

Board of Education Policy

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Board of Education believes that students, who by reason of foreign birth or ancestry have limited English proficiency (referred to herein as “English Language Learners” or ELLs), will be more effective learners of both the language and the curriculum if they are identified early and provided with age-appropriate instruction in English. The district will therefore take steps to identify ELL students and provide ELL students with an appropriate program of English as a New Language.

Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that students are:

1. screened to determine if the student is an ELL, in accordance with Parts 117 and 154 of the Commissioner's Regulations, a process that will include interviews and assessments and will assign each ELL student to the appropriate subpopulation (Entering, Emerging, Transitioning, Expanding and Commanding);
2. identified, as appropriate, as an ELL student with a disability;
3. annually evaluated to determine continued ELL eligibility. Included in the evaluation shall be each student's performance in English language proficiency and academic progress in content areas;
4. assured of access to appropriate instructional and support services, including guidance programs within the timeframes provided by Commissioner’s Regulations; and
5. assured of having equal opportunities to participate in all school programs and extracurricular activities as non-ELL students.

The Superintendent shall be responsible for ensuring that the Commissioner of Education is provided with all information required under the Commissioner's Regulations and that the district provides appropriate school-related information to the parents (or persons in parental relation) of ELL students in English, or when necessary, in the language they best understand.

The District will provide an orientation program annually for parents of newly enrolled ELL students. In addition, the District will meet individually with ELL parents at least once a year to discuss the goals of the ELL program, and their child’s language development (in both their native language and English), in addition to regular parent/teacher meetings.

In addition, the Superintendent shall ensure that all teachers employed for any English as a New Language program are properly certified in accordance with the Commissioner's Regulations and that all staff receive appropriate professional development on ELL students.

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Reference: Education Law §3204
English Acquisition, Language Enhancement, and Academic Achievement Act, 20
USC §§6801 et seq.
Equal Educational Opportunities Act of 1974, §§201 et seq.,
20 U.S.C. §§ 1701 et seq.
8 NYCRR §§80-2.9; 80-2.10;; 117; Part 154
Lau v. Nichols, 414 U.S. 563 (1974)
Rios v. Read, 480 F. Supp. 14 (1978)
Cintron v. Brentwood UFSD, 455 F.Supp 57 (1978)
Aspira of New York v. Board of Educ. (City of New York), 394 F.
Supp. 1161 (1975)

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