

ELLs PARENT VIDEO SCRIPT **(Program Orientation Video)**

NEW YORK STATE EDUCATION DEPARTMENT
OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
AND THE NEW YORK STATE BOARD OF REGENTS

PRESENTS:

ENGLISH LANGUAGE LEARNER PROGRAMS IN NEW YORK STATE

WELCOME TO NEW YORK STATE PUBLIC SCHOOLS. WE HAVE OVER 2.6 MILLION STUDENTS AND OVER 214,000 ENGLISH LANGUAGE LEARNERS BETTER KNOWN AS ELLs AND/OR MULTILINGUAL LEARNERS. IN OUR SCHOOL SYSTEM, THE LINGUISTIC DIVERSITY OF OUR FAMILIES MAKES UP OVER 200 LANGUAGES.

IN ORDER TO MEET THE NEEDS OF OUR DIVERSE COMMUNITY, NEW YORK STATE HAS AN OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES.

THE MISSION OF THE OFFICE IS TO ENSURE THAT ENGLISH LANGUAGE LEARNERS ATTAIN THE HIGHEST LEVEL OF ACADEMIC SUCCESS AND LANGUAGE PROFICIENCY AND ARE ABLE TO MEET THE STANDARDS SET FORTH BY THE STATE. WE STRIVE TO MAKE CERTAIN THAT ALL STUDENTS' INDIVIDUAL EDUCATIONAL PATHS AND SOCIO-EMOTIONAL NEEDS ARE MET IN MULTIPLE LANGUAGES LEADING THEM TO COLLEGE AND CAREER READINESS.

WE BELIEVE THAT ALL STUDENTS SHOULD RECEIVE AN EDUCATION THAT PREPARES THEM TO GRADUATE FROM HIGH SCHOOL AND GO ON TO COLLEGE AND/OR PURSUE A CAREER.

WE KNOW THAT INFORMED PARENTS ARE THE BEST ADVOCATES FOR THEIR CHILDREN. THE OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES IS COMMITTED TO SUPPORT YOU AS YOU RESEARCH WHAT OUR SCHOOLS CAN OFFER YOUR CHILD.

YOUR CHILD HAS TAKEN AN ENGLISH LANGUAGE ASSESSMENT AND HAS BEEN IDENTIFIED AS AN ENGLISH LANGUAGE LEARNER: A STUDENT WHOSE PRIMARY OR HOME LANGUAGE IS OTHER THAN ENGLISH AND IS ENTITLED TO ADDITIONAL SUPPORT IN SCHOOL TO LEARN THE ENGLISH LANGUAGE HE OR SHE NEEDS TO BE SUCCESSFUL.

IN NEW YORK STATE, SCHOOLS ARE REQUIRED TO HOLD ORIENTATIONS FOR FAMILIES OF NEWLY ENROLLED ENGLISH LANGUAGE LEARNERS TO INFORM YOU OF THE DIFFERENT PROGRAMS AVAILABLE IN YOUR CHILD'S SCHOOL AND/OR DISTRICT. AT THIS ORIENTATION, YOU WILL RECEIVE PROGRAM INFORMATION AND MATERIALS IN YOUR PRIMARY OR HOME LANGUAGE. YOU WILL ALSO BE GIVEN THE OPPORTUNITY TO ASK AND RECEIVE ANSWERS TO YOUR QUESTIONS. THIS ORIENTATION SESSION WILL GIVE YOU A BETTER UNDERSTANDING OF THE PROGRAMS THAT YOUR CHILD IS ENTITLED TO.

AS AN ENGLISH LANGUAGE LEARNER, YOUR CHILD HAS THE RIGHT TO CERTAIN INSTRUCTIONAL SERVICES THAT SUPPORT HIM OR HER ACADEMICALLY AS WELL AS IN LEARNING ENGLISH AND HIS OR HER PRIMARY OR HOME LANGUAGE.

IN THE SPRING OF EACH YEAR, YOUR CHILD WILL RECEIVE AN ENGLISH LANGUAGE ASSESSMENT. THIS ASSESSMENT WILL MEASURE THE PROGRESS THAT YOUR CHILD IS MAKING IN SPEAKING, LISTENING, READING AND WRITING IN ENGLISH. IN ADDITION, IT ALSO DETERMINES WHETHER OR NOT YOUR CHILD CONTINUES TO BE AN ENGLISH LANGUAGE LEARNER, AND IF SO, THE AMOUNT OF ADDITIONAL SUPPORT YOUR CHILD WILL CONTINUE TO RECEIVE. THIS INFORMATION CAN BE OBTAINED BY ASKING YOUR CHILD'S TEACHER.

LET'S LOOK AT THE PROGRAMS THAT ARE AVAILABLE TO HELP YOUR CHILD LEARN ENGLISH AND BECOME BILINGUAL IN NEW YORK STATE.

THERE ARE GENERALLY TWO PROGRAMS AVAILABLE. EACH PROGRAM OFFERS YOUR CHILD THE ABILITY TO BE SUCCESSFUL IN SCHOOL, ENDING WITH HIGH SCHOOL GRADUATION, AND OPENING DOORS TO FUTURE OPPORTUNITIES.

THE TWO PROGRAMS ARE:

BILINGUAL EDUCATION

ENGLISH AS A NEW LANGUAGE (ENL)

THERE ARE GENERALLY TWO TYPES OF BILINGUAL EDUCATION PROGRAMS THAT YOUR SCHOOL MAY OFFER YOU. ONE IS CALLED A TRANSITIONAL BILINGUAL EDUCATION PROGRAM AND THE OTHER IS CALLED EITHER A ONE WAY OR TWO WAY DUAL LANGUAGE PROGRAM.

NOW LET'S TAKE A LOOK AT THE FEATURES OF A

TRANSITIONAL BILINGUAL EDUCATION PROGRAM

TRANSITIONAL BILINGUAL EDUCATION PROGRAMS OFFER STUDENTS OF THE SAME PRIMARY OR HOME LANGUAGE THE OPPORTUNITY TO LEARN TO SPEAK, UNDERSTAND, READ, AND WRITE IN ENGLISH WHILE CONTINUING TO LEARN CONTENT AREAS SUCH AS SCIENCE AND MATH IN THEIR PRIMARY OR HOME LANGUAGE.

THE STUDENTS' PRIMARY OR HOME LANGUAGE IS USED TO HELP THEM PROGRESS ACADEMICALLY IN ALL CONTENT AREAS WHILE THEY ACQUIRE ENGLISH.

IN THE BEGINNING, AT MINIMUM 60% OF THE INSTRUCTION MAY BE IN THE STUDENTS' PRIMARY OR HOME LANGUAGE, WHILE 40% IS IN ENGLISH.

OVER TIME, INSTRUCTION IN ENGLISH INCREASES GRADUALLY UNTIL THE STUDENT HAS ACQUIRED THE MANDATED LEVEL OF ENGLISH PROFICIENCY AND IS READY TO TRANSITION INTO AN ENGLISH MONOLINGUAL SETTING.

THE ULTIMATE GOAL OF A TRANSITIONAL BILINGUAL EDUCATION PROGRAM IS FOR STUDENTS TO TRANSITION TO A MONOLINGUAL ENGLISH CLASSROOM SETTING.

EVEN THOUGH THE AMOUNT OF INSTRUCTION IN ENGLISH YOUR CHILD RECEIVES WILL INCREASE OVER TIME, THERE WILL ALWAYS BE PRIMARY OR HOME LANGUAGE INSTRUCTION ALLOWING YOUR CHILD THE OPPORTUNITY TO DEVELOP BILINGUALLY.

IF YOU WANT YOUR CHILD TO CONTINUE IN A TRANSITIONAL BILINGUAL EDUCATION PROGRAM, YOU CAN INFORM THE SCHOOL OF YOUR DECISION.

NOW LET'S TAKE A LOOK AT

ONE WAY OR TWO WAY DUAL LANGUAGE PROGRAMS

DUAL LANGUAGE PROGRAMS SEEK TO OFFER STUDENTS THE OPPORTUNITY TO BECOME BILINGUAL, BILITERATE, AND BICULTURAL WHILE IMPROVING THEIR ACADEMIC ABILITY.

IN THE ONE-WAY DUAL LANGUAGE PROGRAM MODEL, STUDENTS WHO COME FROM THE SAME PRIMARY OR HOME LANGUAGE AND OR BACKGROUND HAVE THE OPPORTUNITY TO BE BILINGUAL OR MULTILINGUAL. THE TEACHER OR TEACHERS PROVIDE INSTRUCTION IN BOTH ENGLISH AND THE PRIMARY OR HOME LANGUAGE SIMULTANEOUSLY.

THE TWO WAY DUAL LANGUAGE PROGRAM INCLUDES BOTH NATIVE ENGLISH SPEAKERS AND ENGLISH LANGUAGE LEARNERS. THE TEACHER OR TEACHERS PROVIDE INSTRUCTION IN BOTH LANGUAGES, WHICH AFFORDS STUDENTS FROM TWO DIFFERENT HOME LANGUAGES THE OPPORTUNITY TO BE BILINGUAL OR EVEN MULTILINGUAL AND MULTICULTURAL.

IN THE MAJORITY OF DUAL LANGUAGE PROGRAMS, THE STUDENTS RECEIVE HALF OF THEIR INSTRUCTION IN THEIR PRIMARY OR HOME LANGUAGE AND THE REMAINDER OF THEIR INSTRUCTION IN THE TARGET LANGUAGE, THE LANGUAGE THAT THEY ARE LEARNING. HOWEVER, THERE ARE OTHER TIME CONFIGURATIONS THAT EXIST. FOR EXAMPLE IN A 90% TO 10% MODEL, A GREATER PERCENTAGE OF THE INSTRUCTION IS IN THE TARGET LANGUAGE OTHER THAN ENGLISH AND DECREASES OVER TIME UNTIL REACHING 50% TO 50%.

STUDENTS LEARN TO SPEAK, READ, AND WRITE IN TWO LANGUAGES, AND ALSO LEARN ABOUT OTHER CULTURES WHILE DEVELOPING STRONG SELF-ESTEEM AND DIVERSE LANGUAGE SKILLS.

RESEARCH HAS SHOWN THAT STUDENTS IN DUAL LANGUAGE PROGRAMS OFTEN SCORE AT OR ABOVE GRADE LEVEL IN BOTH ENGLISH AND THE OTHER LANGUAGE.

EVEN WHEN YOUR CHILD REACHES PROFICIENCY* ON THE STATE LANGUAGE ASSESSMENT THAT IS ADMINISTERED IN THE SPRING OF EACH YEAR, HE OR SHE REMAINS IN THE DUAL LANGUAGE PROGRAM.

NOW THAT WE HAVE DISCUSSED THE BILINGUAL PROGRAMS, LET US EXPLORE THE ENGLISH AS A NEW LANGUAGE (ENL) PROGRAM THAT IS ALSO AVAILABLE TO YOUR CHILD.

IN AN ENGLISH AS A NEW LANGUAGE (ENL) PROGRAM, YOUR CHILD WILL BE WITH STUDENTS OF DIVERSE LANGUAGES. HE OR SHE WILL

- LEARN TO SPEAK, UNDERSTAND, READ AND WRITE ENGLISH
- LEARN ACADEMICS (LIKE SCIENCE, MATH, SOCIAL STUDIES, LANGUAGE ARTS) IN ENGLISH, WITH A TEACHER WHO IS SPECIALLY TRAINED IN ENL THEORIES AND STRATEGIES, AND THE USE OF SUPPORTS THAT WILL HELP YOUR CHILD LEARN ENGLISH.
- USE HIS OR HER PRIMARY OR HOME LANGUAGE AS A VEHICLE TO HELP LEARN ENGLISH.

IN THIS PROGRAM, ONCE YOUR CHILD REACHES PROFICIENCY* ON THE STATE LANGUAGE ASSESSMENT, HE OR SHE WILL EXIT THE ENL PROGRAM AND WILL CONTINUE IN THE MONOLINGUAL ENGLISH SETTING

IT IS IMPORTANT TO NOTE THAT ALL PROGRAMS INCLUDING THE BILINGUAL PROGRAMS OFFER ENL INSTRUCTION.

ONCE YOUR CHILD HAS ACHIEVED PROFICIENCY*, HE OR SHE IS ENTITLED TO RECEIVE ADDITIONAL SUPPORTS FOR AN ADDITIONAL TWO YEARS.

*The "Commanding" level on the NYSESLAT

ALL PROGRAMS (WHETHER THEY ARE BILINGUAL OR ENL) TEACH YOUR CHILD ENGLISH, AND USE THE PRIMARY OR HOME LANGUAGE FOR EITHER INSTRUCTION OR SUPPORT.

IF THE PROGRAM YOU WANT IS NOT AVAILABLE AT YOUR CHILD'S SCHOOL, YOU MAY ASK FOR A TRANSFER TO A SCHOOL IN YOUR DISTRICT THAT OFFERS THAT PARTICULAR PROGRAM. IF THE PROGRAM DOES NOT EXIST IN YOUR DISTRICT, AND THERE ARE SUFFICIENT STUDENTS WHO SPEAK THE SAME PRIMARY OR HOME LANGUAGE TO FORM A CLASS, THEN THE DISTRICT MUST WORK WITH THE COMMUNITY TO PROVIDE THE PROGRAM. AT MINIMUM, ALL SCHOOLS MUST PROVIDE ENL.

STUDIES HAVE SHOWN THAT ONCE YOU SELECT A PROGRAM, YOU SHOULD TRY NOT TO CHANGE IT UNLESS IT IS NECESSARY TO DO SO. WHEN A STUDENT REMAINS IN ONE PROGRAM AND IS NOT SWITCHED FROM ONE TO ANOTHER, THE CONTINUITY MAY LEAD TO GREATER SUCCESS IN SCHOOL.

MANY SCHOOLS OFFER ADDITIONAL SUPPORT PROGRAMS. TALK TO THE STAFF IN YOUR CHILD'S SCHOOL FOR SPECIFIC INFORMATION ABOUT AFTER OR BEFORE SCHOOL, AND SUMMER PROGRAMS DESIGNED FOR ENGLISH LANGUAGE LEARNERS AS WELL AS SPECIFIC INTERVENTIONS IF YOUR CHILD NEEDS THEM.

SCHOOLS AND DISTRICTS ARE REQUIRED TO PROVIDE PARENTS WITH LANGUAGE ASSISTANCE IN ORDER TO COMMUNICATE EFFECTIVELY WITH THE SCHOOL OR DISTRICT STAFF. IF NEEDED, PLEASE ASK FOR TRANSLATION OR INTERPRETATION SERVICES.

REMEMBER, YOU ARE YOUR CHILD'S BEST ADVOCATE! KNOW YOUR RIGHTS, ASK QUESTIONS, AND ACQUIRE INFORMATION AND RESOURCES SO THAT YOU CAN MAKE INFORMED DECISIONS.

YOUR CHILD IS ENTITLED TO RECEIVE AN EDUCATION THAT WILL PREPARE HIM OR HER TO GRADUATE HIGH SCHOOL AND GO ON TO COLLEGE AND/OR PURSUE A CAREER.

THE NEW YORK STATE EDUCATION DEPARTMENT WISHES YOU THE BEST AS YOU MAKE IMPORTANT DECISIONS FOR YOUR CHILD'S ACADEMIC FUTURE!