



Central Islip Union Free School District

Board of Education & School District Policy Book

50 Wheeler Rd. | Central Islip | N.Y. | 11722

(631) 348-5000

<https://www.centralislip.k12.ny.us>

Section	Section Title	Type
4000	Instruction	Local
Policy	Policy Title	
4326	Limited English Proficiency Instruction	

The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency, will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The district will therefore make every effort to ensure that English Language Learners (ELLs) or limited English proficient (LEP) students are provided with an appropriate program of transitional bilingual education (TBE) or free-standing English as a second language program. This policy will reflect the Board's commitment to transitional bilingual education as an effective vehicle to ELL/LEP students' full access to equal education.

The document entitled "Language Allocation Policy Plan" which will be adopted by the Board of Education, shall guide the Board's new Bilingual Program initiatives. The principal goals of the "Language Allocation Policy Plan" are to ensure that ELL/LEP students obtain the maximum benefit from educational instruction and achieve an early and effective transition into the regular classroom curriculum.

POLICY: The Central Islip School District, reinforcing CR Part 154, requires that the English Language Learner (ELL/LEP) shall be enrolled and participate in the Transitional Bilingual Educational program for: (a) a period of three years; or (b) until such time as the student achieves a level of English language skills (proficient) which enables the student to perform successfully in classes in which instruction is conducted only in English, whichever occurs first.

Students may not be transferred from the bilingual transitional educational (TBE) program to the general instruction program prior to the third year of enrollment unless: (a) the student has demonstrated a level of English language skills appropriate or proficient to his or her grade level on the New York State English as a Second Language Achievement Test (NYSESLAT) or (b) the

parent/guardian requests the transfer to the general program with English as a Second Language services.

RIGHTS OF STUDENTS: 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 whose language is other than English (ELL/LEP) are:

1. diagnostically screened for limited English proficiency, in accordance with Part 117 of the Commissioner's Regulations. Those students who according to their scores on the LAB-R or NYSESLAT are identified as ELL/LEP will be annually evaluated through the New York State English as a Second Language Achievement Test (NYSESLAT). Included in the evaluation shall be each student's performance in content areas to measure academic progress;
2. assured of access to appropriate instructional and support services, including guidance programs; and
3. entitled to participate in all programs including, but not limited to the following: transitional bilingual educational, free standing English as a second language; special education; early childhood, gifted; and state and federal Title I, program services, as well as extracurricular activities. These services shall be provided in the native language as appropriate while students are transitioning to English language proficiency. They are also entitled to space, equipment, and instructional materials and supplies, as well as access to all school funds, both local and categorical, at the same level of quantity and quality to ensure equity with students in the general program instruction.

NEW BILINGUAL PROGRAM INITIATIVES: As described in the "Language Allocation Policy Plan," the focus of the transitional bilingual educational program in the first year beginner students are expected to receive 60 percent of instruction in their native language and 40 percent in English, intermediate students are expected to receive 50 percent of instruction in their native language and 50 percent in English and advanced students are expected to receive 25 percent of instruction in their native language and 75 percent in English. As a student's English proficiency increases, more of his or her instructional day is spent learning English.

STUDENTS WITH DISABILITIES: Students with disabilities whose language is other than English are entitled to receive appropriate educational services. To this end, assessment and instructional practices will be linguistically and culturally appropriate for student assessment, promotion and graduation

decisions. The school shall use objectives that have been determined at the student's individualized education conference; bilingual personnel will participate in individualized education conferences. The Individualized Education Program (IEPs) developed and implemented should reflect the linguistic, cultural, and instructional needs of students; and , to the maximum extent appropriate, students will be placed in non-restrictive environments which provide for integration with nondisabled peers in bilingual classrooms.

EARLY CHILDHOOD PROGRAM: Children from non-English language backgrounds are eligible to participate in any early childhood program subject to specific program guidelines. An appropriate early childhood program for children from non-English language backgrounds includes and promotes instruction in the native language while the students are receiving English instruction. The curriculum and materials for ELL/LEP children should be the same as or comparable to those used for other children in early childhood programs.

INSTRUCTION ON THE HISTORY AND CULTURE OF STUDENTS IN THE TRANSITIONAL BILINGUAL EDUCATIONAL PROGRAM: To promote the positive self-esteem of students, the TBE program shall provide instruction of the student's history and culture as well as on the history and culture of the United States.

The Superintendent shall be responsible for ensuring that the Commissioner is provided with all information required under the Commissioner's regulations and that the district provides appropriate school-related information to the parents of *ELL/LEP students in English, or when necessary, in the language they understand. In addition, the Superintendent shall ensure that all teachers employed for any bilingual and/or ESL program are properly certified in accordance with the Commissioner's Regulations.

Adoption date: May 11, 2009

Reference:

Education Law §3204

Bilingual Education Act of 1974, §§701 et seq., 20 U.S.C. §§880b et seq.

Equal Educational Opportunities Act of 1974, §201 et seq.,

20 U.S.C. §§1701 et seq.

8 NYCRR §§80.9; 80.10; 117; 154 et seq.

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 (1974)