PARENT RIGHTS:
Advocating for ELLs/MLLs Success
New York University       Tuesday, October 22, 2019

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AGENDA

• NYSED initiatives for ELLs
• CR Part 154 (Amended) / ESSA
• NYSED Parents Bill of Rights
• Monitoring My Child’s Services
• Advocating for My Child’s Success:
  Parental Involvement
  NYS ELLs’ Parent Hotline and Website
• Finding Support / Resources
The New York State Office of Bilingual Education and World Languages (NYSED OBE-WL)
NYSED INITIATIVES FOR ELLS

- Commissioner’s Regulation
  (CR Part 154 – Amended)
- Blueprint for ELL Success
- New York State Parents Bill of Rights
- New York State ELLs’ Parent Hotline and Website
- Seal of Biliteracy
CR PART 154 (AMENDED)

CR Part 154 establishes the legal requirements for the education of English Language Learners (ELLs) in New York State. It is the regulation that governs services for ELLs that districts and schools must follow. On September 15, 2014, the NYS Education Department (NYSED) amended CR Part 154.
AREAS OF CR PART 154 REGULATION

- ELL Screening, Identification and Placement
- Parent Notification and Information
- Retention of Records
- ELL Program Placement
- Program Requirements
- Provision of Programs
- Program Continuity

- Grade Span
- Students with Disabilities
- ELL Exit Criteria
- Intervention Support for ELLs
- Former ELL Services
- Professional Development and Certification
- District Planning and Reporting Requirements
ESSA

Schools and Districts will be measured annually on these seven indicators:

1. Student Academic Achievement
2. Student Growth
3. Academic Progress
4. Graduation Rates
5. English Language Proficiency
6. Chronic Absenteeism (absent 18 days or more)
7. College, Career, and Civic Readiness

Schools will receive a rating level of 1-4 for each of these measures based on the performance for each subgroup of students.
PARENTS’ BILL OF RIGHTS FOR NEW YORK STATE’s ELLs/MLLs

Parents’ Bill of Rights for New York State’s English Language Learners and Strategies To Ensure Parent Rights Are Followed

(See Handout)

1. Speak with any of your child’s teachers, ENL/Bilingual teacher, school counselor, etc.
2. Speak with the ELL Coordinator
3. Speak with an Assistant Principal
4. Speak with the Principal
5. Contact the ELL Parent Hotline at 1-800-469-8224 or write to:
   New York State Education Department Office of Bilingual Education and World Languages
   • 55 Hanson Place, Room 594 Brooklyn, NY 11217
1. The right for your children to receive a free public education in the school district where you live, regardless of your or your children’s immigration status (e.g., whether your family members are citizens, immigrants, or undocumented) and the language that you or your children speak.

2. The right to enroll your children in school without being asked to provide information or paperwork which may reveal your or your children’s immigration status. You cannot be asked to provide a social security card or number, an immigration visa or visa status, or citizenship documents or citizenship status.

3. The right under federal law to have a qualified interpreter/translator in your preferred language for critical interactions with the school district.
4. The right to have your children in a Bilingual Education (BE) program when there are 20 or more grade-level students that speak the same home/primary language. [1]

5. The right to written notice in English and your preferred language that your children have been identified as ELLs and will be placed in a Bilingual Education or English as a New Language (formerly called English as a Second Language) program. [2]

6. The right to a high quality orientation session, provided by your school district, that focuses on state standards, tests, and school expectations for ELLs, as well as the program goals and requirements for Bilingual Education and English as a New Language. This orientation must occur before final school program placement, and must be in your preferred language.
7. The right to receive information about your children’s English language development, and also about their home language development if they are in a Bilingual Education program.

8. The right to meet with school staff at least once a year, in addition to other generally required meetings, to discuss your children’s overall learning and language development progress.

9. The right for your children to be placed in a Bilingual Education or English as a New Language program within 10 days of enrollment, and the right to opt out of a Bilingual Education program. At a minimum, your children must receive English as a New Language instruction.

10. The right for your children to transfer to another school in your district that offers Bilingual Education in your language, if your children’s original school does not offer such a program.
PARENTS’ BILL OF RIGHTS
FOR NEW YORK STATE’s ELLs

11. The right for your children to have equal access to all programming and services offered by the school district, appropriate to age and grade level including those required for graduation, and to all school programs available to other students.

12. The right for your children to receive all core content instruction, and to learn English and other subjects such as Reading/Language Arts, Math, Science, and Social Studies at the same academic level as all other children. Being entitled to ELL services does not limit the ability to get core content instruction.

13. The right for your children to have full access to extracurricular activities (afterschool clubs, sports, etc.). Being entitled to ELL services does not limit the ability to take part in extracurricular activities.

14. The right for your children to get support services (e.g., Academic Intervention Services) aligned with any intervention plans that the school/district provides to all students.
15. The right to have your children tested yearly to determine their English language progress, and to obtain information about your children’s performance on academic tests, including New York State tests.

16. The right to have your children continuously enrolled year to year in a Bilingual Education or English as a New Language program while they remain ELLs.

17. The right to contact the New York State Education Department’s Office of Bilingual Education and World Languages if any of the above rights have been violated.
MONITORING MY CHILD’S SERVICES

• **School:** Choosing a school
• **Program:** Bilingual (DL, TBE), ENL
• **Schedule:** Is your child receiving courses as prescribed by NYSED?
• **Instruction/Homework:** How challenging is the work?
• **Reports to parents:** Exam results, Entitlement/ Placement letters, Orientation meetings, Report Cards, Teacher Communications
• **Scores, English Proficiency level:** Do you know your child’s proficiency level? Scores on State exams? What do they mean?
MONITORING MY CHILD’S SERVICES

Looking at English Proficiency Levels (See Chart)

• Entering
• Emerging
• Transitioning
• Expanding (may exit if student attains 3 or 4 on ELA, or 65+ on the English Regents in the same school year)
• Commanding (Exit, receives two more years of support)
**WHAT SERVICES IS MY CHILD ENTITLED TO AS AN ELL/MLL? (See Handout)**

Your child is entitled to Bilingual Education (Transitional or Dual Language) and/or English as a New Language (ENL) services. Your child’s proficiency level determines the minutes of ELL services (class time) that he or she will receive each week. See chart below for specific minutes according to proficiency level.

- **Entering (Beginning)**
  - 360 minutes
  - 540 minutes
  - 1 Home Language Arts Course
  - Minimum of 2 bilingual content area subjects

- **Emerging (Low Intermediate)**
  - 360 minutes
  - 360 minutes
  - 1 Home Language Arts Course
  - Minimum of 2 bilingual content area subjects

- **Transitioning (Intermediate)**
  - 180 minutes
  - 180 minutes
  - Home Language Arts Course
  - Minimum of 1 bilingual content area subject

- **Expanding (Advanced)**
  - 180 minutes
  - 180 minutes
  - 1 Home Language Arts Course
  - Minimum of 1 bilingual content area subject

- **Commanding (Proficient)**
  
  A student at the Commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). A student at this level is no longer considered an ELL student, but is entitled to receive two years of Former ELL services.
EXIT CRITERIA

OPTION 1 –
Scoring at the Proficient/Commanding level on the NYSESLAT

OPTION 2 –
Scoring at the Advanced/Expanding level on the NYSESLAT,

-and-

- 3 or above on the NYS English Language Arts (ELA) assessment in the same year (Grades K-8) or
- 65 + on the Regents Exam in English (Grades 9-12)
NYSESLAT SCORES AND EXIT CRITERIA
GRADES 3-8

- **NYSESLAT: Commanding**
  - ELA: 2
  - MATH: 3
  - EXIT & qualify for 90 of ENL per week for 2 years

- **NYSESLAT: Expanding**
  - ELA: 3
  - MATH: 2
  - EXIT & qualify for 90 min of ENL per week for 2 years

- **NYSESLAT: Expanding**
  - ELA: 2
  - MATH: 3
  - ENL SERVICES

- **NYSESLAT: TRANSITIONING**
  - ELA: 3
  - MATH: 4
  - ENL SERVICES

- **NYSESLAT: EMERGING**
  - ELA: 2
  - MATH: 4
  - ENL SERVICES

- **NYSESLAT: EMTERING**
  - ELA: 2
  - MATH: 4
  - ENL SERVICES

- **NYSESLAT (EXIT 2 years ago)**
  - ELA 2
  - Math: 2
  - NO ENL SERVICES
NYSESLAT SCORES AND EXIT CRITERIA
GRDES 9-12

- **NYSESLAT: Commanding**
  ELA Regents ≤ 65  MATH ≤ 65
  EXIT & qualify for 90 of ENL per week for 2 years

- **NYSESLAT: Expanding**
  ELA Regents ≥ 65  MATH ≤ 65
  EXIT & qualify for 90 min of ENL per week for 2 years

- **NYSESLAT: Expanding**
  ELA Regents ≤ 65  MATH ≥ 65
  ENL SERVICES

- **NYSESLAT: Transitioning**
  ELA Regents ≥ 65  MATH ≥ 65
  ENL SERVICES

- **NYSESLAT: Emerging**
  ELA Regents ≥ 65  MATH ≥ 65
  ENL SERVICES

- **NYSESLAT: Entering**
  ELA Regents ≥ 65  MATH ≥ 65
  ENL SERVICES

- **NYSESLAT (EXIT 2 years ago)**
  ELA Regents ≤ 65  MATH ≤ 65
  NO ENL SERVICES
MONITORING MY CHILD’S SERVICE IN SCHOOL

• Contact child’s teacher and ask which skills are the most challenging for student

• If appropriate seek student support services such as counseling or school guidance to discuss ways to help the student be more successful.

• Discuss the student’s NYSESLAT score (Entering, Emerging, Transitioning, Expending or Commanding) and the services being provided.

• Ask the school how to receive regular reports on the child’s progress.
MONITORING/SUPPORTING MY CHILD PROGRESS AT HOME

• Read to your child in his or her home/primary language and/or English. Research shows that reading to your child in your home/primary language will help support English literacy skills.

• Tell stories to your child in your home/primary language. Talk about your own childhood or things you remember from the past.

• Show your child that you value your home/primary language. Speak to him or her in that language even if he or she responds in English.

• Get a library card for your child, go to the library, and borrow books in English or in your home/primary language, if available.

• Be sure to attend parent-teacher conferences scheduled by your school.

• Schedule an individual meeting with your child’s teacher to learn about specific ways that you can help your child succeed.
MONITORING/SUPPORTING MY CHILD PROGRESS AT HOME

• Schedule time every day for your child to do homework and, if possible, provide a quiet place, free from distractions, where he or she can work.

• Plan family outings to museums. Guides at the museum can help you navigate an exhibit with your child. In addition, museums often offer inexpensive and/or free enrichment classes after school or on weekends.

• In the United States, parents are an integral part of the education system. Ask your child’s teacher how you can participate.

• Know your rights. Please see the Parents’ Bill of Rights for New York State’s English Language Learner

• Review classwork and homework with the child to see how his/her skills are progressing.

For more details, go to:
Real-world examples that makes what they’re learning in English and math make more sense

Books that are both fiction and non-fiction

Writing assignments that require students to use evidence instead of opinion

Math homework that ask students to use different methods to solve the same problem

Source: EngageNY
READING IS THE FOUNDATION OF SUCCESSFUL LEARNING.

Parents can help children develop good reading habits.

- Make use of your public library.
- Once is not enough.
- I read to you, you read to me.
- Take control of the television.
- Create a special place in your home for your child to read, write and draw.
- Help your child see that reading is important.

Read more than just books.
SOME QUESTIONS TO ASK YOUR CHILD

Did you talk about anything you read in class today? Did you use evidence when you talked about what you read?

Did you learn any new words in class today? What do they mean? How do you spell them?

How did you use evidence in school today? Where did you get it?

How often did you use math today? How did you use it?

Source: EngageNY
BLUEPRINT FOR ENGLISH LANGUAGE LEARNERS’ (ELLs’) SUCCESS

Principle 1: All teachers are teachers of ELLs and need to plan accordingly by:

• Designing and delivering instruction that is culturally and linguistically appropriate;

• Providing integrated language and content instruction to support language development; and

• Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs.

• (See Handout for the 8 Principles)
The New York State Education Department’s Office of Bilingual Education and World Languages has determined that it is critical to have an informed, empowered community of parents, guardians and other persons in parental relation to ensure that all ELLs are well served. To that end, an **ELL Parent Hotline was created to provide parents, guardians and other persons in parental relation of ELLs with information** about their rights and services for their children pursuant to Commissioner’s Regulation 154. The Hotline also provides parents with a mechanism to inquire about their rights and the delivery of services.

- **The Parent Hotline number** is: **800-469-8224**
- **Email:** nysparenthotline@nyu.edu
FINDING SUPPORT

Organizations that can provide support and services:
• Education Advocacy Groups
• Non-Profit Organizations
• Community Based Organizations (CBOs)
• The New York City Health Department (vaccinations)

(See List Handout)
RESOURCES

• New York State Education Department:  www.nysed.gov
• NYSED Parent Engagement:  
• Engage NY  www.engagenewyork.org
• New York City Department of Education:  www.schools.nyc.gov
• New York State Statewide Language RBE-RN:  
  steinhardt.nyu.edu/metrocenter/rbern/
• Instructional Materials and Glossaries - Resources - NYU...  
  steinhardt.nyu.edu/metrocenter/resources/glossaries
Closing discussion

• What other information would be helpful to you?
• What other questions do you have?
Thank You

Bedankt
Merci
Hvala
Grazie
Gracias
Mèsi
Ευχαριστώ
谢谢
謝
谢
謝
شكراً
감사합니다 [kamsahamnida]
Obrigado!