

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 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 who are speakers of other languages, 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 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 their 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:

1. 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).
2. 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.
3. Informs parents/guardians, in writing, if the results from the ELP assessment indicate the student is an EL.
4. Implements English learners services for all identified students.
5. Annually assess the English proficiency of all English learners 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.)
6. 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.
7. 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

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Definitions (cont.)

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.

The goal of the ESOL program is to assist students to achieve fluency, 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.

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).

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.

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Legal Reference (cont.):

[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.

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)

Policy Approved: December 8, 2005

Policy Revised: November 27, 2023