



Central Islip Union Free School District

Board of Education & School District Policy Book

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

Section	Section Title	Type
4000	Instruction	Exhibit
Policy	Policy Title	
4326-E.1	Notice of Right of Parents or Legal Guardians of Students in the Transitional Bilingual Program	

The Board supports the right of parents to appropriate participation in and access to all services of the Central Islip School District. The Board is committed informing parents or legal guardians of students in bilingual education, bilingual early childhood, and bilingual special education programs as to their rights. Specifically, parents or legal guardians of Central Islip School District students in bilingual programs shall be notified annually not later than 30 days after the beginning of the school year of the following:

1. the reasons their child was identified as ELL/LEP and in need of placement in a language instruction educational program;
2. the child's level of English proficiency, how the level was assessed and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language instruction;
4. how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
5. how the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grad promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from the program into the general program instruction;
7. the expected rate of graduation from high school for those students in the transitional bilingual educational program and the expected rate of graduation from high school of those students who do not enroll in the transitional bilingual educational program;
8. in the case of a child with a disability, how the program meets the objectives of the individualized educational program of the child;

9. the parents' or legal guardian's right to have their child immediately removed from his or her program upon the parents' or guardians' request;
10. the options that parents or guardians have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
11. assistance to parent or legal guardians in selecting among various programs and methods of instruction, if more than one program or methods are offered by Central Islip School District; and
12. the right of parents or legal guardians to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education.

In case of a student who is not identified as ELL/LEP prior to the beginning of the school year, the parents or legal guardians shall be notified of the rights listed above within two weeks of the student being placed in a transitional bilingual education program.*

SAMPLE PARENTAL NOTIFICATION PLACEMENT IN A LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

Dear Parent/Guardian:

Your child (insert child's name) has been identified as an English language learner (ELL) or limited English proficient (LEP) student in need of help to learn English and placement in a (insert name of program). We have determined (insert child's name) eligibility, and placed (him or her) in such a program based on (insert reasons).

(Child's name) is performing at (insert status of child's academic achievement). We have determined (his or her) level of English proficiency at (insert level) based on (insert how the district assessed that level).

We believe that placement in a (insert name of English instruction program) will help (insert child's name) both to learn English and increase his level of academic performance. Attached is a series of questions and answers we hope will help you better understand the program in which we have placed (insert child's name) and the benefits of that program.

The district will hold regular meetings at least twice a year for parents/guardians of English learners and we encourage you to attend. At those meetings, we will provide you with information that will help you to better understand the goals of your child's program, and assist you in ways to help (insert child's name). In between meetings we are always ready to listen and respond to any questions and recommendations you might have.

However, you should know that you have the right to:

1. request that (insert child's name) be immediately removed from the transitional bilingual education program;
2. decline (insert child's name) participation in the transitional bilingual education program or choose another available program or method of instruction, and
3. request assistance in selecting from among the various programs and methods of instruction available.

Specifically, you have the right to withdraw your child from participation in an instructional bilingual education program provided that you first meet with us to discuss the nature, purpose and educational value of the program. At a minimum, however, (insert child's name) must participate in a free-standing English as a second language program.

Also, if the school does not offer a bilingual education program, you have the option of transferring (insert child's name) to a school within the district which offers a bilingual education program. If you choose not to exercise this transfer option, then (insert child's name) shall be required to participate in a free-standing English as a second language program.

Whatever your decision, we encourage you to help (insert child's name) attain English proficiency and high academic achievement levels. Some ways in which you can do this include: (insert some examples).

If you have any questions about this notice or the attached information, please contact (insert the name of the Building Principal or the program's coordinator). All of us in the district look forward to working with you to help (insert child's name) improve (his or her) English and overall academic skills.

Sincerely,
Building Principal

Adoption date: May 11, 2009

Reference:

No Child Left Behind Act of 2001 (Public Law 107-110)

The University of the State of New York, 2001. The Guidelines for programs Under Part 154 of Commissioner Regulations for pupils with limited English proficiency. Albany, New York: State Education Department Office of Bilingual Education.