

Instruction

Limited English Proficiency Program

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate research-based planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services.

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District upon proof of residency and proof of required immunizations and health examination. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.

Instruction

Limited English Proficiency Program (continued)

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

At the beginning of each school year, the District shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

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)
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.
42 U.S.C. 2000d 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. Title III, Sections 3001-3304 of HR1, No Child Left Behind Act of 2001, P.L. 107-110. 20 U.S.C. 3000 *et seq.*
35 C.F.R. 11595 (home language questionnaire)

Policy adopted: December 8, 2005

NEW LONDON PUBLIC SCHOOLS
New London, Connecticut

Programs For Limited English Proficiency Students
(*Student Home Language Survey*)

Student's Name: _____/_____/_____
First Middle Last

Date: _____ School: _____

Person Completing Survey: _____ Mother _____ Father _____ Student _____ Guardian
_____ Other (specify): _____

Circle the best answer to each question and provide additional information:

1. Was the first language you learned English? No Yes
2. Can you speak a language other than English? No Yes
3. Is any language other than English used at home? No Yes
4. Which language do you use most often with friends? English Other _____
5. Which language do you use most often with parents? English Other _____
6. Which language do you use most often with other relatives? English Other _____
7. Have you attended school in a country other than the United States? No Yes*
* If yes, how long and what grades? _____
8. Have you attended another school in the United States? No Yes*
* If yes, where and how long? _____
9. Have you attended another school in Connecticut? No Yes*
* If yes, where and how long? _____
10. Please provide any related information that would help the school (for example, referral to gifted or special education programs in prior schools, etc):

Note to school staff: This form should be given to all new and enrolling students. Any student that indicates the use of a language other than English should be assessed as to English proficiency. Elaboration on any of the above answers may be useful before administering detailed tests.

Programs For Limited English Proficiency Programs

(Parental Notification for Children Identified as Limited English Proficient)

Your child, _____, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is _____

Using *(list assessment instruments and methods here)* _____

Your child was identified at (describe level of proficiency) _____

Additionally, your child's current academic achievement is *(describe GPA, standardized test scores, reading level etc.)* _____

The _____ School district uses the following method(s) of language instruction *(list and explain the methods offered and how they compare with each other)*

We have chosen to place your child in a program using a _____ method. We believe this is the best method for improving your child's English proficiency because _____

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by _____

Your child will be exited from this program upon *(state exit criteria such as test scores, reading level, verbal ability, etc.)* _____

We anticipate that your child will transition from this course of study by *(describe anticipated time line)* _____

You have the right to remove your child from the program.

You have the right to choose among the various programs offered by the District. *(Only include if more than one option is available.)*

Programs For Limited English Proficiency Programs

(Parental Notification for Children Identified as Limited English Proficient)

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child's progress within the program.

(If the child is also on an IEP) this program will assist your child in meeting the following IEP objectives (list objective and way in which the program will assist in meeting that objective) _____

If you should have questions or require other assistance contact:

- a. Name: _____
- b. Building Location: _____
- c. Other Contact Information: _____

Adapted from form developed by Missouri School Board's Association, 2002