

## Instruction

### Limited English Proficiency Program (English Learners)

The Board of Education (Board) recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to support the student in becoming proficient in the English language and provide the student with equal access to its programs. Students whose native language is other than English will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from any program based solely on surname or English proficiency status.

The Board 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 learner students during the testing window using the state-mandated English language proficiency assessment. (Students can only exit EL status if they meet all EL exit criteria.)
- Monitor the progress of students receiving English as a Second Language (ESOL) 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.

## Definitions

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

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### Limited English Proficiency Program (English Learners) (continued)

**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 includes 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. A TESOL certified teacher may instruct students in a bilingual program if there is a shortage of bilingual-certified teachers.

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.

The goal of the ESOL program is to assist students to achieve proficiency, including listening, comprehension, speaking, reading, and writing, in English. The goal of the bilingual program is to permit students to learn subject matter in their primary language while developing English language skills.

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.

Dually identified English Learners may be exempt from taking the annual English proficiency assessment (LAS Links) according to their IEP.

Students who demonstrate proficiency in English and one or more foreign languages shall have the Connecticut Seal of Biliteracy affixed to their diploma. Students may acquire proficiency in multiple languages through various pathways. Some examples include traditional high school world language programs, traditional ESL programs, bilingual education and dual language programs, heritage language knowledge, and other pathways. Students must meet the following criteria to earn the Seal of Biliteracy:

- Completion of all English language arts requirements for graduation
- Demonstration of proficiency in a language other than English in grades 10, 11, or 12 as determined by an assessment.

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

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

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**Limited English Proficiency Program (English Learners) (continued)**

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.

10-17j Request to commissioner to use certified English as a second language teachers in place of bilingual education teacher in cases of teacher shortage. Teacher exchange programs.

P.A. 17-29 An act concerning Connecticut's Seal of Biliteracy

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

State Board of Education Regulations

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.

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)