EASTCONN
Where Learning Comes to Life

INSTRUCTION
Series 6000
Policy #6017.5.1

Limited English Proficiency Program

In accordance with the EASTCONN Executive Committee of the Board of Directors' philosophy to provide a quality educational program to all students, EASTCONN shall provide an appropriate 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 EASTCONN Executive Committee of the Board of Directors and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services.

The EASTCONN Executive Committee of the Board of Directors 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 Director of Education or his/her designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations.

The Director of Education or his/her 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.

EASTCONN 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 EASTCONN 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 EASTCONN.

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

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.

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, EASTCONN 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.

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

The state assessment scores or certain ELL students shall not be included in the school or EASTCONN performance indices if such ELL students have been enrolled in Connecticut or another state for less than twenty school months.

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 statewide assessment tests. These students must take the Language Assessment Scales (LSS-Links). No such exemption is permitted, based on federal guidelines, from the mathematics and science assessments of the statewide assessments. Accommodations, as provided in classroom instruction may be used.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on a Skills Checklist, regardless of the one school year exemption option.

(cf. 6017.4.1- Bilingual-Bicultural Education)

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 146f Waiver of certification requirements for bilingual teachers.

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

State Board of Directors 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. Title III, Sections 3001-3304 of HR1, No Child Left Behind Act of 2001, P.L. 107-110.

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