

Instruction

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 research-based 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 English as a Second Language 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 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 and graduation requirements 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. Appropriate 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, 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.

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)

[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.

42 U.S.C. 2000d 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. 20 U.S.C. 3000 *et. seq.*

35 C.F.R. 11595 (home language questionnaire)

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