



Bilingual/ENL Coordinators' Meeting

October 22, 2020

<https://www.esbooces.org/lirbern>



[@LIRBERN](https://twitter.com/LIRBERN)



YouTube

<https://www.youtube.com/c/lirbern>



Agenda

9:00 - Introductions & Welcome Back

9:15 - Adelphi Clinically Rich Intensive Teacher Institute

9:30 - New Waivers for ELLs from NYSED

10:00 - CR Part 154 CEEP

11:00 - break

11:15 - Breakout Groups

11:45 - Debrief



L.I. RBERN Service Request Form

<https://www.esbooces.org/Page/2857>





Adelphi University Clinically Rich Intensive Teacher Institute (CR-ITI)

Dr. Ming-Hsuan Wu

ELL Identification Timeline Waiver

<http://www.nysed.gov/bilingual-ed/forms-and-waivers>

- Allows school districts with **149 or fewer *English Language Learners (ELLs)*** or districts where ELLs make up less than ten percent (10%) of the district's total student population to have 30 school days at the start of the 2020-21 school year to complete the ELL identification process.
 - After this period all school districts, including those who receive the waiver, will be required to complete identification within 10 school days of new students' enrollment as usual.
 - The waiver does not exempt districts from administering the ELL identification process.
- PDF sample of the *ELL Identification Timeline Waiver* form: This will allow you to view all the questions and sections of the online form, prior to submitting responses online.

Parent Waiver for Remote Learning Students

<http://www.nysed.gov/bilingual-ed/parent-notification-resources>

- For parents with children in remote-only instruction. **Parent(s) submit waiver to the school .**
- Grants parents a temporary waiver of the NYSITELL.
- Such students will remain provisionally identified pursuant to the HLQ and individual interview, both of which may be conducted remotely
- When fully remote instruction ceases because the parent or district switches to an in-person or hybrid setting, the student must take the NYSITELL within 10 school days.
- Students who are provisionally identified may receive ELL services in accordance with NYSED's previous guidance and progress monitoring, but may not be reported as ELLs.
- Must be ***maintained*** in the student's record for a ***minimum of three years***.

CR Part 154 Comprehensive ELL Education Plan

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

- ❖ Available in the NYSED Business Portal: portal.nysed.gov
- ❖ 2020-2021 is an update year
- ❖ ALL CEEPs must be kept on file in the District office and available for review upon request by NYSED
- ❖ Data/Information Reports are not required this year
- ❖ ***Due Date: December 15, 2020***

CR Part 154 CEEP: Statement of Assurances

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

- #1 - Initial Identification: includes verbiage referencing flexibility on the 10 day identification timeline
- #2 - Annual English Language Assessment: recognizes cancellation of the 19-20 NYSESLAT and asks districts to respond in accordance with the normal procedures
- #3 - 17 - no major changes

CR Part 154 CEEP: Statement of Assurances

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#18 - Describe any changes or updates to the CEEP submitted in October 2019. Including:

- Demographics of the district
- Bilingual or ENL programs that have opened or closed
- Recently developed relationships with Institutions of Higher Education, Community Based Organizations, etc.

CR Part 154 CEEP: 2019-2020 Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#19 - How is your district ensuring that more vulnerable student groups, such as ELLs, are receiving rigorous academic instruction during this time of remote, in person and/or hybrid learning? Please select from the following choices:

- a) Instruction in all classrooms support integrated content and language development while strategically moving ELLs toward English language proficiency
- b) Schools consistently collect and analyze data from multiple sources (e.g. teacher/student conferencing, feedback, peer focus groups) to monitor the learning
- c) Outreach and support systems for parents of ELLs are established with consistent sharing of student's progress (i.e. weekly, biweekly or monthly)
- d) Other (explain)

CR Part 154 CEEP: 2019-2020 Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#20 - How is attendance being tracked in an asynchronous and synchronous learning environment? Research evidence shows that missing 10 percent of the school year—about 18 days—negatively affects a student’s academic performance. Please select from the following choices:

- a) Teacher takes attendance at the beginning/end of each remote learning session
- b) Students log into a portal and confirm attendance
- c) Student work/project submissions count towards attendance
- d) Other (explain)

CR Part 154 CEEP: 2019-2020 Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#21 - What strategies and measures are being used to promote consistency in the attendance of ELLs who are chronically absent and at risk due to excessive absences?

- a) The school's staff member (teacher or assigned member) contacts each individual family as needed (i.e. daily, weekly, by-weekly).
- b) The school provides mentors for chronically absent students to ensure improved attendance practices and engage parents to support best practices.
- c) Other (explain)

CR Part 154 CEEP: 2019-2020 Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#22 - What progress monitoring tools are being used to track the progress of ELLs in your district?

22a - How is your district using data gathered through the progress monitoring tool to inform decisions about appropriate levels of at-risk intervention or advanced course opportunities?

CR Part 154 CEEP: 2019-2020 Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#23 - How many ELLs (as of October 1, 2020) in your district have opted for the following?

	Number of ELLs
ELLs in fully remote learning environment:	
ELLs in person learning environment:	
ELLs in a hybrid learning environment:	
ELLs in remote learning for whom the parent filed a waiver for the NYSITELL:	
Totals:	

CR Part 154 CEEP: 2019-2020 Update

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

#24 - What are some challenges your district is facing in providing hybrid and remote learning for ELLs?

- a) Students access to technology and internet
- b) Active student participation and/or engagement
- c) Other (explain)



~ Break ~

Breakout Sessions

When you enter breakout sessions, discuss the following questions. Decide on one individual to report during the debrief.

1. What are some things that you've learned during the school reopening this fall?
2. What challenges did you face in supporting your ELLs during reopening?
3. What solutions have you found to meet those challenges?
If you haven't discuss possible solutions with the group.