

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 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 (ESL) instruction.

The Superintendent 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 Superintendent 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.

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 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.

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

INSTRUCTION

6141.311(b)

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.

The state mastery test scores of certain English Learner (EL) students shall not be included in the school or District performance indices if such EL students have been enrolled in Connecticut or another state for less than twenty-four (24) school months.

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 (1) school year or less may be permitted to be exempt from one (1) administration of the reading/language arts portion of the statewide assessment tests. These students must take the Language Assessment Scales (LAS-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.

LEP students eligible for special education due to significant cognitive impairment must be tested on the CMT Skills Checklist, regardless of the one (1) school year exemption option.

Legal Reference: Connecticut General Statutes § 10-17
 Connecticut General Statutes § 10-17a
 Connecticut General Statutes § 10-17d
 Connecticut General Statutes § 10-17e
 Connecticut General Statutes § 10-17f
 Connecticut General Statutes § 10-17g
 Connecticut General Statutes § 10-76e
 Connecticut General Statutes § 10-146f
 Public Act 99-211
 State Board of Education Regulations 10-17h.1 to 10 17h.15
 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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