

COVID-19 policy change: The initial ELL identification timeline has been extended from 10 to 30 school days to complete the ELL identification process and place the student. This impacts students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, the identification of ELLs must resume for all students within these timelines: 10 school days of initial enrollment for general education students and 20 school days for incoming students with IEPs as per CR Part 154. These timelines also apply to the Spanish LAB.

Chinese Reading Test

The Chinese Reading Test is administered to all students in grades 3 to 12 in Chinese transitional bilingual education and dual language programs. English-proficient students in Chinese DL programs should also take the Chinese Reading Test. It is designed to assess students' reading achievement in Chinese. This exam is administered one time in mid-May. See the DOE's testing calendar for specific dates and times.

NYSESLAT

The New York State English as a Second Language Achievement Test ([NYSESLAT](#)) is the exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result.

Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Schools are not penalized for administering the speaking section during the last 2 weeks. Schools are encouraged to send the [Parent Guide to the NYSESLAT](#) to parents of ELLs (in their preferred language) prior to the administration of the NYSESLAT.

COVID-19 policy change: Due to COVID-19, the annual NYSESLAT was not administered during Spring 2020. As a result, ELLs will be served according to their 2019-20 level of English language proficiency as per their 2019 NYSESLAT, 2019 NYSITELL, or 2020 NYSITELL. An exception to this requirement applies only to students who scored Expanding on the 2019 NYSESLAT and scored a 65 or higher on the English Language Arts Regents Exam in January 2020.

In the event that a NYSITELL eligible student enters the school during the NYSESLAT administration window, the student should first be administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student should also be administered the NYSESLAT to the extent possible.

NYSESLAT Administration Best Practices Overview

Schools must administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs annually to measure progress in English language acquisition and to determine continued eligibility for ELL services. In order for students to receive a valid score, schools must administer all sections (speaking, reading, listening and writing) of the NYSESLAT to students. The NYSESLAT is administered from April to May. See annual School Administration Manual for specific dates.

To ensure that schools are administering all parts of the NYSESLAT to all eligible students, principals should work with their test coordinators to complete the following steps:

Step 1: Identify Eligible Students

- Print out the [RLER report](#) from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.
- Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.
- Upon receipt of your [NYSESLAT](#) materials, count the number of booklets. Schools print answer documents from ATS; for more information see the Scanning Handbook.
- If you do not have sufficient numbers of materials, contact your [Borough Assessment Implementation Director \(BAID\)](#).
- Identify students who reentered the NYC DOE public schools after having been outside NYS public schools for more than 2 years
- For students who were identified as ELLs but current ATS ELL/LEP codes indicate otherwise, administer the NYSESLAT by completing blank NYSESLAT scan sheets
- For students who were identified as English-proficient but current ATS ELL/LEP codes indicate otherwise, do not administer the NYSESLAT.
- Do not administer the NYSESLAT to students who, as a result of the Language Proficiency Team process for students entering with IEPs, were not eligible for the NYSITELL

Step 2: Ensure that all students eligible to take the NYSESLAT have been tested

- Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year and contributes to promotion decisions.

Step 3: Administer all Subsets of the NYSESLAT and Track Student Completion

- ELLs with IEPs are entitled to receive the accommodations listed on their IEPs for the NYSESLAT for all subtests. This includes students whose IEPs include tests read including tests of reading comprehension. For further information on this accommodation, refer to NYSED's memo on allowable testing accommodations on the NYSESLAT.
- Note that staff administering the NYSESLAT are not required to hold a bilingual or ESOL license but must be able to carry out standard examination procedures, including the provision of testing accommodations, and must have been trained in administering the NYSESLAT.
- To administer the speaking subtest during the administration window, assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer all NYSESLAT-eligible students the speaking subtest during the administration window.

Frequently Asked Questions on Special Circumstances

What should I do with answer documents for students enrolled in GED/TASC programs?

These students do not need to be tested; you do not need to print or scan any answer documents for these students.

What should I do with answer documents for students who recently were determined to have exited ELL status through CR Part 154's alternate exit criteria?

They do not need to submit an answer document. You do not need to print or scan any answer documents for these students.

On what grade should NYSAA-eligible students be administered the NYSESLAT?

For NYSESLAT administration purposes, NYSAA eligible students are considered ungraded. Therefore, the grade bubbled in on the answer document should be based on the NYSAA [Birthdate Chart](#).

What should I do with answer documents for students who tested but do not respond to any questions in a modality/session?

Fill in the NO response bubble on the answer document and submit.

What should I do with answer documents for NYSAA eligible students who, based on the NYSAA Birthdate Chart, will take the NYSESLAT in a different grade band?

Before printing answer documents, indicate which students are NYSAA-eligible (there is a column to do this on the print screen). Documents will be generated for those students for the appropriate grade based on the NYSAA birthday chart.

For general information about administering the NYSESLAT, including rubrics, see the [NYSESLAT School Administrator's Manual](#). For information on NYC-specific administration and scoring procedures, see the [NYSESLAT memo](#). For questions regarding NYSESLAT administration or materials, contact your [Borough Assessment Implementation Director \(BAID\)](#). For questions regarding ELL policy, contact your [B/CO MLL/ELL director](#).

Optional ELL Assessments

Below are some assessments that are optional for different groups of ELLs. The assessments are the ELL periodic assessment and the Spanish Language Assessment.

ELL Periodic Assessment

The ELL Periodic Assessments are a supplemental component of the [Periodic Assessment portfolio](#). These assessments are designed to provide teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction.

Students' knowledge of the English language is assessed in three modalities: reading, writing, and listening. The assessment is offered in the same grade bands as the New York State English as a Second Language Achievement Test (NYSESLAT) beginning in grade 3 (grades 3–4, 5–6, 7–8, and 9–12). These assessments do not include oral response or constructed response sections. They are administered in paper/pencil format and contain only multiple choice questions. The assessments are not timed, but they are designed to be administered in one class period.

ELL Periodic Assessments are specifically designed for English language learners and may provide more instructionally relevant data about these students than ELA periodic assessments. Schools may use these assessments in addition to their other periodic assessments. Schools that are focusing on ELL students as part of their inquiry work may find these assessments, and the timely, detailed data they provide, to be especially valuable.

Schools can elect to administer the assessment during either or both of these windows:

Fall: September to October

Spring: February to March

For specific dates or more information, see the [DOE's Periodic Assessment InfoHub](#) or contact the borough assessment implementation director.

Spanish Language Assessment

The Spanish Language Arts (SLA) Assessment is designed to provide teachers with information about their students' strengths and needs in Spanish literacy skills and academic language development. It is a pair of open-ended, skills-based, and Common Core aligned assessments that are administered at the beginning and end of the school year. Spanish bilingual teachers can use the assessment data to monitor students' progress on the targeted skills and facilitate learning opportunities for students to transfer literacy skills between their home language and new language. The data can help teachers strengthen the alignment between the subjects of English Language Arts and Spanish Language Arts and bolster the core instruction for their bilingual students. Principals of Spanish bilingual programs can utilize the assessment data to identify grade-wide or school-wide instructional priorities to better support the instructional core for their schools.

The SLA Assessment is available for grades K-12. Students are required to read a set of Spanish informational texts, identify and analyze presented evidence, and then write evidence-based responses to text-based prompts in Spanish. Reading is conducted through teacher read aloud for Kindergarten students and both teacher read aloud and student independent reading for grades 1 and 2. Students in grades 3-12 will read 2-3 passages about a theme or topic independently. After the reading task, students will complete an independent writing task in the genre of informational writing for grades K-2, opinion writing for grades 3-5, and argumentative writing for grades 6-12.

Schools with a Spanish bilingual program should consider administering both the SLA Assessment and ELA Performance Tasks (NYCPTs). The two assessments share similar structure in design as well as

administration format. The assessment tasks are grounded in daily classroom activities, so both students and teachers do not need to become accustomed to new processes for these assessments. However, unlike ELA NYCPTs, the SLA Assessment does not require pre-slugged answer sheets. Students will complete the assessment directly in the task booklet. Teachers will score each task booklet and record the scores on the last page of the task booklet and may enter scores in Schoolnet online for their classes. Pre-slugged Schoolnet answer sheets may also be printed and scanned if desired.

For more information including administration dates, see the [DOE's Periodic Assessment InfoHub](#) or contact the [Borough Assessment Implementation Director \(BAID\)](#).

Exemptions from the NYS English Language Arts Exam: Grades 3 to 8

Some ELLs are eligible for a one-time exemption from the New York State English Language Arts Exam in grades 3 to 8. ELLs, who on April 1 of the year in which the ELA is administered, have been attending school in the United States for less than one year may use the NYSESLAT in lieu of the ELA. For this purpose, the United States School System (USSS) is defined as schools in the 50 States and the District of Columbia and does not include Puerto Rico, the outlying areas, or the freely associated States. Students may be exempted from only one administration of the ELA. See [NYS SIRS Manual](#).

Helpful Hints: Business Rules for Calculating Months Enrolled in a United States School System (USSS)

- Admission/discharge on the same day = no enrollment.
- 1 day of enrollment in the month = 1 month of enrollment.
- If the student is still active in September, count July and August as months of enrollment.
- Months in which students are enrolled as prekindergarten to grade 8 or ungraded elementary are counted toward determining ELA exemption status.
- If a student discharges to a non-US school, their enrollment in US schools does not start over. Upon discharge, the months of enrollment will stop accruing and when they reenroll in NYCDOE, their months of enrollment resume from where they left off.

The one-year exemption window does not have to be 12 consecutive months. In addition, students enrolled anytime during a month, including July and August, are considered enrolled for that month. As such, eligible students may be exempted from taking the ELA for the first year in which they are enrolled during the ELA test administration period. Such students may not be exempted in subsequent years, even

if they have been enrolled in a USSS for less than 12 months. Months in which students are enrolled in a USSS as pre-kindergarten to grade 8 or ungraded elementary are counted toward this 12-month exemption window.

COVID-19 policy note: As of August 2020, there are no updates to this policy due to COVID-19.

Examples

1. An ELL student enrolls for the first time in a United States school in grade 3 in March 2014 and ends enrollment by leaving the United States in June 2014 (four-month enrollment). The student re-enrolls in a United States school in March 2015 as a grade 4 student and remains enrolled through the end of the school year. If the one-time exemption occurred in 2013–14, even though the student has been enrolled in a United States school for only six months as of the 2014–15 NYS ELA test administration window (test is given in April), the student may not be exempted again in 2014–15, as the one-time exemption already occurred in 2013–14.
2. An ELL student enrolls for the first time in a United States school in grade 3 on May 1, 2014 and does not end enrollment. The student may be exempted from taking the NYS ELA test in 2014–15, as the student has only been enrolled in a school in the United States for 11 months, May 1, 2014 – March 31, 2015. (Note that the month of April 2015 is not counted in determining if the student has been enrolled for 12 months in a school in the United States.)

There are no Regents exemptions permitted based on ELL status. For more information, refer to the [DOE's High School Academic Policy Guide](#).

ELL Testing Accommodations

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. Schools should determine which accommodations are required in order to maximize the potential for achievement on all exams for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated. ELLs are not entitled to ELL testing accommodations on the NYSESLAT (unless the student has an IEP).

COVID-19 policy change: Students who became former ELLs in the 2018-19 SY based on their 2018 NYSESLAT score, and therefore are no longer in the two-year window after exiting, will continue to receive testing accommodations on the New York State assessments in SY 2020-21.

Schools may provide testing accommodations to ELLs, as needed, on all NYS ELA and content-area assessments (meaning, mathematics, science and social studies). Schools must make all necessary arrangements to make these accommodations available for ELLs who need them. A list of NYS-approved accommodations may be found in the [School Administrator's Manual](#) (SAM) for each respective test.

ELLs with IEPs and 504 plans are always provided with the accommodations on their IEPs and 504s. All ELLs and former ELLs for up to two years after testing out are entitled to the following accommodations:

- Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.
- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.
- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. [Bilingual glossaries](#) in the content areas are available for downloading.
- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.
- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

Support Services for ELLs (RTI and AIS)

For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school must determine the additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program

- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam (for example NYSESLAT)
- Bilingual education or English as a second language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability

The support services provided must be aligned to any intervention plans (for example, Academic Intervention Services) the school is already providing to all students. There are RTI resources for ELL educators on the [WeTeach NYC website](#). RTI must be provided to a student prior to referral in particular in cases where there is a suspected learning disability as opposed to a language acquisition need or the student exhibits need for additional academic supports. Refer to the guidance provided by [New York State Education Department](#).

Professional Development

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners.

A minimum of fifteen percent (15%) of the 100 required professional development hours for all teachers who hold a professional license prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers who hold a professional license, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

COVID-19 policy note: As part of [NYSED's reopening guidance](#), OBEWL included the following recommendations on Professional Learning, included here:

“As districts design professional learning opportunities for reopening, special consideration must be given to promote an understanding of Bilingual Education, use of home language, and the linguistically diverse needs of ELLs. In order to ensure that all NYS educators are aware of and able to address ELL needs, all teachers and administrators must receive professional learning related to serving ELLs as required by Commissioner’s Regulations Part 154. Districts must adhere to professional learning requirements set forth under Section 154-2.3(k), pursuant to which – unless the district is eligible for and NYSED has approved a waiver – 15% of all teachers’ professional learning hours, and 50% of all professional learning hours for Bilingual Education and ENL teachers, must be targeted to the specific needs of ELLs.

In addition to continuing their usual course of ELL-focused professional learning, teachers of ELLs (including ENL and Bilingual Education teachers, as well as content area teachers in non-ELL specific classes in which ELLs are enrolled) may require focused professional learning to strengthen their knowledge and skills to address new learning challenges that ELLs may face as a result of spring 2020 COVID-19 closures. In order to address these challenges, schools should consider targeted professional learning focused on utilizing technology to promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction. For ELLs, collaboration or cooperative learning with peers who have mastery in English or are non-ELLs is an impactful practice Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools Questions related to this guidance may be directed to reopeningguidance@nysed.gov that should become a part of their learning. OBEWL recommends that focused professional learning opportunities be offered in, but not limited to, the following areas:

- Implementing collaborative models of instruction: co-planning, sharing best practices to support standards-based curriculum accessibility for ELLs;
- Progress monitoring: analyzing and interpreting data to inform instructional decisions; differentiating instruction; designing lessons that accelerate learning; and utilizing formative and summative assessments to identify and address instructional gaps;
- Implementing language-based strategies in all four modalities and teaching language skills across a standards-based curriculum;
- Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement; and
- Building positive relationships/rapport among teachers, students and parent/guardians. The Regional Bilingual Education Resource Networks (RBERNs) are available to provide technical assistance and resources and are in the process of identifying and developing additional professional learning opportunities to address the needs of ELLs.”

Source: [NYSED, "Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Reopening Guidance](#).

Promotion and Graduation Requirements

Grades K-8

NYC promotion standards are outlined in [Chancellor's Regulation A-501](#). Additional information regarding how these policies pertain to ELLs is described in the [NYC DOE Promotion Implementation Guide](#), as well as in the [Elementary and Middle School Academic Policy Guides](#).

High School Credit Accumulation and Graduation Requirements

There are some policies that schools should pay particular attention to when scheduling ELLs and considering graduation requirements. While all ELLs are expected to fulfill the course and exam requirements necessary to earn a diploma in New York State, some students are entitled to services and supports, including testing accommodations.

In addition, ELLs who enroll in any United States school for the first time in grades 9-12 and who meet other specific eligibility requirements may appeal to graduate with a lower score on the ELA exam. For more information, refer to the [High School Academic Policy Guide](#).

Also, note that students arriving from a foreign country may, in certain situations, receive credit for living and attending school in a country where a language other than English is spoken. See the [Transfer Student Toolkit](#) for information on this policy.

Grade and Cohort Placement for ELLs

Like all students, English language learners are placed into graduation cohorts based on the first time they entered high school (or the equivalent) anywhere in the world. A student's cohort year is fixed, and represents the student's entry into high school.

However, in special circumstances, an ELL can be placed in a cohort other than their actual high school entry year. This exception applies only to English language learners who fulfill certain criteria, outlined in the [High School Academic Policy Guide](#). Schools are encouraged to review these criteria and the policy to determine if an ELL would benefit from a change in cohort.

Though cohort year is locked at the end of a student's first year of NYC DOE high school based on their grade level in ATS, schools may request a change to a student's cohort using the [UGNO](#) command in ATS for the following reasons:

- The student's cohort does not accurately reflect their ninth grade entry year due to error (for example, the student was assigned to an incorrect grade level at the end of the school year).
- The student is a transfer student whose cohort was locked prior to the receipt of adequate academic records to make a grade level determination, recognizing the guidelines provided in Chancellor's Regulation A-101.

- The student is an English language learner who fulfills the criteria below. In this case, the school may make a one-time request to move the student to the cohort corresponding to the year prior to their ninth grade entry year, provided that:
 - The student has never had such a request granted before;
 - The student was newly arrived to the United States in their first year of high school and placed directly into ninth grade;
 - The student is in exactly their second year of enrollment in high school;
 - The student is an English language learner and has a low level of literacy in their native language; and
 - The school has determined, before the end of the second year of enrollment, that the proper grade level of the student is still ninth grade.

UGNO requests must be accompanied by an explanation in the comment field. Note that students may not be assigned to cohorts whose four-year graduation rate has already been reported to New York State and on the Progress Report (meaning, “closed cohorts”). See [Graduation Accountability](#) for more information.

New Arrival ELA Appeal

English Language Learners (ELLs) who entered the United States for the first time in grades 9–12 can appeal to graduate with a score of 55–59 on the ELA Regents exam. ELL students can earn a local diploma if they successfully appeal a score of 55–59 on the ELA Regents exam and score a 65 or above on the four remaining exams; or successfully appeal a score of 55–59 on the ELA Regents exam and successfully appeal one other exam score of 60 to 64 and score 65 or above on the remaining three exams.

In addition, the Low Score Appeal is an appeal to graduate with a score of 60–64 on Regents Exams. In March 2016, the New York State Board of Regents passed an [emergency amendment](#) to State Commissioner’s Regulations Section 100.5 that allows students to appeal scores of 60–64 (expanded from 62–64) on up to two Regents examinations, provided that they pass the remaining Regents exams with a score of 65 or above and meet the additional criteria. Students can earn a Regents diploma if they successfully appeal one exam score of 60–64 and have a score of 65 or above on the four remaining exams; students can earn a local diploma if they successfully appeal two exam scores of 60–64 and have a score of 65 or above on the three remaining exams.

For more information, on this and other high school academic policies, refer to the [Appeal to Graduate with Low Scores on Regents Examinations](#) document and other pertinent documents on the [Academic Policy Resources InfoHub](#).

School Resources

[Suggested Helpful Hints and Next Steps for School Leaders and Staff Members](#)

[Checklist of 10 ELL-Related Items for a Successful Start of the School Year](#)

[SY 2020-21 School ELL Compliance Calendar](#)

[10 Steps for MLL/ELL Data Verification, Review, and Update](#)

Suggested Helpful Hints and Next Steps for School Leaders and Staff Members

These guidelines below provide an overview of the amended New York State Commissioner’s Regulations (CR) Part 154 which establish the legal requirements for the education of ELLs in NYS and provide suggestions for planning high-quality services and support for your ELLs. This document does not constitute a policy or directive of the Chancellor or the Department of Education but is designed to offer best practices for schools to meet the requirements of CR Part 154.

ELL Identification

1. Administer Home Language Identification Survey to new NYS admits in grades K to 12 *as well as those who have not been in a NYS public school for 2 or more years*. Students who have not been in a NYC or NYS public school for 2 or more continuous years are eligible to go through ELL identification process again.

a. School Leaders

- ☐ Assign qualified staff to conduct research and collect documentation to determine eligibility for HLIS (for example view academic history in ATS)
- ☐ Ensure licensed/trained pedagogue has ATS access to ensure accuracy

b. School Staff Members

- ☐ Licensed & trained pedagogue (for example, ENL teacher) administers HLIS
- ☐ Complete [NYS Transfer ELL Data Request Form](#) and submit to have non-DOE scores and ELL information entered into ATS

2. Determine home language based on HLIS results, which includes an interview with the student and parent in the preferred language (mandated in CR Part 154).

a. School Leaders

- ☐ Ensure appropriate translation and interpretation services are provided
- ☐ Assign pedagogical staff to be available for HLIS administration

b. School Staff Members

- ☐ Pedagogue conducts interview and reviews HLIS & student records/documents
- ☐ Enter OTELE code in ATS
- ☐ Once formally administered, update HLIS flag on ATS BIOU screen to “Y”
- ☐ Maintain appropriate records

- ☐ Maintain list of staff who are bilingual and can provide interpretation assistance as necessary
- 3. Administer the NYSITELL to only those students whose home language is not English *and who are eligible to take the NYSITELL*. (A more in-depth interview and review of work will be conducted to determine NYSITELL-eligibility.)
 - a. School Leaders**
 - ☐ Order NYSITELL test through NYSED portal
 - ☐ Supervise printing (RLBA function in ATS) and scanning of NYSITELL answer documents within 10 days of school enrollment
 - ☐ Address any NYSITELL scanning errors through the RLBU function
 - b. School Staff Members**
 - ☐ Licensed & trained pedagogue administers NYSITELL (as necessary)
 - ☐ Maintain appropriate records
- 4. Generally, parent, student (over 18) may request a Re-identification Process and review within 45 school days of enrollment. **Note:** *For the 2020-21 school year, this timeline has been extended to 65 school days for students who enrolled during the 2019-20 COVID-19 school closures, Summer 2020 or the first 20 school days of 2020-21.*
 - a. School Leaders**
 - ☐ Assign qualified and trained staff to review and oversee Re-identification Process
 - ☐ Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not for the Re-identification Process
 - ☐ Ensure all notifications and relevant documents are maintained throughout
 - b. School Staff Members**
 - o Pedagogues gather and review student documentation in English and home language; make a recommendation to principal
 - o Maintain appropriate records
 - o Administer Spanish LAB to all newly identified ELLs whose home language is Spanish
- 5. SIFE status must be determined within 12 months of enrollment. However, NYC requires that an initial determination be made within 30 days of enrollment, which can be modified up to 12

months of initial enrollment. **Note:** *Due to COVID-19, the timeline to adjust SIFE Status will not include days that schools were closed pursuant to the Governor's Executive Order.*

a. School Leaders

- ☐ Assign qualified and trained staff to review and oversee SIFE identification process

b. School Staff Members

- ☐ Pedagogue administers oral interview questionnaire and/or SIFE identification procedure (if appropriate); determines initial SIFE identification within 30 days
- ☐ Indicate SIFE status on BNDC ATS function
- ☐ Gather and maintain appropriate records

6. Once a SIFE scores at transitioning level on the NYSESLAT, SIFE status is removed.

• **School Staff Members**

- Ensures appropriate staff are aware of instructional needs

ELL Identification for Students with IEPs

1. Schools must form a Language Proficiency Team (LPT) for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL

a. School Leaders

- ☐ Assign personnel as part of the LPT (administrator, certified ENL/bilingual/LOTE teacher, director of special education or designated licensed/trained pedagogue, and student's parent/guardian)
- ☐ Secure appropriate interpretation services for each LPT meeting
- ☐ Gather and maintain appropriate records
- ☐ Ensure that parents are notified regarding determination in their preferred language

b. School Staff Members

- ☐ Pedagogue administers NYSITELL and Spanish LAB as necessary

Parent Notification and Information, Retention of Records, ELL Program Placement

1. Schools must determine ELL status, conduct parent orientation meeting, and send parent entitlement / non-entitlement letters along with parent survey within 10 school days. Schools must send the entitlement letter of ELL status notification within 5 school days of ELL identification, informing parents of the results and that they have the right to appeal the ELL status within 45 days of enrollment. **Note:** *Due to COVID-19, the entire ELL identification and placement process has been extended to 30 school days and parents may appeal ELL status within 65 school days for students who enrolled during 2019-20 COVID-19 school closures, Summer 2020 and the first 20 days of the 2020-21 school year.*

a. School Leaders

- ☐ Sign entitlement letters

b. School Staff Members

- ☐ Send parent notification letters to parents within 5 school days of ELL status determination in their preferred language
- ☐ Schedule and facilitate parent orientation meeting (facilitated by trained pedagogue)
- ☐ Ensure that translation and interpretation is available for parent orientation meeting

2. ELL is placed in ELL program within 10 school days but parent (or student 18 or older) can appeal within 45 school days. **Note:** *Due to COVID-19, the entire ELL identification and placement process has been extended to 30 school days and parents may appeal ELL status within 65 school days for students who enrolled during 2019-20 COVID-19 school closures, Summer 2020 and the first 20 days of the 2020-21 school year.*

1. School Leaders

- a. Principal or designated licensed/trained pedagogue supervises placement and scheduling based on parental selection

2. School Staff Members

- a. Maintain records of parent selection
- b. Input parent selection on ELPC screen in ATS
- c. Maintain parent notification records in student cumulative folders

3. Schools must provide parents annual and individual meetings to discuss their child's progress in addition to already existing meetings.

a. School Leaders

- ☐ Ensure meetings are scheduled
- ☐ Maintain records and attendance

b. School Staff Members

- ☐ Schedule and conduct individual meetings (facilitated by trained pedagogue)

Program Requirements, Provision of Programs, Grade Span, Program Continuity

1. ELLs cannot be served in classes of more than 2 contiguous grades (except for special class)

a. School Leaders

- ☐ Oversee programming and scheduling

b. School Staff Members

- ☐ Schedule bilingual and stand-alone ENL classes with no more than two contiguous grades

2. All students must receive a specified amount of stand-alone ENL and integrated ENL. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Integrated instruction builds English language skills through content area instruction (for example, social studies). Integrated instruction is delivered by a dually certified teacher (ENL and content area), or via co-teaching by an ENL teacher and content area teacher.

a. School Leaders

- ☐ Oversee programming and scheduling based on appropriate certification

b. School Staff Members

- ☐ Create a schedule to service all eligible students based on proficiency levels

3. Former ELLs must receive 90 minutes a week of integrated ENL for 2 years after testing out or an approved Alternative pathway.

a. School Leaders

- ☐ Ensure appropriate placement and services for former ELLs

b. School Staff Members

- ☐ Include former ELLs when creating school-wide ENL schedule.
- ☐ Monitor progress

4. Bilingual programs consist of 3 parts: ENL, Home language arts (HLA), and at least 2 subjects in the native language at beginning levels (depending on bilingual program model and level of student proficiency).

- a. **School Leaders**

- ☐ Supervise implementation of program requirements

- b. **School Staff Members**

- ☐ Implement program requirements

Students with Disabilities, Intervention Support for ELLs

- Districts are required to annually identify ELLs not demonstrating adequate performance and provide additional support services aligned to district wide intervention plans.
 - **School Leaders**
 - Review data to ensure accuracy in DOE data systems
 - **School Staff Members**
 - Ensure data is accurate in DOE data systems (for example, ATS, STARS, SESIS)

ELL Exit Criteria, Former ELL Services, Graduation Requirements

- ELLs can test out through one of three ways: (i) test proficient on the NYSESLAT (previously part of criteria), or (ii) test expanding (advanced) on the NYSESLAT and test at level 3 or 4 on the ELA, or (iii) test expanding (advanced) on the NYSESLAT and test 65 or higher on the English Regents. Refer to [Exiting ELL Status](#) for COVID-19 policy changes.
 - **School Leaders**
 - Ensure parental notifications are signed, sent, and recorded for future reference
 - **School Staff Members**
 - Send parent notification letters
- Appeals to Graduate with Scores of 55–64 on Regents Examinations: (i) appeal to graduate with a score of 62–64 on Regents Examination or (ii) appeal to graduate with a Score of 55–61 on the ELA Regents Examination (open to ELL students that meet the criteria).
 - **School Leaders**
 - In conjunction with guidance counselor, principal or designated licensed/trained pedagogue oversees appeals process upon review of transcripts and test history

Professional Development, Certification

1. Professional development requirements: (i) 15% total hours ELL-specific PD for all Teachers; (ii) 50% total hours ELL-specific PD for ENL/bilingual teachers
 - a. **School Leaders**
 - ☐ Provide access to high-quality ELL-specific professional learning opportunities (District-based and School-based)
 - a. **School Staff Members**
 - ☐ Attend and keep records of attendance to professional learning opportunities

School District Planning and Reporting Requirements

1. Each school district must submit annual estimates of ELL enrollment for the following school year; districts must open bilingual programs the following year if sufficient numbers exist.
 - a. **School Leaders**
 - ☐ Monitor ELL enrollment (changes, updates)
 - ☐ Provide district with ELL enrollment information
 - b. **School Staff Members**
 - ☐ Maintain accurate enrollment records
2. Each school district must provide program continuity for ELLs if there are sufficient numbers as per Aspira Consent Decree.
 - a. **School Leaders**
 - ☐ Ensure appropriate certified staffing for bilingual programs
 - ☐ Plan for program continuity and logistics
 - ☐ Recruit appropriately certified teachers:
 1. ENL
 2. Bilingual
 3. ENL and content
 - b. **School Staff Members**
 - ☐ Send parental selection/ continued entitlement letters
 - ☐ Monitor parental selection

- ☐ Update program selection on ATS/STARS
3. School districts are required to provide additional information in comprehensive plans regarding programs for subpopulations of ELLs, information provided to parents in the languages they best understand, methods to annually measure and track ELL progress, and systems to identify, assess, and exit students from ELL status.
- a. School Leaders**
 - ☐ Form Language Allocation Policy Team
 - ☐ Ensure representation of all school stakeholders
 - ☐ Facilitate creation of CEP documents related to ELLs: LAP and Title III
 - b. School Staff Members**
 - ☐ Provide school-wide ELL information
 - ☐ Coordinate LAP team
 - ☐ Assist with creation of LAP and Title III documents
4. School districts are required to provide additional information in reports regarding programs for subpopulations of ELLs including program information, if offered, by subpopulations and languages spoken in the school district.
- a. School Leaders**
 - ☐ Form Language Allocation Policy (LAP) Team
 - ☐ Ensure representation of all school stakeholders
 - ☐ Facilitate creation of CEP documents related to ELLs: LAP, LTI, Title III
 - b. School Staff Members**
 - ☐ Provide school-wide ELL information regarding subpopulations and languages spoken
 - ☐ Coordinate LAP team
 - ☐ Assist with creation of LAP and Title III documents

Checklist of 10 ELL-Related Items for a Successful Start of the School Year

Review the relevant sections in the Policy & Reference guide for in-depth information on the items listed below. For questions on ELL-related matters, contact your [B/CO MLL/ELL director](#).

1. Assign Staff Responsible for Identifying ELLs

- ☐ Establish a team of trained pedagogues responsible for implementing the ELL intake process throughout the year as per procedures outlined in the [MLL/ELL Policy and Reference Guide](#).
- ☐ Ensure that all students have a valid home language code entered into ATS based on the Home Language Identification Survey (HLIS).
- ☐ Create a list of pedagogues that speak languages other than English that can translate during the oral interview (as part of the HLIS). Only licensed pedagogues may do the interview and determine home language code of the student.
- ☐ When staff is not available to translate, contact the Translation and Interpretation Unit for over-the-phone translations.
- ☐ Relevant resources:
 - [Translation and Interpretation Unit](#)
 - [Home Language Identification Surveys \(HLIS\) and Parent Notification Letters](#)

2. Determine NYSITELL Eligibility and Administer NYSITELL as Necessary

- ☐ Ensure that the testing coordinator orders the NYSITELL and the Spanish LAB.
- ☐ Determine who will administer and scan the NYSITELL and Spanish LAB.
- ☐ Determine NYSITELL eligibility for students whose home language is not English. Students whose home language is other than English must have an in-depth interview and review of any work to determine eligibility for the NYSITELL. For students entering with IEPs, convene the Language Proficiency Team.
- ☐ If the student is eligible to take the NYSITELL, print the NYSITELL via the [RLBA](#) in ATS.
- ☐ If the student is determined not eligible, update the [ELLO](#) screen in ATS. The ELLO screen is only used for students whose home language is not English but authorized personnel have determined the student does not need to be administered the NYSITELL and is not an ELL.
- ☐ Follow the social distancing procedures outlined in the [Principal's Playbook](#).
- ☐ Relevant resources:
 - [NYSITELL Information](#)

- [NYSITELL Assessment Memorandum](#)
- [List of Borough Assessment Implementation Directors](#)

3. Distribute Notification Letters to Parents

- ☐ Establish who will send entitlement, non-entitlement, and continuation letters to parents.

Note: entitlement letters also include the invitation to the parent orientation meeting.

- ☐ Notifications of student ELL status must be sent within 5 school days.
- ☐ Relevant resources: [Parent Notification Letters](#)

4. Schedule Parent Orientation Meetings

- ☐ Determine the pedagogue(s) that will conduct the parent orientation including translation support (if necessary).
- ☐ Parents must receive all documents in their preferred languages.
- ☐ All documents, including agendas and parent attendance documents should be kept on file.
- ☐ **Note:** The entire ELL identification process, including parent orientation and student placement must be completed within 10 school days of enrollment (20 for students entering with IEPs).

However, due to COVID-19, the entire ELL identification and placement process has been extended to 30 school days for students who enrolled during 2019-20 COVID-19 school closures, Summer 2020 and the first 20 days of the 2020-21 school year.

- ☐ Relevant resources: [Parent Orientation Video](#)

5. Maintain Records

- ☐ File copies of parent notification letters in an accessible and secure place in the school for later review.
- ☐ Review parent choice letters and plan for creating a bilingual program if there are sufficient parent requests for a Dual Language or Transitional Bilingual Education program.
- ☐ Completed HLIS forms and Parent Survey & Program Agreement forms must be placed in the student's cumulative file and remain a part of the student's permanent record.
- ☐ Throughout the entire year, review ELL parent surveys and keep records of numbers of parents that choose a bilingual program. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154

mandates the school opens a bilingual program. Please contact the [Division of Multilingual Learners](#) for more information.

- Relevant resources: [List of Bilingual Programs available in NYC Schools](#)

6. Identify Students with Inconsistent/Interrupted Formal Education

- Schools must administer the *SIFE Oral Interview Questionnaire* to all newly identified ELLs in grades 3 to 9 whom the school suspects may have a gap in education or may have inconsistent education.
- If a gap of two or more years is determined, the school must administer the NYSED Multilingual Literacy SIFE Screener (MLS) to those students whose home language is Arabic, Bengali, Chinese, Haitian Creole, Maay Maay, S'gaw Karen, Spanish, and Urdu in order to determine SIFE status.
- SIFE status must be determined within 30 school days of enrollment and entered into the [BNDC](#) screen in ATS.
- Relevant resources: [NYSED Multilingual Literacy SIFE Screener \(MLS\)](#)

7. Complete the ELPC Screen in ATS

- Ensure your staff records parent selection information in the ELPC screen in ATS (within 20 school days of enrollment; 30 school days for students with IEPs), including whether the parent was provided with information about ELL programs and which program the parent selected. **Note:** Due to COVID-19, schools should enter initial parent choice for students in the ELPC within 40 school days for students who newly enrolled during the 2019-20 school closures, Summer 2020 or the first 20 days of the 2020-21 school year.
- Regardless of ELL program type (dual language, transitional bilingual education, or ENL), all students must be programmed for [the minimum amount of minutes of ENL](#) as per CR Part 154 (see *Policy and Reference Guide*). **Note:** Due to COVID-19, NYSED has allowed some flexibility regarding the units of study. However, students are expected to receive ENL and bilingual program supports in alignment with their grade/proficiency level. Instructional experiences as a whole must be comparable in rigor, scope, and magnitude to those provided during a traditionally delivered unit of study of 180 minutes per week.
- Initial parent selection of ELL program is entered through the [ELPC](#) screen in ATS. Though discouraged, subsequent changes to the parent selection are made through the [BNDC](#) screen.

8. Review Staffing and Programming

- Review staff certifications for personnel who can provide mandated ENL or bilingual services.

- ☐ Hire appropriately certified ENL and bilingual teachers.
- ☐ Schedule teachers and program students for integrated ENL and stand-alone ENL based on grade level and proficiency level.
- ☐ Regardless of program type, in order to ensure that ELLs receive their full complement of mandated units of ENL and subject area content, schools must strategically program students so that teacher time is maximized in the classroom engaged in providing instruction.
- ☐ Provide professional development opportunities for all teachers as per CR Part 154:
 - 15% of total hours of PD must be ELL-specific for all teachers
 - 50% of total hours of PD must be ELL-specific for bilingual education and ENL teachers
- ☐ For students who obtain commanding (“test out”) on the NYSESLAT, program students for 90 minutes per week of ENL or one of the options outlined in [Alternative Pathways for Former ELLs](#).
- ☐ Relevant Resources:
 - [CR Part 154](#)
 - [Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress](#)

9. Analyze NYSITELL and NYSESLAT Scores

- ☐ Review NYSITELL and NYSESLAT scores as well as other relevant data and program ELLs according to parent selection and CR Part 154 requirements. Use the ELL Data Analysis Tool for a more detailed NYSESLAT analysis.
- ☐ Provide all staff with professional development on using this data to drive instruction, implement interventions, and create Title III plans if school qualifies for funds.
- ☐ For students who obtain commanding (“test out”) on the NYSESLAT, program students for 90 minutes per week of ENL OR one of the options outlined in [Alternative Pathways to Support Former ELLs’ Language Development and Academic Progress](#).
- ☐ Relevant Resources:
 - [NYSITELL](#)
 - [NYSESLAT](#)
 - [NYSESLAT – Determining an English Language Learner’s English Performance Level](#):
 - [Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress](#)

10: Develop Plans

- ☐ All schools are required to submit a Language Allocation Policy (LAP) and a Translation/Interpretation Plan for SY 20-21. By **October 30**, Principals must submit a final plan that addresses the feedback provided.
- ☐ All schools that received Title III LEP funding must submit their final plan through iPlan by **October 30**; Word versions will not be accepted except for schools that do not use iPlan.
- ☐ Relevant Resources: [Title III LEP School Allocation Memo #31](#)

SY 2020-21 School ELL Compliance Calendar

Go To Month:

- [August](#)
- [September](#)
- [October](#)
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- [December](#)
- [January](#)
- [February](#)
- [March](#)
- [April](#)
- [May](#)
- [June](#)
- [July](#)

For additional details on any of the items listed below, please refer to relevant sections within the [Policy & Reference Guide for MLLs/ELLs](#).

August

- ☐ Administer the [Home Language Identification Survey \(HLIS\)](#) to all newly admitted students in grades K to 12 to NYC public schools in the parents' preferred language.
- ☐ All students whose home language is not English and are determined eligible for the [NYSITELL](#) (and [Spanish LAB](#) if the student's home language is Spanish and is identified as an ELL) are administered such within 10 school days (20 school days for students entering with IEPs); newly identified ELLs must be placed within ELL program based on parent's choice within the same time requirement. Parent notifications must be sent within 5 school days of determination of ELL status in their preferred language. See [NYSITELL](#) memo on printing and scanning Spanish LAB documents.
Note: *Due to COVID-19, the entire ELL identification and placement process has been extended to 30 school days and parents may appeal ELL status within 65 school days for students who enrolled during 2019-20 COVID-19 school closures, Summer 2020 and the first 20 days of the 2020-21 school year.*
- ☐ Form a Language Proficiency Team to determine NYSITELL eligibility for new admits (grades K to 12) with IEPs. See the [Language Proficiency Team Resources](#) InfoHub.
- ☐ Identify Students with Inconsistent/Interrupted Formal Education (SIFE). Schools should administer the SIFE Oral Interview Questionnaire to all newly identified ELLs in grades 3 to 9 whom the school suspects may have a gap in education or may have inconsistent education. If a gap of two or more years is determined, the school should administer the [NYSED Multilingual Literacy SIFE Screener \(MLS\)](#) to those students whose home language is Arabic, Bengali, Chinese, Haitian Creole, Maay Maay, S'gaw Karen, Spanish, and Urdu in order to determine SIFE status. SIFE status must be determined within 30 school days of enrollment and entered into the BNDC screen in ATS. Enter SIFE status within 30 school days into the [BNDC](#) screen.
- ☐ Send [parent notification letters](#) to parents, including entitlement, non-entitlement, and continuation letters. Invite newly identified ELL parents to parent orientation meetings to explain 3 ELL program

options in NYC. Show [parent videos](#) in parents' preferred languages. Enter initial parent selection into the [ELPC](#) screen in ATS. **Note:** During the 2020-21 school year, all meetings should follow the "[Checklist on Policy for Visitors](#)" of the [Principal's Playbook](#).

- ☐ Schedule ELLs for ENL, as necessary, based on spring NYSESLAT results (use RLAT report in ATS) and other available data (for example, NYSITELL for newly identified ELLs). Schedule former ELLs for 90 minutes of ENL OR one of the options outlined in the [Alternative Pathways for Former ELLs](#). **Note:** For the 2020-21 school year, refer to the student's latest NYSESLAT or NYSITELL results.
- ☐ Ensure that all programming information is accurately recorded in [STARS](#). **Note:** regardless of ELL program type (Dual Language, Transitional Bilingual Education, or ENL), all students must be programmed for [ENL](#) as per CR Part 154.
- ☐ Ensure your school has sufficient numbers of ENL teachers to serve all ELLs in a high quality program that meets all requirements under CR Part 154.
- ☐ Review ELL parent surveys; keep records of numbers of parents that choose a bilingual program. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the opening of a bilingual program. [Contact the Division of Multilingual Learners](#) for more information.

September

- ☐ Review previous month's items.
- ☐ Administer the [Home Language Identification Survey](#) to all new admits to NYC public schools in the parents' preferred language (and to reentering students after being out of NYS public schools for more than 2 years); conduct parent orientations for all parents of newly identified ELLs. **Note:** For the 2020-21 school year, the HLIS must also be administered to students who newly enrolled during the 2019-20 COVID-19 school closures and Summer 2020.
- ☐ Send parent notification letters to parents, including entitlement, non-entitlement, and continuation letters within 5 school days. Invite newly identified ELL parents to parent orientation meetings to explain 3 ELL program options in NYC. Show [parent videos](#) in parents' preferred languages. Enter initial parent selection into the [ELPC](#) screen in ATS. **Note:** During the 2020-21 school year, all meetings should follow the "[Checklist on Policy for Visitors](#)" of the [Principal's Playbook](#).
- ☐ Identify SIFE using the [NYSED Multilingual Literacy SIFE Screener \(MLS\)](#) within 30 school days. Enter SIFE status within 30 school days into the [BNDC](#) screen.
- ☐ Implement Title III plans as necessary.

- ☐ Complete [ELPC](#) screen (in ATS) for all newly identified ELLs within 20 days of first day of enrollment.
Note: Due to COVID-19, schools should enter initial parent choice for students in the ELPC within 40 school days for students who newly enrolled during the 2019-20 school closures, Summer 2020 or the first 20 days of the 2020-21 school year.
- ☐ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.
- ☐ Review NYSITELL-Eligibility report (RLER) which lists students who may be administered NYSITELL. Print the NYSITELL answer documents for eligible students using the [RLBA](#) function in ATS; enter information for ineligible students into the [ELLO](#) screen in ATS.
- ☐ Ensure that copies of HLIS and parent notification letters sent to parents are maintained in one central location, and the HLIS, the parent program selection form and parent notification letters are placed in student cumulative folders.
- ☐ Schools update their 2020-21 Language Allocation Policy (LAP) and if applicable, Title III plans per B/CO feedback in iPlan. Final LAP, Title III and Translation and Interpretation Plans are due by **October 30** in [iPlan portal](#).
- ☐ Administer [ELL Periodic Assessments](#).
- ☐ Order translated versions of the math and other exams for grades 3 to 8 for ELLs as appropriate.
- ☐ Review ELL parent surveys; keep records of numbers of parents that choose a bilingual program. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the opening of a bilingual program. Contact the [Division of Multilingual Learners](#) for more information.

October

- ☐ Review previous month's items.
- ☐ Ensure final LAP, Title III and Translation and Interpretation Plans are submitted in the iPlan portal by **October 30**.
- ☐ Ensure accurate ELL enrollment data in [STARS](#). Implement Title III plans and ensure funds have been scheduled appropriately and Title III plans have been implemented.
- ☐ Ensure [ELPC](#) screen (in ATS) is updated.
- ☐ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.
- ☐ Plan for implementation of testing accommodations for ELLs.
- ☐ Review potential NYSITELL-Eligibility report (RLER) which lists students who may be administered NYSITELL.

- ☐ Administer NYSITELL and Spanish LAB as necessary.
- ☐ Administer [ELL Periodic Assessments](#).
- ☐ Order translated versions of the Regents exams for ELLs as appropriate for the January administration.

November

- ☐ Review previous month's items.
- ☐ Plan for implementation of testing accommodations for ELLs.
- ☐ Administer NYSITELL and Spanish LAB as necessary within students' 10 days of school enrollment (20 days for students entering with IEPs). See [NYSITELL](#) memo on printing and scanning Spanish LAB documents.
- ☐ Review potential NYSITELL-Eligibility report (RLER) which lists students who may be administered NYSITELL.
- ☐ Monitor grant expenditures (for example, Title III).
- ☐ Ensure that all Title III funds have been scheduled appropriately and Title III plans have been implemented.
- ☐ Ensure [ELPC](#) screen (in ATS) is updated.
- ☐ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.

December

- ☐ Review previous month's items.
- ☐ Administer NYSITELL and Spanish LAB as necessary within students' 10 days of school enrollment. See [NYSITELL](#) memo on printing and scanning Spanish LAB documents.
- ☐ Ensure [ELPC](#) screen (in ATS) is updated.
- ☐ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.
- ☐ Ensure all ELLs and former ELLs have been programmed for mandated number of minutes of ENL and bilingual classes (if applicable) in [STARS](#).
- ☐ Ensure that all Title III funds have been scheduled appropriately and Title III plans have been implemented. Ensure Title III LEP plans are implemented, and funds are expended as per requirements outlined in the School Allocation Memorandum.

January

- ☐ Review previous month's items.
- ☐ Identify ELLs at risk for hold over. Review [promotional policy](#) for ELLs.
- ☐ Order NYSESLAT exams.
- ☐ Monitor grant expenditures (for example, Title III).
- ☐ Ensure [ELPC](#) screen (in ATS) is updated.
- ☐ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.
- ☐ Ensure all ELLs and former ELLs have been programmed for mandated number of minutes of ENL and bilingual classes (if applicable) in [STARS](#).

February

- ☐ Review previous month's items.
- ☐ Administer NYSITELL and Spanish LAB as necessary within students' 10 days of school enrollment. See [NYSITELL](#) memo on printing and scanning Spanish LAB documents.
- ☐ Administer [ELL Periodic Assessments](#).
- ☐ Order translated versions of the Regents exams for ELLs as appropriate for the June administration.

March

- ☐ Review previous month's items.
- ☐ Administer ELL Periodic Assessments.
- ☐ Develop NYSESLAT testing schedule. Ensure that all Title III funds have been scheduled appropriately and Title III plans have been implemented.
- ☐ Ensure [ELPC](#) screen (in ATS) is updated.
- ☐ Update [BNDC](#) screen for numbers of paraprofessionals working under the direction of a licensed ENL and/or bilingual teacher for academic purposes.

April

- ☐ Review previous month's items.
- ☐ Administer NYSESLAT.
- ☐ Ensure all translated versions of relevant NYS exams have been ordered.
- ☐ Analyze ELL data and trends to begin planning for following year.
- ☐ Monitor grant expenditures (for example, Title III).

May

- ☐ Review previous month's items.
- ☐ Administer NYSESLAT and begin scoring.
- ☐ Administer Chinese Reading Test and Spanish Reading Test (ELE) as necessary.
- ☐ Review promotional policy for ELLs.
- ☐ Review previous month's items.
- ☐ Ensure all ELLs and former ELLs have been programmed for mandated number of minutes of ENL and bilingual classes (if applicable) in [STARS](#).
- ☐ Plan for ELL programs for next year. Review ELL parent surveys on parent selection. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the opening of a bilingual program. Contact the [Division of Multilingual Learners](#) for more information.

June

- ☐ Review previous month's items.
- ☐ Administer NYSITELL and scan answer documents. Begin administering NYSITELL to students entering kindergarten the following September.
- ☐ Prepare for ELL Summer Enrichment programs.
- ☐ Identify ELLs mandated for summer school, prepare letters, and finalize programs.
- ☐ Plan for ELL programs for next year. Review ELL parent surveys on parent selection. Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. If thresholds are met, CR Part 154 mandates the opening of a bilingual program. Contact the [Division of Multilingual Learners](#) for more information.
- ☐ Initiate ELL teacher and student recruitment for next school year as necessary.

July

- ☐ Review previous month's items.
- ☐ Commence Title III Summer Enrichment programs.
- ☐ Order translated versions of the Regents exams for ELLs as appropriate for the August administration. Begin (on July 15) administering the NYSITELL to students entering grades 1 to 12 in September.

10 Steps for MLL/ELL Data Verification, Review, and Update

(Updated August 2020)

In order to ensure proper support is provided to schools (fiscal and other resources), the DOE requires schools to review and update their data as necessary to reflect accurate services provided to MLLs/ELLs and former ELLs (for up to 2 years after testing out).

Please review the checklist below and the accompanying spreadsheets (if applicable) and update data as necessary. Schools are encouraged to review all students' data in STARS and ATS on a regular and ongoing basis, to ensure accurate programming. In order to facilitate this process, below is a checklist of items to review.

For more information, review the relevant sections of the [Policy and Reference Guide for MLLs/ELLs](#).

Review and Update Items in ATS

1. Identify students who have a home language other than English but do not have English language acquisition needs and should not take the NYSITELL. These students are not considered ELLs. This includes general education students (via the in-depth interview) and students entering with IEPs whose NYSITELL-eligibility was determined by the Language Proficiency Team (LPT), principal, and superintendent.
 - ☐ **Next Steps:** Enter non-eligibility for the NYSITELL information into the [ELLO](#) screen.
2. Identify students who are entering NYC public schools and or were in a NYS public school within the past 2 years.
 - ☐ **Next Steps:** These students must have their NYSITELL and NYSESLAT information, if available (from the NYS public school outside of NYC DOE), entered into ATS; their MLL/ELL status will be automatically updated accordingly. Scores will change MLL/ELL status only for those students whose home language is other than English (HL code ≠ "NO").
3. Ensure all NYSITELL and Spanish LAB answer documents have been printed and scanned.
 - ☐ **Next Steps:** Review and address any potential NYSITELL scanning errors through the [RLCB](#) report in ATS. Review [NYSITELL InfoHub](#) for specific administration information, as necessary.
4. Identify students for whom an appeal on MLL/ELL status was requested within 45 days of enrollment as per the Re-Identification of MLL/ELL Status procedures. **Note:** For the 2020-21 school year, the appeal may be requested within 65 days for specific students.
 - ☐ **Next Steps:** Principals use the [RQSA](#) function in ATS to make the recommendation to reverse the MLL/ELL status; superintendents use the [RQGA](#) function to approve/disapprove.

5. Identify students whose SIFE status needs to be determined and updated.
 - ☐ **Next Steps:** Update the [BNDC](#) screen in ATS to indicate if student is a SIFE. SIFE status is only requested for newly admitted MLL/ELL students who have been in the US less than one year and are in grade 3 or above.
6. Identify students who do not have a home language code.
 - ☐ **Next Steps:** Enter the home language through [BIOU](#) or the [ELLO](#) screens based on the results of the Home Language Identification Survey. The HL code can be updated through the ELLO screen if the student is a new admit after July or a readmit after being out of NYC DOE schools for more than 2 years. If the home language code was entered in error, please contact your [B/CO director of MLLs/ELLs](#).
 - ☐ **Next Steps:** Once the HLIS is formally administered, make sure to update the HLIS flag in the ATS BIOU screen to "Y".
7. Identify number of teaching assistants/ instructional paraprofessionals working under a licensed bilingual teacher and/or ENL teacher.
 - ☐ **Next Steps:** Update [BNDC](#) in ATS. If there are no teaching assistants or paraprofessionals in this category, type zero (0) on the respective lines in [BNDC](#).
8. Identify students whose parent selection / ELPC information has not been entered.
 - ☐ **Next Steps:** Answer questions and update [ELPC](#) in ATS based on the initial parent survey completed within 10 school days of enrollment. **Note:** The identification and placement timeline has been extended to 30 school days for specific students. For these students, initial parent choice must be entered within 40 school days of enrollment.

Review and Update Items in STARS

9. Ensure all MLLs/ELLs and former ELLs who tested out within the past 2 years have been scheduled for a minimum of ENL as per SED's CR Part 154 mandates. Students who obtain commanding (tested out within the past 2 years) should be scheduled for integrated ENL OR one of the options outlined in the [Alternative Pathways for Former ELLs](#).
 - ☐ **Next Steps:** Update STARS for any student who is receiving ENL but has not been scheduled for ENL in STARS.
 - ☐ Schools should review all MLLs/ELLs and former ELLs' STARS programming data to ensure full compliance with SED regulations.
 - ☐ See [STARS wiki](#) for more information. For ENL, see [Programming English Language Learners in STARS](#). For bilingual programs, see [School Programs - Bilingual Programs](#).
10. Identify students who are enrolled in a bilingual program (dual language or transitional bilingual education).

- ☐ **Next Steps:** If your school offers a dual language (DL) or transitional bilingual education (TBE) program, you will need to first create the program in [STARS](#).
- ☐ Once the program is set up, you will need to place the students in the program. MLLs/ELLs (and non-ELLs in dual language programs) must be placed in the program in STARS if they are served in a bilingual program.
- ☐ See [STARS online wiki](#) for more information. For ENL, see [Programming English Language Learners in STARS](#). For bilingual programs, see [School Programs - Bilingual Programs](#).

School Forms

- [Comprehensive Education Plan: LAP, Title III template](#)
- [ELL Identification Forms](#)
- [Other Forms](#)
- [Parent Notification Letters](#)
- [Transfer Request and Authorization Forms](#)


Comprehensive Education Plan: LAP, Title III template

Samples of Language Allocation Policy and Title III template forms are linked below. Schools should refer to the [Policy and Reference Guide InfoHub](#) to access fillable versions of the forms.

- [Language Allocation Policy \(LAP\) Template](#)
- [Title III Template](#)

Language Allocation Policy (LAP) Template

Please refer to the [Guided LAP Template](#) for a fillable version of the form. All Language Allocation Policy resources are available on the [Language Allocation Policy InfoHub](#).



**SCHOOL YEAR 2020-21
LANGUAGE ALLOCATION POLICY:
UPDATES GUIDE**

District Borough Number (DBN)	<input style="width: 95%;" type="text"/>
School Name	<input style="width: 95%;" type="text"/>
Principal	<input style="width: 95%;" type="text"/>

Title III Template

Please refer to the [Title III Plan template](#) for a fillable version of the form. All Title III related resources can also be found on the [Policy and Reference Guide InfoHub](#).



SCHOOL YEAR 2020-21 TITLE III PLAN TEMPLATE

+

District Borough Number (DBN)	<input type="text"/>
School Name	<input type="text"/>
Principal	<input type="text"/>

ELL Identification Forms

- [Parent/Guardian Home Language Identification Survey](#)
- [HLIS Individual Interview Sample Questions Grades K-1](#)
- [HLIS Individual Interview Sample Questions Grades 2-5](#)
- [HLIS Individual Interview Sample Questions Grades 6-8](#)
- [HLIS Individual Interview Sample Questions Grades 9-12](#)
- [Language Proficiency Team \(LPT\) NYSITELL Determination Form](#)
- [NYS ELL Transfer Request Form](#)

Parent/Guardian Home Language Identification Survey

Please refer to the [Home Language Identification Survey](#) for a fillable version of the form. Translations are available on the [Parent Notification Letters InfoHub page](#).

NYC
Department of
Education
Chancellor Richard A. Carranza

Parent/Guardian Home Language Identification Survey

TO BE COMPLETED BY SCHOOL PERSONNEL
Please do not place student information sticker on this form.

District: Borough: School Number: Date:

Student Last Name: Student First Name:

Student ID: Grade: Official Class:

Relationship of Person Providing Information from Survey (check one):
☐ Mother ☐ Father ☐ Guardian ☐ Self (Student – 18 years or older) ☐ Other (Specify)

MANDATED INTERVIEW WITH STUDENT AND PARENT
(Interview must be in English and, if applicable, the parent's preferred language)

☐ English ☐ Specify Home Language

Print full names and titles of trained pedagogue(s) conducting interview in English and home language with student and parent:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If an interpreter other than the above pedagogue(s) is used, print full name and title or relationship to student, if applicable:

☐ Check here if over-the-phone Translation & Interpretation Unit services were used in lieu of school-based personnel.

TWO-LETTER OTELE ALPHA CODE:

NYSITELL ELIGIBILITY
Print full name and title of trained pedagogue determining NYSITELL eligibility (if student has an IEP, indicate date the *Language Proficiency Team NYSITELL Determination Form* was sent to the Language Proficiency Team). NOTE: Only students whose home language is other than English are eligible for NYSITELL-eligibility determination.

Signature: Date:

Eligible for NYSITELL testing: ☐ YES ☐ NO

☐ Check here if this student has an IEP.

Date Language Proficiency Team NYSITELL Determination Form was sent to LPT:

FURTHER SIFE SCREENING
Is the student eligible for further SIFE screening? (OTELE Code must be other than "NO"): ☐ Yes ☐ No

Home Language Identification Survey June 2020 1



Dear Parent or Guardian,

In order to provide your child with the best education possible, we need to determine how well he or she understands, speaks, reads, and writes English. In order to keep you informed, we would like to know your language preference when receiving important information from the school. Your assistance in answering the questions below is greatly appreciated. Thank you.

PART 1. NYSITELL ELIGIBILITY

This information provided below will be used along with other information provided to determine your child's home language and eligibility for the New York State Identification Test for English Language Learners (NYSITELL). Check (V) the box that applies. If another language is used, please specify.

1. What language(s) does the child understand? ☐ English ☐ Specify Other Language _____
2. What language(s) does the child speak? ☐ English ☐ Specify Other Language _____
3. What language(s) does the child read? ☐ English ☐ Specify Other Language _____ ☐ Does not read
4. What language(s) does the child write? ☐ English ☐ Specify Other Language _____ ☐ Does not write
5. What language is spoken in the child's home or residence most of the time? ☐ English ☐ Specify Other Language _____
6. What language does the child speak with parents/guardians most of the time? ☐ English ☐ Specify Other Language _____
7. What language does the child speak with brothers, sisters, or friends most of the time?
☐ English ☐ Specify Other Language _____
8. What language does the child speak with other relatives or caregivers (e.g., babysitters) most of the time?
☐ English ☐ Specify Other Language _____

PART 2. PRIOR EDUCATIONAL INFORMATION

Responses to these questions will be used for instructional planning. Enter the information for each of the following questions concerning your child.

1. Is this the first time the child has attended a school in the United States? ☐ Yes ☐ No If NO, answer questions below:
 - Where did he/she go to school? _____
 - How long did he/she attend school? _____
 - How many hours each day? _____
 - How many years of school did he/she attend? _____
 - Which language was used for instruction? _____
 - Has there ever been a time when your child missed school for an extended time? If yes, please describe. _____
2. Has the child attended school in another country? ☐ Yes ☐ No If YES, answer questions below:
 - Where did he/she go to school? _____
 - How long did he/she attend school? _____
 - Which language was used for instruction? _____
3. Did the child participate in any group experience prior to entering school (e.g., daycare, pre-school)?
☐ Yes ☐ No If YES, what language was used? _____
4. Does the child use any other form(s) of communication, such as American Sign Language or Augmentative Communication Device (e.g., communication board-manual/electronic)?
☐ Yes ☐ No If YES, specify: _____

PART 3. PARENT INFORMATION

Responses to these supplementary questions will be used so that the NYC Department of Education can communicate with you in the language of your choice.

1. In what language would you like to receive written information from the school? _____
2. In what language would you prefer to communicate orally with school staff? _____

Parent/Guardian Signature _____ Date _____

HLIS Individual Interview Sample Questions Grades K-1

The following sample questions may be used during the ELL Identification Process. They are provided by the New York State Education Department and were created by practitioners in the field.

New York State Education Department

CR Part 154 ELL Identification Process

Individual Interview Sample Questions

Grades K-1

Student Name: _____ Date: _____

1. What is your name?
2. How old are you?
3. Can you tell me about someone in your family?
4. What do you like to do with your friends?
5. What shows do you like to watch on TV?
6. What foods don't you like? Why?
7. How is a dog different from a cat? How is a dog the same as a cat?
8. What is your favorite story? Can you tell me about it?
9. What would you do if you fell down and hurt your knee?

HLIS Individual Interview Sample Questions Grades 2-5

The following sample questions may be used during the ELL Identification Process. They are provided by the New York State Education Department and were created by practitioners in the field.

New York State Education Department

CR Part 154 ELL Identification Process

Individual Interview Sample Questions

Grades 2-5

Student Name: _____ Date: _____

1. What is your name?
2. How old are you?
3. When is your birthday? What would you want to do on your next birthday?
4. What is your favorite game? Tell me how to play it.
5. What do you like to do with friends and family?
6. What foods don't you like? Why?
7. How is a banana different from an orange? How is a banana the same as an orange?
8. What is your favorite story? Can you tell me about it?
9. If you could have one wish, what would it be? Why?

HLIS Individual Interview Sample Questions Grades 6-8

The following sample questions may be used during the ELL Identification Process. They are provided by the New York State Education Department and were created by practitioners in the field.

New York State Education Department

CR Part 154 ELL Identification Process

Individual Interview Sample Questions

Grades 6-8

Student Name: _____ Date: _____

1. What is your name?
2. Where do you live?
3. Please tell me about someone in your family.
4. What do you like to do on the weekends?
5. What shows do you like to watch on TV?
6. What kind of music do you not like to listen to?
7. How is a television different from a computer? How is a television the same as a computer?
8. Tell me about a special place you have been to. What made it special?
9. Your best friend is crying. What would you do?

HLIS Individual Interview Sample Questions Grades 9-12

The following sample questions may be used during the ELL Identification Process. They are provided by the New York State Education Department and were created by practitioners in the field.

New York State Education Department

CR Part 154 ELL Identification Process

Individual Interview Sample Questions


Grades 9-12

Student Name: _____ Date: _____

1. What is your name?
2. Where do you live?
3. Tell me about a special person in your life.
4. What kind of stories do you like to read?
5. What is your favorite TV show? Why?
6. What job would you never want to do? Why?
7. How is a car different from a motorcycle? How is a car the same as a motorcycle?
8. Tell me something I might not know about the place you were born.
9. What would you do if there was a fire in the house?

Language Proficiency Team (LPT) NYSITELL Determination Form

Please refer to the [Language Proficiency Team \(LPT\) NYSITELL Determination Form](#) for a fillable version of the form. All LPT resources, included translations are available on the [Language Proficiency Team Resources InfoHub](#).



**EQUITY &
EXCELLENCE
FOR ALL**

Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

Language Proficiency Team (LPT) NYSITELL Determination Form

DIRECTIONS
This form is completed and kept in the student's cumulative record as well as in the school's recordkeeping location. If the final determination is to NOT administer the NYSITELL, enter this information into the ELLO screen in ATS. If the final decision is to administer the NYSITELL, print the NYSITELL answer document through the RLBA function in ATS.

Student's Full Name: (Enter Student Name) Date of Initial Enrollment/Reentry: (Enter Date)
DBN: (Enter DBN) Principal's Name: (Enter Principal's Name)

Name and Titles of Language Proficiency Team

Name: (Enter Name)	Title: (Enter Title)	Name: (Enter Name)	Title: (Enter Title)
Name: (Enter Name)	Title: (Enter Title)	Name: (Enter Name)	Title: (Enter Title)
Name: (Enter Name)	Title: (Enter Title)	Name: (Enter Name)	Title: (Enter Title)

LPT Recommendation (Check One)

☐ Student should take the NYSITELL (Stop here; does not need to proceed)
☐ Student should not take the NYSITELL

Date of LPT Recommendation: (Enter Date) Date sent to Principal: (Enter Date)

Principal Determination (Check One)

☐ Student should take the NYSITELL (Stop here; does not need to proceed)
☐ Student should not take the NYSITELL

Date of Principal Determination: (Enter Date) Principal's Signature: _____
Date sent to Superintendent: (Enter Date) Superintendent Signature: _____
Date of letter sent to parent notifying parent of status: (Enter Date)

Superintendent Determination (Check One)

☐ Student should take the NYSITELL
☐ Student should not take the NYSITELL


Date of LPT recommendation: (Enter Date) Date sent to Principal: (Enter Date)

Date of final status notification sent to parent: (Enter Date)
Date entered into ELLO screen (in ATS): (Enter Date)
Code entered into ELLO screen (check one): ☐ A ☐ B ☐ C ☐ D

LPT form
July 2020
1

NYS ELL Transfer Request Form

For a fillable version of this form, please refer to the [Policy & Reference Guide InfoHub](#).



**EQUITY &
EXCELLENCE
FOR ALL**

Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

New York State Transfer ELL Data Request Form

As per Commissioner's Regulation (CR) Part 154, for students coming from a NYS public school (outside of the NYC DOE), upon enrollment, the NYC DOE school must contact the sending NYS public school to obtain home language designation, NYSITELL (or LAB-R), NYSESLAT, and if applicable, 3-8 ELA Exam or ELA Regents results. This data and related documents must be placed in the student's cumulative folder and entered into designated ATS screens. The data request must be made for any student entering a NYC DOE school (grades K-12) who has been enrolled in a NYS public school within the previous 2 years. Send this completed form to ELLTransfersNYS@schools.nyc.gov.

Current DOE school: Contact at current DOE school:

NYS SCHOOL DISTRICT INFORMATION

Name of NYS School District that was contacted:

Date information received from the NYS public school:

Name of NYS school district contact:

Title of NYS school district contact:

Phone number of NYS school district contact:

STUDENT INFORMATION

Name of Student: Date of Birth:

Student ID: Current Grade:

SIFE status: ☐ Yes ☐ No

Which program was the student served in while in the last NYS public school:

☐ ENL ☐ Dual Language ☐ Transitional Bilingual Education ☐ Student is not an ELL

Which program did the parent select while in the last NYS public school?

☐ ENL ☐ Dual Language ☐ Transitional Bilingual Education ☐ Student is not an ELL

Exam	Most Recent Overall Proficiency Level	Most Recent Test Date	Tested Grade (the grade the student was in when this test was administered)	Total Score	Reading Score	Writing Score	Speaking Score	Listening Score
LAB-R	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NYSITELL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NYSESLAT	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grade 3-8 ELA exam or ELA Regents	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional Information Comments:

NYS Transfer ELL Data Request Form

August 2020

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Other Forms

- [Bilingual Opening/Adjustment Forms](#)

Bilingual Opening/Adjustment Forms

Please refer to the [Bilingual Education Program Opening and Adjustment Protocols](#) on the on the [Policy & Reference Guide InfoHub](#) for fillable versions of these forms:

- Opening New Bilingual Program (TBE/DL) Request Form
- Bilingual Program (TBE/DL) Adjustment Request Form


EQUITY & EXCELLENCE FOR ALL
Department of Education
Chancellor Richard A. Carranza

Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

OPENING NEW BILINGUAL PROGRAM (TBE/DL) REQUEST FORM

Step 1: Schools interested in opening any type of bilingual program should email the following request form to their B/CO Director of MLLs/ELLs cc'ing DML@schools.nyc.gov with the subject line "New Bilingual Program Request" **before June 30th of the preceding school year.**

Step 2: The B/CO Director of MLLs/ELLs, in collaboration with the Superintendent, must sign and submit to DML@schools.nyc.gov prior to July 31st of the preceding school year.

A. School Information

DBN: Click or tap here to enter text.

School Name: Click or tap here to enter text.

Principal's Name: Click or tap here to enter text.

Principal's Phone: Click or tap here to enter text.

Principal's Email: Click or tap here to enter text.

School Contact's Name and Email (if different than principal): Click or tap here to enter text.

B. Proposed Program Model Type

Model (check all that apply): ☐ Dual Language (DL) ☐ Transitional Bilingual Education (TBE)

Second/Target Language: Click or tap here to enter text.

Anticipated Open Date: Click or tap here to enter text.

Are sufficient teachers identified for this program(s)? ☐ Yes ☐ No

Would you like information from Department of Human Capital (DHC) on subsidized bilingual grants that provide low cost bilingual extensions? ☐ Yes ☐ No

Parent Notification Letters

Samples of the following parent notification letters are linked below. Schools should refer to the [Parent Notifications InfoHub](#) to access translations or fillable versions of the letters to share with families.

- [ELL Parent Survey and Program Agreement](#)
- [Entitlement Letter](#)
- [Continued Entitlement Letter \(after NYSESLAT\)](#)
- [Non-Entitlement Letter \(after NYSESLAT\)](#)
- [Exit/Non-Entitlement Letter \(after NYSITELL\)](#)
- [Placement Letter \(After Parent Survey\)](#)
- [Default Program Placement Letter/Letter Not Returned From Parent](#)

ELL Parent Survey and Program Agreement

Please refer to the [ELL Parent Survey and Program Agreement](#) for a fillable version of the form. Translations are available on the [Parent Notification Letters InfoHub](#).



Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

ELL Parent Survey and Program Agreement

School District/Borough/Number (6-digit) Student ID: Today's Date:
Your child (Enter Full Name) who is enrolled in grade (Enter grade) at (Enter School Info) has been identified as entitled to receive English language learner (ELL) services (bilingual education and/or English as a new language).

There are 2 types of bilingual education programs:

- In **dual language (DL)** programs, students are taught in two languages: English and their home language, such as Spanish, Chinese, or French, among others. The goal of this program is for students to be able to read, write, and speak in both English and their home language. In dual language classes, the home language and English are used equally. Even after your child is no longer an English language learner, he/she will remain in the program to continue to learn in and develop both languages. This program includes an English as a new language class.
- **Transitional bilingual education (TBE)** programs include reading, writing, and other classes in English and in your child's home language. As students' English improves, time spent learning in English increases and time spent learning in the home language decreases. Once your child is no longer identified as an English language learner, he or she will exit the program. This program includes an English as a new language class.

All ELLs receive the following:

- In **English as a new language (ENL)** programs, students are provided instruction in English with support in the students' home language so that your child can learn to read, write, and speak English. Students in this program can come from many different language backgrounds, and English may be the only common language among them.

If there are not enough students to create a bilingual education program at the school in which the student is enrolled, you may be eligible for transportation to a school within the district that has such a program (in accordance with guidelines established by the Office of Pupil Transportation). If there is no bilingual education program available, your child will be placed in an English as a new language program. If there is a bilingual program available in your school, your child will be placed in that program unless you choose to opt out of the bilingual program. **ENL is mandated and you may not opt out of ENL as per New York State Education Department.**

SCHOOL COMPLETES THIS SECTION

Step 1: ELL Program Availability

The following ELL programs are currently available at this school:

- ☐ English as a new language program (ENL)
☐ Transitional bilingual education (TBE)
☐ Dual language program (DL)

☐ The following TBE and DL programs are available in this district:
(Please refer to the latest bilingual programs list posted on the [Infohub](#).)

School DBN	Program Type (TBE, DL, both)	Language	Grade(s)	Address

Step 2: Provisional Placement

Your child has been provisionally placed in:

- ☐ English as a new language only program (ENL)
☐ Transitional bilingual education (TBE)
☐ Dual language program (DL)

PARENT COMPLETES THIS SECTION (STEPS 3-5)

Step 3: Parent Agreement

Please complete the following (check **ONE**):

I have received ELL program information and:

- ☐ accept my child's placement in a **transitional bilingual education** (TBE) program.
- ☐ accept my child's placement in a **dual language** (DL) program.
- ☐ I am exercising my right to place my child in an **English as a new language** (ENL) program.
- ☐ I understand that currently there is no bilingual program in my school, and I understand that my child will receive ENL only. However, I would like to be placed on **a list** so that when there is enough students to form the bilingual program, my child will be placed in that bilingual program. I want my child to remain in this school.
- ☐ I understand that currently there is no bilingual program in my school, and I understand that my child will receive ENL. However, I would like to request a **bilingual transfer**. I understand that before my child is transferred, I will receive more information on where the bilingual program is and if there are available seats. Once I receive the information, I will grant final authorization to proceed with the transfer. *(NOTE: Principal will initiate bilingual program transfer)*

Step 4: Parent Information

- ☐ I have read all information above and I understand that if I do not return this form by **(Enter Date)** my child may be placed in a bilingual program (transitional bilingual education or dual language) at the current school. Otherwise, my child will be placed in an English as a new language (ENL) program at the current school.

Parent/Guardian Name:

Address:

Telephone:

Alternate Telephone:

Email Address:

Signature:

Date:

Step 5: Parent Survey

The New York City Department of Education considers your participation in your child's education a key to his or her success. This survey is crucial in confirming that you have received all of the information you need to select the appropriate ELL program for your child as you make your selection. Please fill out the form completely and return it to (Enter name and title of contact) at your school.

1. Did you receive information on the dual language, transitional bilingual education and English as a new language (ENL) programs available in your child's school and/or other schools in the district?

☐ Yes

How was the information presented?

- ☐ School orientation
☐ Phone call
☐ One-on-one Meeting
☐ Other (Please Explain)

☐ No

What was the reason for not receiving the information?

- ☐ It was not offered
☐ It was offered but I could not attend
☐ Other (Please Explain)

Was another date/time offered to you?

- ☐ Yes
☐ No

2. Did you view the parent orientation video in your preferred language of communication?

☐ Yes

☐ No

Were you offered an interpreter?

- ☐ Yes
☐ No

3. Did you have the opportunity to ask questions and receive answers about the different programs available for your child?

☐ Yes

☐ No

4. Were you informed that your child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of students with the same home language and grade level (if the parents have chosen a bilingual program)?
☐ Yes ☐ No
5. Were you informed that if there are not sufficient students to form a bilingual program in your school, you have the option of transferring your child to another school in the district that has a Dual Language and/or Transitional Bilingual Education program; and if you choose not to transfer your child, he or she will remain at the school and be placed in an ENL program?
☐ Yes ☐ No
6. Were you informed that your child's placement is for the entire school year? |
☐ Yes ☐ No
7. Were you informed that staying in the same program that you select until your child is no longer entitled to receive services would help your child succeed?
☐ Yes ☐ No
8. Were you informed that your child would be placed in an age-appropriate class for no longer than ten days until his or her service needs are identified?
☐ Yes ☐ No

Step 6: School Certification (To be completed by school officials)

I certify that I have reviewed the above information and that the parent or guardian is fully informed regarding ELL programs and the student has been placed in the appropriate program and in accordance with CR Part 154 as outlined in the NYC DOE's Policy and Reference Guide for MLLs/ELLs. I have accurately entered this information into the ELPC screen in ATS.

Print Name: _____


Print Title: _____

Signature: _____

Date: _____

Entitlement Letter

Please refer to the [Entitlement Letter](#) for a fillable version of the form. Translations are available on the [Parent Notification Letters InfoHub](#).



EQUITY & EXCELLENCE
FOR ALL

Division of Multilingual Learners
 Mirza Sánchez-Medina
 Deputy Chief Academic Officer

Entitlement Letter

Date:

Dear :

Based on your responses to the Home Language Identification Survey completed at registration and the results of an individual interview, your child, , was tested on using the New York State Identification Test for English Language Learners (NYSITELL). The results of the NYSITELL determine your child's level of English language proficiency and eligibility to receive English Language Learner (ELL) services. Your child scored at the level on the NYSITELL (see explanation below). This entitles your child to receive English Language Learner (ELL) services in a Bilingual Education program, or an English as a New Language program.

- **Entering (Beginning):** The student has great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
- **Emerging (Low Intermediate):** The student has some dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
- **Transitioning (Intermediate):** The student shows some independence in advancing his or her academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
- **Expanding (Advanced):** The student shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.

It is important that you attend the **parent orientation** so that you can learn about the different English Language Learner programs and services that are available for your child.

In New York State, schools are required to hold orientations for families of newly enrolled ELLs to inform parents and guardians about the different ELL programs available in their schools or district. At the orientation, you will receive information and materials in your home language about ELL programs and you will be able to ask questions about ELL services, with assistance from an interpreter, if needed. At the end of the orientation, you will fill out an ELL Parent Orientation Checklist to confirm that you have the information needed to make decisions for your child. In addition, you will also receive an ELL Student Placement form that will allow you to make a final decision regarding the services that your child will receive. This information will be made available in your home language.

If you believe your child's ELL status should be reviewed and / or reassessed, contact .

name) at (Enter phone number) at your earliest convenience to further discuss this matter. **You must make this contact within 45 days of your child's enrollment in school if you want your child's ELL status to be reviewed or reassessed.**

The parent orientation will be held as follows:

Date: [REDACTED]

Time: [REDACTED]

Location: [REDACTED]

Please arrive early so that we can be sure to start on time. If you cannot attend this orientation, please call (Enter contact name) at (Enter phone number) to schedule an appointment to discuss ELL programs available for your child. We look forward to a successful academic year for your child in our school.


Should you have any questions concerning your child's program, please contact (Enter contact name) at (Enter phone number).

Sincerely,

Principal

Continued Entitlement Letter (after NYSESLAT)

Please refer to the [Continued Entitlement Letter \(after NYSESLAT\)](#) for a fillable version of the form. Translations are available on the [Parent Notification Letters InfoHub](#).


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Department of Education
Chancellor Richard A. Carranza

Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

Continued Entitlement for English Language Learner Services

Date

Dear Parent/Guardian:

This spring your child, , was not administered the New York State English as a Second Language Achievement Test (NYSESLAT) due to the COVID-19 outbreak. This exam determines students' English language proficiency. As a result, your child shall continue to receive services in school year 2020-21 based on his or her school year 2019-20 level of English language proficiency.


In 2019-20, your child's level of English language proficiency was , indicating that your child continues to be eligible to receive English Language Learner (ELL) services as mandated by Commissioner's Regulations Part 154.

Your child is entitled to remain in the bilingual education or English as a New Language program in which he or she is currently enrolled. Studies have shown that once you select a program you should try not to change it unless it is necessary to do so. If a student remains in one program and is not switched from one to another, the continuity may lead to greater success.

If you have any questions, please contact at . We look forward to helping your child develop his or her English skills.


Sincerely,

Principal

Continued Entitlement Letter after NYSESLAT
June 2020


Exit/Non-Entitlement Letter (after NYSESLAT)

Please refer to the [Exit/Non-Entitlement Letter \(after NYSESLAT\)](#) for a fillable version of the form. Translations are available on the [Parent Notification Letters InfoHub](#).



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Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

Exit/Non-Entitlement Letter

Date

Dear Parent/Guardian:

As an English language learner (ELL), your child, participated in a program. This spring your child was not assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine your child's English language proficiency due to the COVID-19 outbreak.

This letter is to inform you that your child has exited ELL status by scoring at the Expanding level on the 2019 NYSESLAT and scoring 65 or above on the January 2020 English Language Arts Regents Exam.

Based on these results, your child is now a former ELL. As a former ELL, your child is entitled to receive two years of former ELL services and two years of testing accommodations on assessments.

The former ELL services selected for your child is based on his/her progress and academic needs. Your child will receive the following service:

- ☐ Option A: Small-group learning
- ☐ Option C: Project-based learning
- ☐ Option D: A minimum of 90 minutes per week of integrated ENL
- ☐ Option E: Scheduled for Advanced Placement class (high school only)


Your child's teacher will keep you updated on his/her progress. Please feel free to contact Enter contact name at Enter phone number to make an appointment to speak with your child's teacher.

Sincerely,

Principal

Exit/Non-Entitlement Letter (after NYSITELL)

Please refer to the [Exit/Non-Entitlement Letter \(after NYSITELL\)](#) for a fillable version of the form. Translations are available on the [Parent Notification Letters InfoHub](#).


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Department of Education
Chancellor Richard A. Carranza

Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

Non-Entitlement Letter (After NYSITELL)

Date:

Dear

Based on your responses to the Home Language Identification Survey completed at registration and the results of an individual interview, your child, was tested on using the New York State Identification Test for English Language Learners (NYSITELL). The results of the NYSITELL determine his or her level of English language proficiency and eligibility to receive English Language Learner (ELL) services.

Your child scored at the "Commanding / Proficient" level on the NYSITELL, indicating that he or she is English language proficient and is not an ELL. Therefore, your child is not required to receive ELL services. Please keep this letter for your records. The school will maintain a copy in your child's cumulative record.

If you believe your child's ELL status should be reviewed and / or reassessed, contact at your earliest convenience to further discuss this matter. You must make this contact within 45 days of your child's enrollment in school if you want your child's ELL status to be reviewed or reassessed.

If you have any further questions, please contact at .

Sincerely,

Principal

Placement Letter (After Parent Survey)

Please refer to the [Placement Letter \(After Parent Survey\)](#) for a fillable version of the form. Translations are available on the [Parent Notification Letters InfoHub](#).

[SCHOOL LETTERHEAD]

Placement Letter

Date:

Dear Parent/Guardian:

Based on your child's entitlement as an English Language Learner (ELL) and your response to the *Parent Survey and Program Selection Form*, your child, has been placed in a Program. Participation in this program will be for the entire school year.

Your child's continued entitlement will be determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which will be administered in the spring. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs.

We are looking forward to a productive academic year for your child in our school. Should you have any questions concerning your child's program options, please contact at .

Sincerely,

Default Program Placement Letter/Letter Not Returned From Parent

Please refer to the [Placement Letter \(After Parent Survey\)](#) for a fillable version of the form. Translations are available on the [Parent Notification Letters InfoHub](#).

[School Letterhead]

Default Program Placement Letter/Not Returned from Parent

Date:

Dear Parent/Guardian Name,

You were recently provided with a *Program Survey and Program Selection Form* asking you to select the type of ELL program into which you prefer your child to be placed:

- Dual Language (DL)
- Transitional Bilingual Education (TBE)
- English as a New Language (ENL)

You were asked to return the form to (Enter Name) by (Enter Date). As of the date of this letter, there is no record of the form being returned or any indication of program choices made.

School checks one box

☐ As per the information on the Program Survey and Program Selection Form, your child (Enter Student's Name) has been placed in (Enter Program Model). As per New York State's Commissioner's Regulations Part 154, not selecting an ELL program is the equivalent of selecting a bilingual program. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to ELL services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics state tests and are more academically successful than those who alternate between different programs.

☐ As per New York State's Commissioner's Regulations Part 154, not selecting an ELL program is the equivalent of selecting a bilingual program. However, at the current time, due to insufficient numbers, our school only has ENL, which is the program your child was placed into. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to ELL services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs. However, you have the right to request a transfer to another school within our district if a bilingual program exists and there are available seats.

If you have any questions regarding the placement of your child in this program please contact (Enter Contact's Name) at (Enter Phone number).

Sincerely,
 Signature
 Enter Name and Title
 Date

Default Program Placement Letter June 2020 1


Transfer Request and Authorization Forms

Samples of the following transfer request and authorization forms are linked below. Schools should refer to the [Transfer Request and Authorization Forms InfoHub page](#) to access translations or fillable versions of the forms to share with families.

- [Family Request for ELL Transfer](#)
- [Family Authorization for ELL Transfer](#)

Family Request for ELL Transfer

Please refer to the [Family Request for ELL Transfer](#) for a fillable version of the form. Translations are available on the [MLL Transfer Request and Authorization Forms InfoHub](#).


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Department of Education
Chancellor Richard A. Carranza

Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

Family Request for English Language Learner (ELL) Transfer

Student Name: Student ID:

Student DOB:

This form is only to be used for a family to indicate their interest in requesting a transfer. This form alone is not sufficient to effectuate an ELL transfer.

Families who would like a Dual Language and/or Transitional Bilingual Education program as noted on the Parent Program & Survey Selection form, but whose current school does not have a bilingual program and does not have the sufficient students to form a bilingual program in that school, have the right to request a transfer to a different school that has that program.

Schools must explain to families that yellow bus service may not be available, and transportation will be arranged per the [Office of Pupil Transportation](#) guidelines.

Families must check the following to indicate their understanding and authorization.

- ☐ I verify that the school informed me they do not have a bilingual program that I requested on the Parent Program & Survey Selection form.
- ☐ I acknowledge that even though the school does not have a Dual Language or Transitional Bilingual Education program, the school has advised me of its obligation to provide English as a New Language (ENL) instruction.
- ☐ I authorize the school to request, on my behalf, a transfer to a school with a bilingual program. I retain the right to make a final decision whether to transfer, if and when a transfer is granted and after the new school is identified.
- ☐ I understand that transportation may not be available to the new school and will only be provided per the [Office of Pupil Transportation](#) guidelines.
- ☐ I am only willing to travel:

☐ Within 2 mile radius of my home
☐ Within 10 mile radius of my home
☐ Anywhere

☐ Within 5 mile radius of my home
☐ Within the borough where I live

PARENT/GUARDIAN INFORMATION AND SIGNATURE

Parent/Guardian Name:

Address (with apartment #)

Daytime Phone Number:


Evening Phone Number:

Signature: _____ Date:

Family Request for ELL Transfer
June 2020
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Family Authorization for ELL Transfer

Please refer to the [Family Authorization for ELL Transfer](#) for a fillable version of the form. Translations are available on the [MLL Transfer Request and Authorization Forms InfoHub](#).



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Department of
Education
Chancellor Richard A. Carranza

Division of Multilingual Learners
Mirza Sánchez-Medina
Deputy Chief Academic Officer

Family Authorization for English Language Learner (ELL) Transfer

This form is only to be used if an ELL transfer has been approved by the B/CO Director of Multilingual Learners/English Language Learners, the Division of Multilingual Learners and the Family Welcome Center.

Student Name: Student ID (OSIS):

Student DOB:

Dear Family,

According to our records, you indicated an interest in a Dual Language and/or Transitional Bilingual Education program on the Parent Program & Survey Selection form. An investigation was conducted, and it has been determined that your current school does not have a bilingual program and does not have the sufficient students to form a bilingual program in that school.

It has been determined that there is a seat available at for your child.

Please note that yellow bus service may not be available, and transportation will be arranged in accordance with the guidelines established by [Office of Pupil Transportation](#). You should call the new school to find out about transportation, if any.

Families must check the following to indicate their understanding and authorization. Families must be permitted to consider the transfer placement and either reject or accept the placement.

☐ I have been informed of the new school placement at . I understand that I have the right to accept the placement and enroll in the new school, or reject the placement and stay at the current school.

☐ I understand that transportation may not be available to the new school and will only be provided in accordance with the guidelines established by the [Office of Pupil Transportation](#).

☐ I understand that if I reject the new placement, my child will receive English as a New Language (ENL) instruction at the current school , and not a Dual Language /Transitional Bilingual Education program.

☐ I have been given an opportunity to consider the new school placement, and I choose to:

☐ Accept the placement and enroll in the new school.

☐ Reject the placement and remain in the current school.

Parent/Guardian Information and Signature

Parent Name:

Address (with apartment #):

Daytime Telephone Number:

Evening Telephone Number:

By signing below, you are authorizing the decision to accept or reject the opportunity to place your child in a school with a Dual Language / Transitional Bilingual Education program.

Signature: _____ Date:

Family Authorization for ELL transfer

June 2020

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The New York City Department of Education

52 Chambers Street

New York City, NY 10007

Phone: (718) 935-2000

<https://www.schools.nyc.gov>