

Instruction

Multi-Lingual Learning Education

The Superintendent of Schools, or designee, shall ascertain annually the number of children of limited and non-English speaking ability within the school district and classify them according to their dominant language and report them to the Board of Education.

A limited English proficient student is as defined in Title VII of the Improving America's Schools Act of 1994, P.L. 103-382. A student is considered to have limited English proficiency if English is not the dominant language and has sufficient difficulty reading, writing, speaking and understanding English that they may not be able to learn successfully in an English-language classroom

Whenever it is ascertained that within any public school building in New London, and twenty or more eligible students are classified as dominant in any one language other than English, the Board of Education shall provide a program of bilingual education for such eligible students for the following school year.

The Superintendent of Schools will require the Bilingual Assessor to conduct a preliminary assessment of dominant language of all students in the district upon registration as follows:

1. From parents/guardians by personal contact in the student's presumed dominant language.
2. From parents/guardians by use of questionnaires in the student's dominant language.
3. From personal interviews in the presumed dominant language.
4. From school records (only when unable to use one of the methods described in 1-3)

The Superintendent, or designee, shall apply annually for a grant of funds to support such a program. The Superintendent, or designee, shall also submit annual reports of progress as required by law.

A meeting shall be held with the parents/guardians of eligible students to explain the benefits of the language program options available in the district. A student will be placed in a bilingual program if the parent(s) or guardian(s) elect this option.

Any student shall be eligible for the bilingual program in accordance with state and federal law. The program must continuously increase the use of English for instruction in accordance with state and federal law.

Instruction

Bilingual-Bicultural Education (continued)

An eligible student for the bilingual program shall be limited to no more than thirty (30) months, excluding summer school and time spent in two-way language programs, in a bilingual program. The program must continuously increase the use of English for instruction and provide that more than 50% of instruction be in English by the end of a student's first year in the program.

The progress made by each student in the bilingual education program in meeting the English mastery standard developed by the State Department of Education shall be assessed annually. Students not meeting the English mastery standard at the end of the initial thirty months or at the end of an extension or those demonstrating limited progress shall 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, and other research-based language development programs. Transition services offered to students who have not mastered English after thirty months in a bilingual program may not include bilingual education. Students meeting the state standard shall leave the program. The date of initiation into the district's bilingual program and the date and results of the required assessments shall be documented on the student's permanent record card.

Eligible students enrolling in a secondary school with less than thirty (30) months remaining before graduation shall be assigned to an English as a Second Language program. They may also be provided with additional services designed to enable the student to speak, write, and comprehend English by the time the student graduates and to assist the student meet the course requirements for graduation.

Connecticut's ESEA flexibility requires all recently arrived MLLs to participate in all content areas of the state assessment: English language arts/literacy and mathematics in Grades 3-8 and 11; and science in Grades 5, 8 and 10.

- Recently arrived MLLs must participate in the state English proficiency test.
- Recently arrived MLL student scores will be included in the accountability system in the following ways:
 - Year 1—Baseline score established, but school's achievement status calculations unaffected.
 - Year 2—Growth measure established when comparing Year 2 scores to baseline. Growth included in school accountability calculations, but achievement status calculations unaffected.
 - Year 3—Student scores used in school's academic achievement (status) measure and the school's growth measure.
 - Recently arrived MLL students will be included in participation calculations for meeting the 95 percent participation requirement in all subjects beginning in Year 1.

Legal Reference: Connecticut General Statutes

10-14q Exceptions (as amended by P.A. 02-7, 5/9/02 Special Session)

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.

Connecticut General Statutes (continued)

10-17e Definitions.

10-17f Required bilingual education. (as amended by PA 98-168 & PA 01-205, PA 05-290 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.

State Board of Education Regulations

10-17h-1 to 10-17h-15. Programs of bilingual education.

34 CFR, Part 200, Federal Regulations Federal Register 9/13/2006

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NEW LONDON PUBLIC SCHOOLS
New London, Connecticut

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