



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

6141.31 - English Language Learners

Approved on November 17, 2014 | Revised on May 9, 2022

In accordance with CSDNB's Vision and Mission to provide a personalized, and comprehensive whole-child education at every level, the District shall provide an appropriate research-based planned instructional program for identified students whose dominant language is not English. 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 and academic proficiency for students who are English Learners (ELs).

The Board recognizes the need to provide equal educational opportunities for all students in the District. If a student is a multilingual learner, the District shall take appropriate action to ameliorate English language proficiency in order to provide the student with equal access to its programs. Students who have limited English proficiency will be identified, assessed, and provided appropriate services.

Legal References/Citations

Connecticut General Statutes

1017 English language to be medium of instruction. Exception.

1017a Establishment of bilingual and bicultural programs.

1017d Application for and receipt of federal funds.

1017e Definitions.

1017f Required bilingual education. (as amended by PA 98-168, PA 01-205 and June Special Session PA 15-5)

1017g Application for grant. Annual evaluation report.

10-76e Definitions.

10146f Waiver of certification requirements for bilingual teachers.

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

State Board of Education Regulations

1017h1 to 1017h15. 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.

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)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Administrative Procedure

6141.31 - English Language Learners

Approved on November 17, 2014 | Revised on May 9, 2022

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 through adherence to the Home Language Survey Guidance and completion of the Home Language Survey (HLS).
- Administer 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.
- Inform parents/guardians, in writing, if the results from the ELP assessment indicate the student is an EL.
- Implement English Learner services for all identified students.
- Annually assess the English proficiency of all English Learners 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 as set by the Connecticut State Department of Education.)
- Monitor the progress of students receiving English as a Second Language (ESL) or bilingual instruction in order to determine their readiness for mainstream classrooms.
- Provide parents with notice of and information regarding the instructional program as required by law and encourage parental appraisal of their child's program.

The ESL/Bilingual 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 ensure achievement of academic standards. ESL/Bilingual programming 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 ESL/Bilingual 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.

Options for programming include:

- Grades K-8:
 - ESL Pull-out and Push-in services
 - Bilingual Support Spanish
 - Bilingual Support Arabic
 - Dual Language Spanish
- Grades 9-12:
 - ESL Pull-out services
 - Sheltered Content Instruction
 - Bilingual Support Spanish
 - Bilingual Support Arabic

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring.