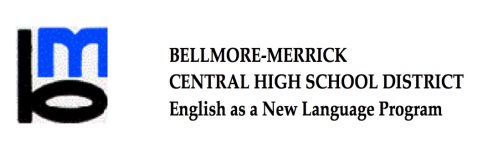
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**To: My Ramily**

**From: Enrique Montes**

**Re: The world of ENL (ELL Population, English as a New Language (ENL) Program, Terminology, Accommodations, Proficiency Levels**

**Date: September 4, 2015**

It’s so good to walk the hallways in this building!

The purpose of this memo is to apprise you of our ***English Language Learner (ELL) population***, as well as our ***obligations, testing procedures and accommodations*** for these students. Should you have any questions or concerns about any of the following information, please do not hesitate to contact me or our two great colleagues, Denise Schleith or Charlotte Hayes.  Please save this memo as it contains useful information that you should refer to. Your cooperation, patience, and understanding are greatly appreciated as we strive to improve the experience of our English Language Learners.

Some of you have been asking for helpful tips on dealing with our ELLs. At the bottom of this memo you will find some useful ideas on how to better communicate and make them feel welcome in your classroom. Something to keep in mind is that some students may be going through a “silent” period in which they’re absorbing what’s around them. Be respectful of this. In some ways, language acquisition of an ELL is the same as a baby when they go through their listening stages.

**PERTINENT TERMINOLOGY:**

**ELL =** *English Language Learner* = the student

**ENL =** *English as a New Language* = the subject

**LEP =** *Limited English Proficient* = classification in eSchool (green check for current ELLs)

**NYS LEGAL TESTING ACCOMMODATIONS FOR ALL EXAMINATIONS:**

* **Bilingual Dictionaries/Electronic translators and Word-to-word content glossaries**
* **“Double time plus” ~ students can have unlimited time as long as they are working productively**

***Additional Accommodations for State Examinations:***

* **Separate Location**
* **Third Reading of Listening Sections**
* **Simultaneous Use of English and Alternative Language Editions for State examinations** (*other than* the English exam)

**EXTRA TIME OPTIONS**

**All ELLs should start regular tests/quizzes in their classroom during regular class time.   Options for extra time completion include:**

1. With classroom teacher during extra help
2. With ENL teacher during extra help
3. Testing room during student’s free period

**NEW NYS PROFICIENCY LEVELS as of  2015-2016:**

**(4) Commanding** (formerly Proficient)

**(3) Expanding** (formerly Advanced)

**(2) Transitioning** (formerly Intermediate)

1. **Emerging** (new category)

**(0) Entering** (formerly Beginner)

Please be aware that the **Supreme Court ruled in Plyler v. Doe, 457 U.S. 202 (1982)** that public schools are prohibited from denying immigrant students access to a public education.  As a direct result, the following is **PROHIBITED BY LAW**: Asking a student or their parents about their immigration status, discriminating against students based on their residency/immigration status, and barring an undocumented student from attending school.

***We look forward to working with you all very closely this year to improve the experience of our English Language Learners.  :)***

**BMCHSD ENL Department Staff:**

**Enrique Montes,** District Chairperson for World Languages & ENL

**Charlotte Hayes,** MAMS ENL Teacher

**Denise Schleith,** MAMS ENL Teacher

**Heather Glick,** Calhoun ENL Teacher

**Mae Angeles,** Calhoun ENL Teacher

**SUGGESTIONS FOR WORKING WITH ELLs**

* Encourage ELLs to use their **dictionary** and **content-specific glossary** in class as well as during tests!
* Encourage ELLs to use their **extended (double+) time**!
* Encourage students to attend **extra help**.
* If there is an academic issue, **CALL HOME.**Nearly all ELLs have an English speaking contact.  If you require more information, please don’t hesitate to ask me.
* Find out if there are any other students in your class that may speak the same language as the ELL and pair them together.  Or, pair an ELL with an academically strong student.
* Trust the ELLs’ State-determined proficiency level since social language and academic language are very different.
* Be aware of the speed of your speech, your use of idioms, and your vocabulary.  Limit your sentences to a few words and use basic vocabulary when it is clear a student does not understand.
* Give class notes, and utilize and model with gestures, pictures, graphic organizers and other visuals.
* Ask Yes/No questions.
* Check for understanding.  If a student says they understand but you are not convinced that they do, ask them to explain the directions or concept back to you.
* Give ELLs additional “wait time” to respond.
* Repeat, paraphrase, and emphasize important words and concepts.
* Write or spell words that ELLs do not understand while listening.
* Smile and make eye contact with the student; even a simple “Hello” can help make them feel more comfortable.
* Encourage students to share information about their culture with the class, as relevant.
* Compliment and utilize a student’s discovered strength.
* Teaching academic vocabulary specific to your subject is always helpful.
* Keep an eye out for discrimination, especially with regard to race or mocking accents.
* Encourage your ELLs to increase their class participation as the year progresses.
* Communicate with us!