

Instruction
English Learner Programs

The Amity Regional School District No. 5 (ARSD) Board of Education recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to rectify the English language deficiency in order to provide the student with equal access to its programs. Students in a language minority (LM) or who have limited English Proficiency (LEP) will be identified, assessed, and provided appropriate services. No child will be admitted to or excluded from any program based solely on surname or LM status.

The Board of Education believes that high-quality, comprehensive, and effective English as a Second Language (ESL) and bilingual education programs are essential to acquire English language proficiency and academic proficiency for students who are English Learners (ELs).

The Superintendent or his/her designee is directed to develop and implement procedures, consistent with the requirements of the Every Student Succeeds Act (ESSA) and the Connecticut State Department of Education (CSDE) ESSA plan which:

- Determine if a student is a potential EL student through adherence to the Home Language Survey Guidance and completion of the Home Language Survey (HLS).
- Administers the state-mandated English Language Proficiency (ELP) Screener when the review of the HLS results indicates the student may have a primary or home language other than English.
- Informs parents/guardians, in writing, if the results from the ELP assessment indicate the student is an EL.
- Implements English learners services for all identified students.
- Annually assess the English proficiency of all English learners students during the testing window using the state-mandated English language proficiency assessment.
- Monitor the progress of students receiving ESL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Provide parents with notice of and information regarding the instructional program as required by law and encourage parental appraisal of their child's program.

Instruction
English Learner Programs

Definitions

Language Minority (LM) refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's background and not on proficiency.

English Learner (EL) refers to an LM student whose proficiency in reading, writing, listening or speaking English is below that of grade and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English for Speakers of Other Languages (ESOL) refers to an instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

Bilingual Education refers to an instructional approach that explicitly included the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many LEP students share the same language and where qualified bilingual teachers are available.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their child will be provided with written, verbal or signed communication in a language they can understand.

Parents/guardians of students of limited English speaking ability shall be notified by mail that their child is eligible for enrollment in a bilingual, ESOL or English language services education program. The written notice shall include the information that the parents may choose to enroll their child into the program. Communications with parent/guardians of students in these programs shall be in writing, in both English and their primary speaking language.

Limited English proficient (LEP) students, including those also identified as requiring special education, who are in their first year of enrollment in a U.S. school and have been in attendance for one school year or less may be permitted to be exempt from one administration of the reading/language arts portion of the Connecticut mastery examinations. These students must take the Language Assessment Scales (LAS-Links). No such exemption is permitted, based on federal guidelines, from the mathematics and science assessments. Accommodations, as provided in classroom instruction may be used.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the Connecticut Alternate Assessment, regardless of the one school year exemption option.

Instruction
English Learner Programs

(cf. [6141.31](#) - Bilingual-Bicultural Education)

(cf. [6146.2](#) - Statewide Proficiency/Mastery Examinations)

(cf. [6162.31](#) - Test Exclusion)

Legal Reference: Connecticut General Statutes

[10 17](#) English language to be medium of instruction. Exception.

[10 17a](#) Establishment of bilingual and bicultural program.

[10 17d](#) Application for and receipt of federal funds.

[10 17e](#) Definitions.

[10 17f](#) Required bilingual education. (as amended by PA 98-168, PA 01-205 and June Special Session PA 15-5)

[10 17g](#) Application for grant. Annual evaluation report.

[10-76e](#) Definitions.

[10 146f](#) Waiver of certification requirements for bilingual teachers.

P.A. 99-211 An Act Improving Bilingual Education.

State Board of Education Regulations

[10 17h 1](#) to [10 17h 15](#). Programs of bilingual education.

Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education Amendments of 1974

Bilingual Education Act. 20 U.S.C. §§7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act.

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English Learner Programs

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Title III, Language Instruction for English Learners and Immigrant Students,
P.L. 114-95, ESSA, Sections 3001-3121

(20 U.S.C. 6812, 20 U.S.C. 6823