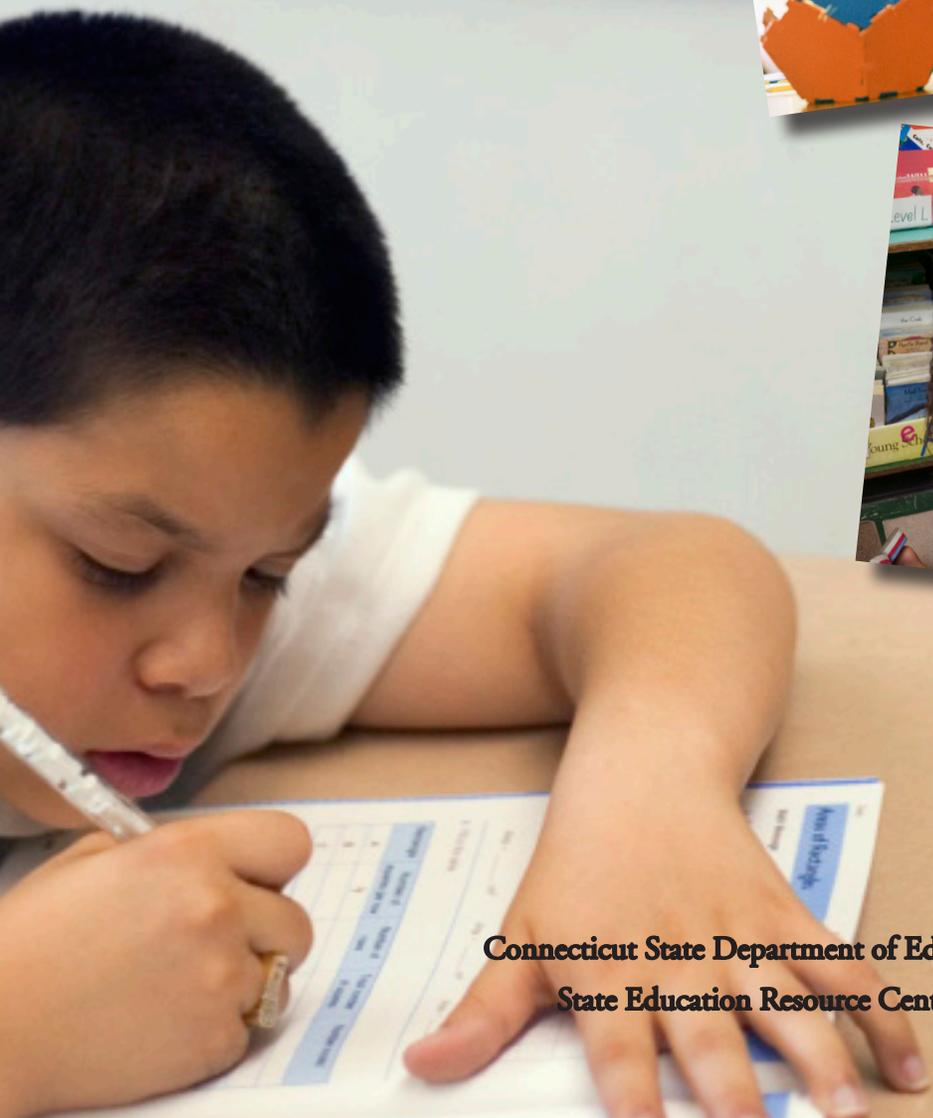
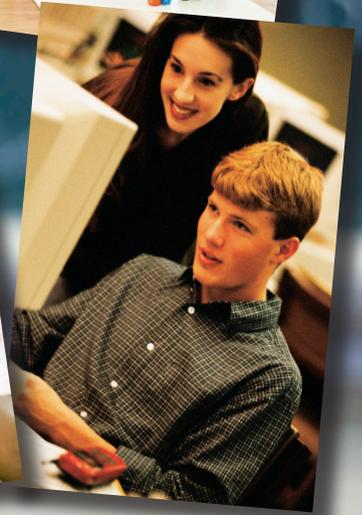


English Learner Programs and Services in Connecticut Public Schools: *A Resource Handbook for Administrators (2nd Edition)*



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State Education Resource Center (SERC)



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- 1st edition title: “Administrative Resource Handbook for Coordinators of Programs for English Language Learners in Connecticut’s Public Schools”

INTRODUCTION: PURPOSE

Connecticut's schools continue to be culturally and linguistically diverse. While the total number of school age children has declined over the last five years, the number of students with dominant languages other than English increased by 2 percent while English speakers declined by 4.1 percent. (*CSDE Data Bulletin*, "English Language Learners, School Year 2011-12" June 2012, p. 2). In the 2011-2012 school year, 73,905 students spoke a dominant language other than English, and 139 dominant languages were spoken among these students. Of the 73,905 students with dominant languages other than English, 29,527 were identified as English Learners (*CSDE Data Bulletin*, "English Language Learners, School year 2011-12," June 2012 p. 2). As our schools and children are becoming richer in their racial, ethnic, cultural, and linguistic backgrounds, the CSDE and the State Education Resource Center (SERC) continue to offer technical assistance to districts. As part of that technical assistance, the CSDE and SERC are publishing this document to provide guidance to districts in their implementation of Bilingual and English as a Second Language (ESL) education and support services.

This administrative resource handbook is designed for administrators, program coordinators, and teachers of English Learners in Connecticut's public schools. It is intended to be a guide for educators who are establishing, coordinating, and developing their procedures and practices involving English Learners, including identifying EL students, placing and serving them in programs, reporting and assessing, and finally exiting them from programs. It is recommended that this handbook be used by all schools, regardless of whether they receive Title III Grant funding or Bilingual Education Grant funding, **as all schools are required under *No Child Left Behind (2001)* to identify, report, and annually assess their English Learners.** In addition, under the *Civil Rights Act* of 1964, all schools must provide all children for whom English is not the dominant language and whose English proficiency is limited with appropriate instruction and services to ensure equal access and equitable educational opportunities.

Despite laws, policies, and procedures that mandate and guide how Connecticut schools serve ELs, many educators are unaware that these exist or have limited knowledge about them. School district personnel have learned information, procedures, and instructional strategies related to educating students who are English Learners at varying rates and levels over the last 30 years.

When we conceived of this handbook, we intended for it to include the topics listed above (i.e., identifying, placing and serving in programs, reporting, assessing, and exiting EL students) and to contain administrative, instructional (in accordance with CSDE EL standards), and family involvement resources for educators of English Learners in Connecticut. This second edition includes updated information and references to support district personnel with administrative responsibilities who are developing and implementing programs and services for ELs according to federal legislation and state mandates and requirements, so that they may make informed, foundational decisions. A brief list of instructional resources and professional development information can be found at the end of the handbook.

In April 2003, the Connecticut Administrators of Programs for English Language Learners (CAPELL) organization revised and published *The CAPELL Guidelines for ESOL Program Design K-12*. At present

(May 2015, the organization's guidelines are under revision and will be updated according to new legislative and state programmatic and procedural requirements. The organization has also created the *Resource Guides for Low-incidence EL Districts* in Connecticut, the CAPELL ELLs and Special Education Resource Handbook (2011) and the CAPELL SRBI for ELLs Handbook (2012). These resource guides, created by CAPELL members with the technical assistance of the CSDE and NECC, have been published and can be found on the CAPELL Web site (www.capellct.org).

The educational impact of this document will occur on several levels: philosophical and political, informational and administrative, and instructional. After reading and referencing this document, Connecticut educators will be more aware of laws and mandates that exist to guarantee equal access and equitable educational opportunities to English Learners. Educators will understand the federal and state legislative requirements and procedures of programs for English Learners. Finally, educators will be provided with resources on which they can lay the foundations of their core educational programs and practices, as well as those of their programs and services in Bilingual Education and ESOL (English to Speakers of Other Languages). In addition, after becoming more aware of policies and procedures, many more districts, schools, and individual educators will seek out additional professional development resources and opportunities to continually improve the instruction and educational experiences of their students who are English Learners. Lastly, it is our hope that fewer students will be inaccurately/inappropriately identified, placed, served, assessed, or exited from EL programs, or inaccurately/inappropriately referred for evaluation for special education in Connecticut schools.

LEGAL HISTORY: FEDERAL AND STATE LEGISLATION

FEDERAL LAWS AND COURT CASES

Civil Rights Act of 1964, Title VI

“No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

May 25, 1970 Memorandum (Department of Health, Education, and Welfare)

“Where the inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.” **Memoranda were also posted by the Office for Civil Rights (U.S. Department of Education) with policy and policy updates in 1985, 1990, and 1991.*

Equal Educational Opportunities Act, 1974

“No state shall deny educational opportunity to an individual on account of his or her race, color, sex, or national origin, by ... the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

Lau v. Nichols, 1974 (U.S. Supreme Court)

“[T]here is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” The decision also stated that there must be a policy in place to educate Limited English Proficient (LEP) students. This policy/plan is referred to as a “Lau plan.” (For more information, go to <http://www2.ed.gov/ocr>, home page of the U.S. Department of Education, Office for Civil Rights, and search “Lau v. Nichols” and/or “Lau Remedies.”)

Ríos v. Read, 1977 (U.S. District Court of New York)

“It is not enough simply to provide a program with bilingual teachers; rather, the critical question is whether the program is designed to assure as much as is reasonably possible the language deficient child’s growth in the English language. An inadequate program is as harmful to a child who does not speak English as no program at all.”

Cintrón v. Brentwood, 1977, 1978 (U.S. District Court, Eastern District of New York)

“The goal is instruction by competent bilingual teachers in the subject matter of the curriculum while at the same time teaching non-English speaking children the English language.”

Castañeda v. Pickard, 1981 (5th Circuit Court)

“The court’s decision states that the burden of proof is upon the district that the instructional program designed for a LEP student has clearly developed English language skills of comprehension, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.” (For more information, go to <http://www2.ed.gov/ocr>, home page of the U.S. Department of Education, Office for Civil Rights.)

Plyler v. Doe, 1982

The following guidance is from Willshire Carrera, J., Esq. (1992, revised). “Immigrant Students, Their Legal Right of Access to Public Schools: A Guide for Advocates and Educators.” Boston: National Coalition of Advocates for Students.

In 1982, the Supreme Court ruled in *Plyler v. Doe*, 457 U.S. 202 (1982), that public schools were prohibited from denying immigrant students access to a public education. The Court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law.

Public schools and school personnel are prohibited under *Plyler* from adopting policies or taking actions that would deny students access to education based on their immigration status.

For detailed information regarding practices schools should consider, as well as practices schools may not employ based on this legislation, the entire document is available at <http://www.mc3edsupport.org/community/knowledgebases/quiding-federal-court-cases-on-equal-educational-opportunity-11.html>.

RESOURCES ON THE CIVIL RIGHTS REQUIREMENTS OF EL PLANS/PROGRAMS

Web addresses current as of March 2015

U.S. Dept. of Education, Office for Civil Rights Web page on The Provision of an Equal Education Opportunity to Limited-English Proficient Students in accordance with Title VI of the Civil Rights Act of 1964, retrieved from <http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html>

U.S. Dept. of Education, Office for Civil Rights Web page on Developing Programs for English Language Learners: Resource Materials for Planning and Self-assessments (requirements established by the Lau remedies), retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/index.html>

U.S. Dept. of Education, Office for Civil Rights Web page on English Language Learner Resources: including OCR policies, case decisions, and other print resources, retrieved from <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

U.S. Dept. of Education, Office for Civil Rights Developing Programs for English Language Learners: Glossary, retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/glossary.html#lau>

U.S. Dept. of Education, Office for Civil Rights Web page on Developing Programs for English Language Learners: Resource Materials for Planning and Self-assessments (requirements established by the Lau remedies); also includes a description of Title VI Compliance Procedures, retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/december3.html>

U.S. Dept. of Education, Office for Civil Rights, "Policy Update on Schools' Obligations toward National Origin Minority Students with Limited-English Proficiency"; provides policy updates on the 1964 Civil Rights Act and additional guidance on applying the 1970 and 1985 memoranda, retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/lau1991.html>

RESOURCES ON THE EQUAL ACCESS REQUIREMENTS FROM THE U.S. DEPARTMENT OF JUSTICE

Web addresses current as of March 2015

U.S. Department of Justice, "Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons," retrieved from <http://www.justice.gov/crt/about/cor/lep/dojrecipguid.php>
[Federal Register: January 16, 2001 (Volume 66, Number 10), Pages 3833-3848]

U.S. Department of Justice, Final LEP Guidance, "Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons," retrieved from <http://www.justice.gov/crt/cor/lep/DOJFinLEPFRJun182002.php>
[Federal Register: June 18, 2002 (Volume 67, Number 117), Notices, Pages 41455-41472]
[From the Federal Register Online via GPO Access (wais.access.gpo.gov [or](#) DOCID: fr18jn02-96)]

U.S. Department of Justice, "Title VI Coordination and Review Section concerning Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency," retrieved from <http://www.justice.gov/crt/about/cor/13166.php>

U.S. Department of Justice, "Title VI Legal Manual," retrieved from http://www.justice.gov/crt/grants_statutes/legalman.php

No Child Left Behind (2001), Title III, and Annual Measurable Achievement Objectives

Title III of the *Elementary and Secondary Education Act (ESEA)*, as reauthorized in 2001 (*No Child Left Behind*), provides for language instruction for Limited English Proficient (LEP) and immigrant students. Federal monies are provided to states (and, in turn, local education agencies or LEAs) for the education of these students.

States and districts that accept this federal financial assistance must identify, report, and annually assess their LEP students, also called English language learners (ELLs) and English Learners (ELs), **and** demonstrate that EL students 1) make progress in attaining English language proficiency, 2) attain English language proficiency, and 3) are proficient in state academic achievement standards. These three accountability measures are referred to as the Annual Measurable Achievement Objectives (AMAOs) (Title III, Section 3122) and are calculated and reported by states and districts to the federal government and to parents and families at the local level (Section 3302b). AMAO requirements under Title III also have accountability sanctions for states and districts.

RESOURCES ON *NO CHILD LEFT BEHIND (2001), TITLE III, & AMAOs OVERVIEW AND REQUIREMENTS*

Web addresses current as of 11/16/2010

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA), funded by the Office of English Language Acquisition (OELA) of the U.S. Department of Education (USDE). "No Child Left Behind Act of 2001 (P.L. 107-110), Title III" *United States Statutes at Large* (January 8, 2002), retrieved from <http://www.ncelea.us/files/uploads/5/NCLBTitleIII.pdf>

U.S. Department of Education Guidance on Title III Administration, including guidance on "Supplement, not Supplant," retrieved from <http://www2.ed.gov/programs/sfgp/supplefinalattach2.pdf>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA). U.S. Department of Education's Technical Assistance on *NCLB*, Title III, and AMAOs offered via the NCELA State Title III Information System.

- Connecticut, retrieved from <http://www.ncelea.us/t3sis/state/connecticut>
- CT Technical Assistance Network, retrieved from <http://www.ncelea.us/t3sis/state/connecticut/tan>

National Clearinghouse for English Language Acquisition and Instruction Educational Programs (NCELA) home page, retrieved from <http://www.ncelea.us>

Office of English Language Acquisition of the U.S. Department of Education home page, retrieved from <http://www2.ed.gov/about/offices/list/oela/index.html>

Connecticut State Department of Education (CSDE). Methodology for the Calculation of the Title III Annual Measurable Achievement Objectives, retrieved from <http://www.csde.state.ct.us/public/csde/cedar/assessment/ell/resources/DISTRICT%20NOTIFICATIO N%20AMAO%20REVISIONS09.pdf>

CONNECTICUT STATE LEGISLATION

Regarding Bilingual Education...

In Connecticut, Limited English Proficient (LEP) students (also called English Learners) in schools where there are 20 or more LEP students in the same language group are eligible for Bilingual Education. Per the Bilingual Education Statute, a school building with 20 or more LEP/EL students in the same language group is mandated to provide a Bilingual Education program in the following school year [*Connecticut General Statutes* (CGS), Section 10-17e-j]. The “count,” or number of students eligible for Bilingual Education, is determined from the October 1 Public School Information System (PSIS) report to the CSDE. Although a school district has until the following school year to implement a Bilingual Education program for the eligible students, it would be good practice to begin developing and implementing the Bilingual Education program as soon as possible.

Regarding English as a Second Language...

The Connecticut Bilingual Education Statute (CGS, Section 10-17e) defines English as a Second Language programs as well as bilingual programs. According to the implications of Section 10-17e-j and the mandate stated in Section 10-4a of the *Connecticut General Statutes*, each child shall have “equal opportunity to receive a suitable program of educational experiences.” While there is no *state legislation* that specifically mandates and describes specific requirements of English as a Second Language programs/services, **Connecticut schools and districts are mandated by federal legislation** (i.e., the *Civil Rights Act* of 1964) to provide such programs and services to English Learners. (See the preceding section of this handbook entitled “[Legal History](#): Federal and State Legislation, Federal Laws and Court Cases.”)

The Connecticut State Board of Education’s “Position Statement on the Education of Students Who Are English Language Learners” (adopted in July 2010) affirms this fact in its first paragraph: “Our state, districts and schools are mandated by the United States *Civil Rights Act* of 1964, the *No Child Left Behind Act* of 2001 and the Connecticut *Bilingual Statute* to ensure that ELs receive specialized services to meet their language and academic needs.”

Additional guidance regarding English as a Second Language programs is given in the 2010 Position Statement:

ESL programs, taught exclusively in English, strive to help ELLs to acquire a level of English proficiency in listening, speaking, reading and writing that will allow them to master the same content and meet the same academic performance standards expected of students whose first language is English. ESL program models vary among districts. The type of program and amount of services students receive are determined by considering the language proficiency levels of the students. These programs recognize native languages as assets that enrich lives and may be used to support academic instruction. Students

must also be given opportunities to interact socially with their English speaking peers in sports, clubs and other school activities (p. 1).

Furthermore, the Connecticut State Board of Education's 2010 "Position Statement on the Education of Students Who Are English Language Learners" is followed by detailed "Guidelines for Policymakers" that outline "The Components of High Quality English as a Second Language (ESL) and Bilingual Education Programs." Within the "Guidelines," the State Board of Education names the specific responsibilities of the state, district, school, and educators to English learners.

Regarding the Assessment of English Learners:

Annual Assessment

In order to comply with federal requirements under *No Child Left Behind*, all English learners in Connecticut in kindergarten through Grade 12 must be identified, reported, and annually assessed with the state approved English language proficiency (ELP) assessment. In addition, to comply with federal NCLB Title I requirements, all students in kindergarten through Grade 2, including ELs, must be tested annually in reading using one of the [approved research-based reading assessments](#). To comply with *federal and state* legislation, all students including English learners, in Grades 3 through 8 and Grade 11 must take an annual academic assessment (i.e., Smarter Balanced).

In order to comply with state requirements detailed in the Bilingual Education Statute [CGS, 10-17f(c)], English learners in kindergarten through Grade 12 who are enrolled in Bilingual Education programs must be assessed annually to measure both their linguistic and academic progress. Therefore, both *federal and state* legislation require Bilingual Education students in kindergarten through Grade 12 to take the mandated English language proficiency assessment (LAS Links) annually to measure their linguistic progress; *federal* legislation requires that Bilingual Education students (like all ELs) in Grades 3 through 8 and Grade 11 take an annual academic assessment (i.e., Smarter Balance, CMT or CAPT Science); and *state* legislation requires Bilingual Education students in kindergarten through Grade 8 and Grade 11 to take an academic assessment annual.

EL Exemptions from the Annual Academic Assessment

Effective July 1, 2001, students enrolled for 10 academic months or less time (i.e., 12 calendar months or less time) in a Bilingual Education or ESL program may be exempt from taking the state-mandated academic assessments. **This means EL students enrolled for the first time in a U.S. school, enrolled in ESL or Bilingual Education programs, and who have attended for less than 12 calendar months may be exempt from the Reading and Writing portions during the first 12 calendar months of their enrollment, but they are required to take the Math and Science no matter the length of time that they have been enrolled in a U.S. school or particular ESL or bilingual program.** Also, because Connecticut's 2010 Position Statement on the Education of English Language Learners 2010 calls for the provision of programs in which EL students will master the same content and meet the same academic performance standards expected of students whose first language is English, all English learners must take the regular statewide exams at the grade level in which they are enrolled in order to achieve those ends ([CSDE Assessment Guidelines, 2014-2015 Edition, p. 7](#)).

Assessment for Exiting EL Status and EL Programs/Services

To exit “English Language Learner” status and programs/services, EL students in Connecticut are required to take the English Language Proficiency assessment and their scores must demonstrate English language proficiency. To check for most current exit criteria, go to the [CSDE ESL/Bilingual](#) page.

FOR MORE INFORMATION (links active as of 11/2014):

Connecticut Bilingual Education Statute: Section 10-17e-j, inclusive, of the *Connecticut General Statutes*, retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321156>

Connecticut State Department of Education’s “Bilingual Education Statute Q & A,” retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual_education_statute_q_and_a.pdf

Connecticut State Department of Education Guidelines for Administrating the Smarter Balance Assessments, CMT-Science, CAPT- Science, CMT Skills Checklist- Science, CAPT Skills Checklist- Science & CTAA. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/special_education/AssessmentGuideLine.pdf

Connecticut State Department of Education Research-based Universal Screening Reading Assessment for Grades K-3 retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/language_arts/approval_of_research_based_universal_screening_reading_assessments_for_grades_k_3.pdf

Connecticut Department of Education Smarter Balance Field Test Special Populations Packet2013-2014 retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/smarter_balanced/Smarter_Balanced_Field_Test_Special_Populations_Packet.pdf

Connecticut State Board of Education’s “Position Statement on the Education of Students Who Are English Language Learners,” retrieved from <http://www.sde.ct.gov/sde/LIB/sde/pdf/board/esl.pdf>

Federal Reference Regarding LEP/ELL State Assessment Exemptions:

“New *No Child Left Behind* Regulations: Flexibility and Accountability for Limited English Proficient Students” (published on September 11, 2006), retrieved from <http://www2.ed.gov/admins/lead/account/lepfactsheet.html>

Smarter Balanced Assessments or Connecticut Alternate Assessment English Learner Exemption Requirements retrieved from <http://www.csde.state.ct.us/public/CSDE/cedar/assessment/ell/resources/Smarter%20Balanced%20Assessments%20or%20Connecticut%20Alternate%20Assessment%20English%20Learner%20Exemption%20Requirements%205-22-14.pdf>

IDENTIFICATION OF ENGLISH LEARNERS¹

In compliance with Title III requirements, all English learners must be identified within 30 days after the beginning of the school year or within the first two weeks following their enrollment if it occurs during the school year (NCLB Title III, Section 3302).

In compliance with Public Act 77-588 (effective November 1977) and, later, Public Act 99-211, which has been encoded as Section 10-17e-j, inclusive, of the *Connecticut General Statutes*, and Public Law 107-110 (NCLB Title III, 2001), all school districts must **identify their Limited English Proficient (LEP) students and report their counts** to the State Department of Education as part of the student database process (Public School Information System or PSIS).

The process of identifying English Learners or ELs begins with the **Home Language Survey (HLS)**, which parents or guardians complete upon students' registration/enrollment in the district. For districts to be in compliance with the legislation, **all** students are asked to complete an HLS as part of their initial registration/enrollment in the district. Regardless of their home or dominant language, all students should have a completed Home Language Survey in their school records upon enrollment.

The three typical questions that are included on the Home Language Survey are:

1. What language did your child first learn to speak?
2. What is the primary language spoken (by the adults) in the home?
3. What is the primary language spoken by your child in the home?

See CSDE website for steps for identification process.

http://www.sde.ct.gov/sde/LIB/sde/pdf/curriculum/bilingual/LEP_ELL_ID_Guidelines.pdf

Direct English language development instruction is essential in order for ELs to access their academics. The State department may revise the EL identification process to ensure consistency in the identification process statewide. Check the [CSDE ESL/Bilingual web site](#) for the up-to-date requirements.

ADDITIONAL INFORMATION REGARDING THE IDENTIFICATION OF STUDENTS AS ELs:

A student transferring from another Connecticut public (or private) school, who was previously identified as an EL in that district at the time of his/her unenrollment or move, must continue as an "EL" in the new Connecticut public school district. Connecticut ELs must remain identified/ labeled as ELs until the time that they achieve all EL exit criteria as set by the CSDE². Therefore, an EL student

¹ See Appendix titled "LEP Identification Process."

² See Section on "Exiting and Monitoring," and see Appendix titled "Performance Standards Necessary to Exit Programs of English Language Instruction, August 2010."

from one Connecticut school district who moves into a new Connecticut school district must be identified as an EL immediately in the new district, and the student's dominant language should be the same one that was reported by the previous district. The most recent assessment that the student was given in the former district may serve as the initial assessment in the new district. However, the new district may also choose to administer its own initial assessment to collect more current data. Parent notification and permission procedures in the student's new district also must be followed.

A student who was an EL (in Connecticut or in another state) *and* who exited ESL/Bilingual Programs and EL status by achieving all exit criteria in the former district/state should not be re-assessed or identified a second time as an EL. In some cases, districts may want to provide continued ESL support to exited students to continue to enhance their English language development and access to curriculum and instruction. However, in such cases, "former ELs" (i.e., those already exited from programs in the past because they achieved all exit criteria) may not be "counted" as an EL. This means a child provided with additional ESL services *beyond* his/her formal exit from programs/services **cannot** be re-identified in the Public School Information System (PSIS) reports to the state, **cannot** be counted in the number of ELs in the district/school, **cannot** be counted as an eligible Bilingual Education student, and his/her scores on the annual LAS Links should **not** be reported to the state in the spring. In cases where "former ELs" have met the exit criteria in the past, yet require academic or other assistance, it is recommended that other assessments, processes, and support services be used to identify and meet their needs.

A student with a dominant language other than English who is transferring into a Connecticut public school from out-of-state, including a student who was already identified by the previous state as an EL and who has not yet achieved the exit criteria in the previous state, should continue as an English Learner in the new Connecticut public school. The most recent assessment that the student was given in the former district may serve as the initial assessment in the new district. However, the new district may also choose to administer its own initial assessment in order to collect more current data, as well as to obtain baseline data on the student's English language proficiency. Parent notification and permission procedures in the student's new district also must be followed.

A student transferring into a new district who has a dominant language other than English, who has *always* attended the all-English mainstream/general education instruction, and who has *never* received ESL/Bilingual services in the past *because it was previously determined that his/her English proficiency level was proficient or better*, should not be placed in ESL/Bilingual programs/services in the new district. Personnel should be aware that some students already possess proficiency in English **and** have a home or dominant language other than English (as well as proficiency in their home/dominant languages). Some students enter districts already possessing high proficiency levels in two or more languages.

A student transferring into a new district who has a dominant language other than English, who has *always* attended the all-English mainstream/general education instruction, who has *never* received ESL/Bilingual services in the past *because it was previously determined that his/her English proficiency level was proficient or better*, and who is currently struggling in particular subject areas

NOT DUE TO limited English proficiency, should not be placed in ESL/Bilingual programs/services in the new district. If such students require academic or other assistance, it is recommended that other assessments, processes, and support services be used to identify and meet their needs.

In cases where a student transferring into a new district has a dominant language other than English, has *always* attended the all-English mainstream/general education instruction, has *never* received ESL/Bilingual services in the past *because it was previously determined that his/her English proficiency level was proficient or better*, and who is currently struggling in particular subject areas **DUE TO** what educators who work with the student regularly observe to be limited English proficiency, it is recommended that a team of educators with various specializations, including the ESL/Bilingual education teacher, review such individual cases as they arise. When previous determinations of proficiency are found to be inaccurate, or are questioned by educators working with the child regularly, the student's linguistic and academic histories, performance data, and needs should be carefully considered/reviewed before a student is reassessed for English language proficiency. (For further consultation, please contact the CSDE EL/Bilingual Consultant.)

English Learners who enroll in a new district with an individualized education program (IEP) already in place (from the home country, former state, or former district) should have an immediate PPT meeting upon in-take in order to:

- follow and implement the IEP in the new district;
- gather additional information;
- make any necessary adjustments to or translations of the IEP;
- include the new student's dominant language and status as an English language learner;
- document ESL/Bilingual services and providers;
- document any parent translation services needed within the IEP documents; and
- complete the CMT/CAPT Testing Accommodations forms (if grade-appropriate) for any Special Education/IEP accommodations **and** any English language learner accommodations that will be used in regular instruction, district and regular classroom assessments, and on the annual CMT/CAPT.

PLACEMENT AND PARENT NOTIFICATION

In compliance with Title III requirements, parents of English learners must be notified of their child's identification as Limited English Proficient (LEP) or as an English Learner (EL) and the student's program options. Therefore, parent notification that provides the information listed below *and* the provision of a "language instruction education program" for the student must occur within 30 days after the beginning of the school year or within the first two weeks following a student's enrollment if it occurs during the school year [*NCLB Title III, Section 3302 (a) and (d)*].

In compliance with Title III requirements (Section 3302a), parent notifications regarding services must include the following items:

- reasons for identification of the child as Limited English Proficient and in need of placement in a language instruction educational program;
- student's level(s) of English proficiency, how such level(s) were assessed, and the status of the student's academic achievement;
- method of instruction to be used (content, instruction goals, English and native language), as well as the methods used in other available programs and how they differ;
- how the program will meet the student's educational strengths and individual needs;
- how the program will help the student learn English and reach age-appropriate academic achievement standards for grade promotion and graduation;
- specific exit requirements for the program, expected rate of transition into classrooms that are not tailored for limited English proficient students, and the expected graduation rate from secondary school if the student is in secondary school;
- how the program meets the objectives of a student's individualized education program (IEP) if the student has an IEP; and
- information about parental rights, including written guidance detailing the parent's right to have his/her child immediately removed from services/programs upon request *and* the parent's right to refuse/decline to enroll his/her child in services/programs or to choose another program or method of instruction if one is available.

By law, parents have the right to refuse or decline ESL/Bilingual Education programs for their child **and** remove their child from ESL/Bilingual services or programs at any time. Parents must also be informed of their right to choose another program or method of instruction if available (Section 3302a). Parents' rights and decisions **MUST** be observed.

Parents also may change their minds regarding program option/placement of their child in ESL/Bilingual programs at any point during the academic year or between academic years. For example, a parent who chose to refuse services for his/her child in one school year may choose to enter his/her child into services in the following school year; and a parent who chose to remove his/her child from services at one point in the school year may re-enter his/her child into services later in the school year.

In summary,

- Parent permission **IS NOT** required to initially or annually test a student on the designated English language proficiency test (initial assessment) or LAS Links (annual assessment).
- Parent permission **IS NOT** required to identify or report a student as Limited English Proficient (LEP)/an English Learner (EL).
- Parent notification **IS** required to enter a student into or to continue a student in ESL/ Bilingual Education services and programs.
- Parent permission **IS** required to decline/refuse or remove a student from ESL/ Bilingual Education services and programs.

Connecticut districts are required to send parental notifications regarding programs and services: 1) following initial identification AND 2) by the start of each school year (in the fall) in order to notify parents of the continuation of the program/services for which they most recently gave permission/consent.³ It is also good practice for districts to include information regarding students' annual linguistic and academic progress within such parental notifications. Informing parents/guardians of their child's progress is required by NCLB 2001 and IDEA 2004.

In compliance with Title III requirements (Section 3302b), notification *also* must be sent to parents of all EL students following the district's receipt of its Annual Measurable Achievement Objectives (AMAOs)⁴ results IF the district failed to achieve the AMAOs. This parent notification must occur within 30 days of the district's receipt of its AMAO results and within two weeks of a student's enrollment if it occurs during the school year (Section 3302d). Notification to parents of all EL students regarding the AMAO results is required *only* in years when the district has not met all three AMAO targets. (The AMAO calculations are determined by each state department and are approved by the U.S. Department of Education per NCLB Title III, Section 3122.)

- ❖ Connecticut's Methodology for the Calculation of the Title III Annual Measurable Achievement Objectives (Jan. 2009), retrieved 11/26/2014 from <http://www.csde.state.ct.us/public/cedar/assessment/ell/resources/DISTRICT%20NOTIFICATION%20AMAO%20REVISIONS09.pdf>
- ❖ Sample Parent Notification Letters provided by the Connecticut State Department of Education in English and Spanish, retrieved 11/16/2010 from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

³ See Appendix entitled "Sample Initial Identification or Continuation of Services Parental Notification Letter."

⁴ See page 10, "No Child Left Behind (2001), Title III, and Annual Measurable Achievement Objectives."

Finally, parental notifications regarding initial identification [required by Title III, Sections 3302 (a) and (d)] and parental notifications regarding the AMAO results (required by Title III, Section 3302b) must provide all information in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand (Title III, Section 3302c).

- ❖ For specific guidance on oral and written translation of “vital documents” by agencies/institutions receiving federal funds, consult the Department of Justice (Civil Rights Division) “Final LEP Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons,” retrieved 11/16/2010 from <http://www.justice.gov/crt/cor/lep/DOJFinLEPFRJun182002.php>.

PROGRAMS AND SERVICES

PROGRAM AND SERVICE REQUIREMENTS

In Connecticut, Bilingual Education Programs are to be established and implemented in any school building that has 20 or more EL/LEP students with the same dominant language. Per the Bilingual Education Statute, a school building with 20 or more LEP/EL students in the same language group is mandated to provide a bilingual education program in the following school year (CGS, Section 10-17e-j). The “count,” or number of students eligible for Bilingual Education, is determined from the October 1 Public School Information System (PSIS) report to the CSDE. Although a school district has until the following school year to implement a Bilingual Education program for the eligible students, it would be good practice to begin developing and implementing the Bilingual Education program as soon as possible.

Federal and state legislation⁵ sets requirements as to the need for and the mandated provision and implementation of EL/ESL/ESOL/ELD⁶ Programs and Bilingual Education programs. The goals of these laws are to support the English Language Development of ELs, to ensure equal access to the mainstream/general education curriculum, and to provide equitable educational opportunities for ELs. However, these same laws do not provide requirements on types of programs/services, allowable variations, and time/amount of services (e.g., frequency and duration of ESL pull-out or tutorial services).

At the same time, however, the federal Office for Civil Rights policies developed following *Lau v. Nichols* (i.e., Lau Guidelines, Lau Remedies, and Lau Regulations), *Castañeda v. Pickard* (Castañeda Standard) and Title III of NCLB require that all programs chosen and implemented must be research-based, prove effective, and be evaluated annually. Additionally, agencies/institutions that choose to receive federal and state financial assistance (e.g., Title I, Title III, or Bilingual Education grant funds) must comply with all federal and state legislative requirements associated with the funding sources. Furthermore, the type of program model adopted by a school or district often comes with its own programmatic requirements in terms of type of model, frequency, duration, and intensity of English language and/or native language support in order for the given program to be effective.

Finally, the Connecticut State Board of Education’s “Position Statement on the Education of Students Who Are English Language Learners” (adopted in July 2010) provides the following guidance on types of programs and amount of services: “The type of program and amount of services students receive are determined by considering the language proficiency levels of the students” (p. 1). The 2010 Position Statement also is followed by detailed Guidelines for Policymakers that outline “the Components of High Quality English as a Second Language (ESL) and Bilingual Education Programs.”

⁵ See section of handbook titled “Legal History: Federal and State Legislation.”

⁶ ELD = English Language Development

Within “the Guidelines,” the State Board of Education names the specific responsibilities of the state, district, school, and educators to English learners.

PROGRAM MODELS AND SERVICE DELIVERY FOR ENGLISH LEARNERS

Submersion (VIOLATES CIVIL RIGHTS) – also known as sink-or-swim. Students are placed in the all-English mainstream all day every day. Submersion provides no support/help with English, provides no specific or additional English Language Development instruction, requires no special teacher qualifications, and was deemed illegal under *Lau v. Nichols*.

Structured English Immersion – students are placed in the all-English mainstream all day every day. Mainstream teachers are trained in immersion or sheltered instruction techniques. Ideally, the subject matter is sheltered. Sheltered Immersion Classes and Content-based ESL/Instruction are sometimes classified as Structured Immersion, particularly when they are the only components/programs available to ELs (i.e., when they are not part of a continuum of programs/services available to ELs according to their English proficiency levels and progress in attaining English proficiency).

Sheltered Immersion Classes – usually these classes function as “newcomer” classes, are in an isolated classroom, are non-graded, and provide extended learning times for students to adjust to cultural differences and the new culture. In Sheltered Immersion classes, students receive English Language Development (ELD)/English as a Second Language (ESL) instruction, as well as Content-based ESL/Instruction. Students spend most of their academic day in this self-contained classroom and attend the mainstream for nonacademic classes/periods, e.g., Physical Education, Library, Art, Music, and social activities in grade-level classrooms, etc.

Content-based ESL/Instruction – Content-based ESL/Instruction is English Language Development (ELD) taught by an ESL/TESOL certified teacher. Unlike traditional ELD/ESL, Content-based ESL/Instruction uses integrated subject area themes and content through which to teach English Language Development, English vocabulary, and grammar. It increases the relevancy of the curriculum, focuses on requisite terminology per content areas, and may be taught in a Sheltered Immersion classroom as the first curriculum that a newcomer receives before transitioning into the mainstream Structured Immersion or Sheltered Instruction programs. Specially Designed Academic Instruction in English (SDAIE) is another form of Content-based ESL/Instruction.

Sheltered Instruction (SI) – a program model in which both content instruction (knowledge and skills) and English Language Development (ELD) are goals within the mainstream classroom. The core grade-level curriculum is used; there is no separate curriculum. Specific ESL/sheltered strategies are used by general education teachers in the regular classroom. Certified general education and content area teachers have training in Sheltered Instruction methodology. Both the content area standards and the ELD/EL standards drive instruction. Students may also receive ESL pull-out/tutorial support at a specific time of day. For instance, new arrivals with little or no English will benefit from a combination of Sheltered Instruction and ESL support. The Sheltered Instruction Observation Protocol (SIOP) Model is one model of Sheltered Instruction.

English as a Second Language (ESL) – traditional model of language instruction/development/support. Often, ESL is offered in a pull-out form: i.e., students are pulled out of their mainstream classes usually for a period or more per day to work specifically on their English language vocabulary, grammar, and skills with an ESL/TESOL certified teacher. Students may work one-on-one with the ESL teacher or in small groups of students from the same or from a variety of grades and classrooms. Instruction may be English language-based or content-based. ESL is sometimes called English to Speakers of Other Languages (ESOL) as well. Use of the term “ESOL” acknowledges the fact that many of our ELs are learning English not as a second language, but rather as a third or fourth language.

Pull-out – one way of delivering ESL/ELD support services or instruction. Students are pulled out of their mainstream classes usually for a period or more per day to work specifically on their English Language Development with an ESL/TESOL certified teacher. Pull-out support is a service delivery model and is not an ESL/ELD program in and of itself.

Push-in – one way of delivering ESL/ELD support services or instruction. ESL/TESOL certified teachers, tutors, and paraprofessionals “push” into mainstream classes to support the second language development and needs of EL students. Push-in support is a service delivery model and is not an ESL/ELD program in and of itself.

Co-Teaching – one way of delivering ESL/ELD support services or instruction or Sheltered Instruction. In this model of service delivery, ESL/TESOL certified teachers usually co-teach with general education or content area teachers. Co-teaching is a service delivery model and is not an EL/ELD program in and of itself.

Native Language Support – this type of support accompanies programs (e.g., an ESL program, a Bilingual Education program, a Sheltered content area class, a mainstream class), is a component of programs, and/or is supplemental to programs of service delivery. By law (see *Ríos v. Read*), native language support by itself does not constitute a program.

Transitional Bilingual Education (TBE) Programs – also called Early-exit Bilingual Programs. ELs in a Transitional Bilingual Education Program are taught the regular curriculum and academic content through native language instruction and instruction in English by a certified Bilingual teacher. Over time, the amount of native language instruction/use is decreased, and the amount of English instruction/use is increased, as the students’ English proficiency increases. The goal of TBE programs is to “transition” students into all-English instruction in the mainstream as quickly as possible. Hence, Transitional Bilingual Education Programs have also been called “Early-exit Bilingual Programs.” **In Connecticut, students must be exited from all Bilingual Programs within three years (CGS, Section 10-17e-j). Bilingual education students who have not met the EL exit criteria as set by the CSDE after three years in a bilingual program must transition into Language Transition Support Services (LTSS).**

Developmental Bilingual Education (DBE) Programs – also called Gradual Exit/Late Exit Bilingual Programs. ELs in a Developmental Bilingual Education Program are taught the regular curriculum/academic content through native language instruction and instruction in English by a certified Bilingual teacher. Developmental Bilingual Programs differ from Transitional Bilingual

Programs in their premise. TBE programs treat LEP/EL status as a deficiency and the programs are subtractive in nature, meaning that although they initially provide instruction in the native language, the native language is quickly phased out and English proficiency is the ultimate goal. DBE programs, on the other hand, are additive in nature and view bilingualism and biliteracy as assets and as the ultimate goal. In Developmental Bilingual Education Programs, the time in instruction in English also increases over time as the students' English proficiency increases. ELs are moved in increments from native language instruction to Content-based ESL or Sheltered Instruction to all-English mainstream classes. These stages usually occur over four to five years. Once students are fluent in English, they may continue to take one or two classes in their native language and may continue their bilingual education from kindergarten through Grade 12. However, as students get older and move through the grades, generally speaking, such opportunities decrease. **In Connecticut, students must be exited from Bilingual Programs within three years (CGS, Section 10-17e-j). Bilingual education students who have not met the EL exit criteria as set by the CSDE after three years in a bilingual program must transition into Language Transition Support Services (LTSS), which means that *not all* DBE programs, as they are meant to be run, are feasible in the state of Connecticut. *See Dual-language/Two-way Bilingual Education Programs below.**

Dual-language/Two-way Bilingual Education Programs – A Dual-language Bilingual Education Program is a Developmental Bilingual Education Program in which the goal for all participating students is to develop proficiency in two languages. In Dual-language or Two-way Bilingual Programs, native English-speaking students and students who speak another native language participate in classes together, with the goals of bilingualism and biliteracy being the same for all students. This approach is additive in nature and founded on a value of bilingualism as an advantage for all students. There are variations in the implementation of this model. Some variations of this program keep the languages separate during instruction, and the length of time spent in instruction in the two languages varies. Some Two-way Bilingual Programs use a 50-50 model, in which teachers teach all subjects in both languages for equal amounts of time; some use the 90-10 model that resembles the gradual shift over time much like the shift in stages used by Developmental Bilingual Education Programs; some begin the target language instruction in certain subject areas first; some separate native language speakers for language arts. Ideally, each class population would be composed of 50 percent native English speakers and 50 percent Target Language native speakers to ensure peer modeling and support. **Programming and implementation of Dual-language/Two-way Bilingual Education Programs and LTSS services in Connecticut may be complex. NCLB Title III AND the Connecticut Bilingual Education Statute both encourage the development and implementation of Dual-language/Two-way Bilingual Education Programs. Dual-language Program students may remain in the program indefinitely and are not subject to the 30-month limit in the Bilingual Education Statute. All other Bilingual Education Programs are subject to the 30-month limit.**

Language Transition Support Services (LTSS) in Connecticut – not necessarily a program in itself, unless a district has developed one with this specific title/name. LTSS are support services that former Bilingual Education program students transition into if they do not meet all EL exit criteria within three years in the Bilingual program. The goal of LTSS is to transition students out of the Bilingual program and into other support services and the all-English mainstream. Language Transition Support Services may include: ESL/ELD support or classes, Sheltered content classes,

mainstream content classes with specific Sheltered strategies used, co-taught classes by the Bilingual/ESL teacher and the mainstream teacher, reading or language arts support or intervention, mathematics support or intervention, enhanced academic instruction (e.g., language, writing, science, and technology labs) and all other services and educational programs offered in the mainstream program (e.g., gifted and talented classes, guidance, library services, etc.).

Newcomer Program: Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

SOURCES of DEFINITIONS:

Connecticut Administrators of Programs for English Language Learners (CAPELL). (2003). *The CAPELL Guidelines for ESOL Program Design K-12*. Electronic version, retrieved 11/26/2014 from http://www.capellct.org/pdf/CAPELL_ESOL_GUIDELINES.pdf

Connecticut State Department of Education. (2002). *Guidelines for Implementing Language Transition Support Services*. Electronic version, retrieved 11/26/2014 from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=321092>

Crawford, J. (2004). *Educating English Learners: Language diversity in the classroom, 5th edition*. Los Angeles: Bilingual Educational Services.

Echevarria, J. & Graves, A. (2003). *Sheltered Content Instruction: Teaching English-Language Learners with diverse abilities, 2nd edition*. Boston: Pearson.

U.S. Dept. of Education, Office for Civil Rights Developing Programs for English Language Learners: Glossary, retrieved 11/16/2010 from <http://www2.ed.gov/about/offices/list/ocr/ell/glossary.html#lau>

ANNUAL ASSESSMENT

ANNUAL LINGUISTIC ASSESSMENT

In addition to initial identification testing, and per the requirements of NCLB Title III, all English learners must be assessed annually on a state-designated English language proficiency test in order to measure progress and proficiency in English language development. In Connecticut, all ELs must be tested annually with the state approved English language proficiency assessment (in the appropriate form and grade-level test) in the four domains of speaking, listening, reading, and writing, and must have a comprehension score. The results are recorded by districts, which then report them to the Connecticut State Department of Education in late spring (usually May). The CSDE in turn reports to the U.S. Department of Education annually, and the state's AMAO results are calculated.

Annual testing for language proficiency may begin any time after January 1 of a given school year. Students who are administered the English language proficiency assessment as part of the initial identification process after January 1 need not take the assessment again during the given school year. Their initial identification test scores will suffice as their annual assessment scores.

ANNUAL ACADEMIC ASSESSMENT

In order to comply with federal requirements under *No Child Left Behind*, all English learners in Connecticut in kindergarten through Grade 12 must be identified, reported, and annually assessed with the state approved English language proficiency (ELP) assessment. In addition, to comply with federal NCLB Title I requirements, all students in kindergarten through Grade 2, including ELs, must be tested annually in reading using one of the [approved research-based reading assessments](#). To comply with *federal and state* legislation, all students, including English learners, in Grades 3 through 8 and Grade 11 must take an annual academic assessment (i.e., Smarter Balanced).

In order to comply with state requirements detailed in the Bilingual Education Statute [CGS, 10-17f(c)], English learners in kindergarten through Grade 12 who are enrolled in Bilingual Education programs must be assessed annually to measure both their linguistic and academic progress. Therefore, both *federal and state* legislation require Bilingual Education students in kindergarten through Grade 12 to take the mandated English language proficiency assessment (LAS Links) annually to measure their linguistic progress; *federal* legislation requires that Bilingual Education students (like all ELs) in Grades 3 through 8 and Grade 11 take an annual academic assessment (i.e., Smarter Balanced, CMT or CAPT Science); and *state* legislation requires Bilingual Education students in kindergarten through Grade 8 and Grade 11 to take an annual academic assessment.

EL Exemptions from the Annual Academic Assessment

NCLB determines how long a recently immigrated EL student may be exempt from taking the state academic achievement test and allows alternative versions of academic achievement tests to be used

in place of the all-English test until students' English proficiency is at a higher level. However, not all states have created or adopted alternative versions of their academic achievement tests for their ELs. **EL students who are enrolled for the first time in a U.S. public school are allowed a 10 academic-month (or 12 calendar-month) exemption from having to take the Reading and Writing portions of the state academic achievement test (i.e., Smarter Balanced), but they are still required to take the Math and Science portions of the test regardless of the length of time they have been enrolled in a U.S. school or particular ESL or bilingual program.** For statewide testing purposes, Puerto Rico schools are not considered U.S. schools for these first 12 months only (*CSDE Assessment Guidelines, 2014-2015 Edition*, p. 21-22). All ELs in Connecticut, until they achieve all of the EL exit criteria set by the Connecticut State Department of Education (CSDE), are allowed specific EL/LEP testing accommodations to provide "equal access" to the state academic achievement tests as determined by an instructional decision team.

Also, because Connecticut's 2010 "Position Statement on the Education of Students Who Are English Language Learners" calls for the provision of programs in which EL students will master the same content and meet the same academic performance standards expected of students whose first language is English, and because EL students must achieve grade-level performance standards in order to exit EL status and EL programs/services, all English learners must take the regular statewide exams at the grade level in which they are enrolled in order to achieve those ends (p. 13).

Assessment for Exiting EL Status and EL Programs/Services

In order to exit English Language Learner status and programs/services, EL students in Connecticut are required to take the LAS Links (to measure their English Language proficiency and ascertain that they have met the linguistic exit criteria) and achieve an overall score of 4 or 5 with no score in reading or writing below a 4. For more specific information about the state-determined exit criteria, see the section of this handbook titled "Exiting and Monitoring."

FOR MORE INFORMATION (links active as of 11/26/2014):

Connecticut Bilingual Education Statute: Section 10-17e-j, inclusive, of the *Connecticut General Statutes*, retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321156>

Connecticut State Department of Education's "Bilingual Education Statute Q & A," retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual_education_statute_q_and_a.pdf

Connecticut State Board of Education's "Position Statement on the Education of Students Who Are English Language Learners," retrieved from <http://www.sde.ct.gov/sde/LIB/sde/pdf/board/esl.pdf>

Federal Reference Regarding LEP/EL State Assessment Exemptions:

“New *No Child Left Behind* Regulations: Flexibility and Accountability for Limited English Proficient Students” (published on September 11, 2006), retrieved from

<http://www2.ed.gov/admins/lead/account/lepfactsheet.html>

Connecticut State Department of Education Information Regarding Test Accommodations,

retrieved from <http://www.csde.state.ct.us/public/CSDE/cedar/assessment/ell/index.htm>

Connecticut State Department of Education Guidelines for Administrating the Smarter Balanced Assessments, CMT-Science, CAPT- Science, CMT Skills Checklist- Science, CAPT Skills Checklist- Science & CTAA. Retrieved from

http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/special_education/AssessmentGuideLine.pdf

Connecticut State Department of Education (CSDE). Methodology for the Calculation of the Title III Annual Measurable Achievement Objectives, retrieved from

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

REPORTING

All ELs in a Connecticut district must be initially tested, their parents must be notified of the results, and they must be provided with a language instruction education program within the first 30 days at the start of the school year or within two weeks from the enrollment date if the student's enrollment occurs during the school year. Three times per year, districts must report the number of students in subgroups (e.g., free and reduced lunch, special education, EL, etc.) to the Connecticut State Department of Education. **These large Public School Information System (PSIS) data submissions to the CSDE occur on October 1, January 1, and July 1 of each school year and are usually performed by department directors and the district data programmers.**

The October 1 data submission may occur just before the first 30 days of school. It is important to remember that the numbers reported on October 1 of a given school year determine programming (i.e., bilingual education programs mandated by the Bilingual Education Statute) and funding (i.e., Bilingual Grant and Title III allocations) for the following/next school year. Therefore, it is essential that all ELs in the district be reported by the October 1 deadline. New students who enter the district and are identified as EL *after* the October 1 PSIS data submission should be reported in the subsequent PSIS data submission.

Furthermore, it is extremely important that all EL student information within the district student information system be kept accurate and up-to-date. This is necessary so that at any given time, reports to the state can be verified; questions and exceptions reports from the state can be answered, corrected, and/or verified; and the district data programmer and various departments and administrators can have access to the most up-to-date and accurate student information. Keeping records updated and checking for accuracy regularly in the district student information system also makes data entry and verification for the larger PSIS reports to the state less time-consuming in the weeks prior to the data submissions.

ESL coordinators or designated personnel receive ELP assessment results of all ELs in their schools/districts, which are also reported to the State Department of Education annually by a specific date in the spring (usually in May). Districts will still be required to certify the results to ensure that all enrolled ELs have been tested. The CSDE in turn reports to the U.S. Department of Education annually and the state's AMAO results are calculated.

EXITING AND MONITORING

EXITING EL STUDENTS

Beginning with the 2014-2015 academic year, the Connecticut State Department of Education (CSDE) is administering the Smarter Balanced Assessments or the Connecticut Alternate Assessment (CTAA) for English language arts and math. Additionally, the Connecticut Mastery Test (CMT) Science and Connecticut Academic Performance Test (CAPT) Science or the CMT/CAPT Skills Checklist Science will continue to be administered to meet federally mandated assessment requirements.

This change to assessments aligned to the Connecticut Core Standards (CCS) has necessitated corresponding changes in the criteria used to document students who are English learners (EL) exiting from programs of English language instruction. Therefore, the following EL exit criteria for all grades have been established.

In order for students to exit either the Bilingual Education and/or ESOL Program and no longer receive English language acquisition support, the student must reach the state-mandated exit requirements as described below. The Linguistic Standard selected for Connecticut is measured by the LAS Links Assessment.

Language Assessment Scales (LAS) Links Required Scores to Exit from Language Services

GRADES	LAS Links Scores
Kindergarten- Grade 12	Overall Level 4 or 5 and Reading Score 4 or higher and Writing Score 4 or higher

<http://www.csde.state.ct.us/public/CSDE/cedar/assessment/ell/resources/CT%20English%20Learner%20Exit%20Criteria%20grades%20K-12%205-22-14.pdf>

During the spring of each school year, districts send the assessments to CTB/McGraw-Hill to be scored. CTB usually returns the scores to districts by the last week in April. Therefore, a district EL coordinator or designated personnel can determine official EL exits by the end of the summer or first week of school after reviewing the necessary data/scores.

Official EL exits must be reported within the district (i.e., in the district’s student information system; to the schools/administrators, such as building principals; to ESL staff members; and on district or school-level EL rosters) and to the Connecticut State Department of Education via the “mastery” and “date of mastery” fields in the EL Data Application. The Connecticut State Department of Education communicates with district Title III Directors and provides instructions and the deadline for the official EL Exit Report to be submitted via the online EL Data Application. The deadline usually occurs during October of each school year.

Once students officially exit EL status and programs, parents should be notified. As exiting an EL program constitutes a change in program, it is recommended that parent notifications regarding students’ official exiting also be sent home within the first 30 days (if not sooner) of the school year. **Exited students’ program codes and other information will also need to be changed and updated in the district’s student information system and be verified prior to submitting the October 1 PSIS data submission to the CSDE.**

For more specific details about the Public School Information System (PSIS), the EL Data Application, and the specific fields/items to be reported for English learners in district and state data systems (e.g., dates of exit/mastery, changes in EL/LEP program codes, and fields indicating EL status), please consult the CSDE EL/Bilingual Consultant or the Bureau of Data Collection, Research and Evaluation concerning EL data.⁷

SOURCE:

CSDE “Connecticut English Learner Exit Criteria Grades K-12” retrieved 12/2014

<http://www.csde.state.ct.us/public/CSDE/cedar/assessment/ell/resources/CT%20English%20Learner%20Exit%20Criteria%20grades%20K-12%205-22-14.pdf>

MONITORING FORMER EL STUDENTS

Once students achieve all exit criteria, their parents have been notified, and all student information has been changed/updated/added/verified in the district and state student information systems, they are no longer considered EL students. They are now “former ELs” who have achieved the state-determined linguistic exit criteria, which include the highest levels of English proficiency.

Once a student has exited EL status officially, his/her assessment scores and the date of exit from the EL program should also be recorded on the official exit letter sent to parents and other EL documents within the student’s records. **According to Title III requirements, all exited EL students (former EL students) must also be monitored for two years following the date of exit from the EL program or from the end of the academic year during which the students exited. This is currently done at the district level with no specific guidelines or requirements (from the federal or state levels) in terms of what the monitoring should include.** District ESL coordinators, designated personnel, and/or ESL teachers should monitor former ELs for continuous academic progress and proficiency during the two years following the student’s exit. At this time, there is no reporting associated with the monitoring of former ELs at the district or state levels.

In some cases, districts may want to provide continued ESL support to exited students to continue to enhance their English Language Development and access to curriculum and instruction. However, in such cases, former ELs (i.e., those already exited from programs in the past because they achieved all exit criteria) may not be “counted” as an EL. This means a child provided with additional ESL services *beyond* his/her formal exit from programs/services **cannot** be re-identified in the Public School Information System (PSIS) reports to the state, **cannot** be counted in the number of ELs in the district/school, **cannot** be counted as an eligible Bilingual Education student, and his/her scores on the annual LAS Links should **not** be reported to the state in the spring. In cases where former ELs have met the exit criteria in the past, yet require academic or other assistance, it is recommended that other assessments, processes, and support services be used to identify and meet their needs.

**LOCAL EDUCATION AGENCY (LEA) RESPONSIBILITIES FOR EL STUDENTS IN
NONPUBLIC SCHOOLS LOCATED WITHIN THE REGION OF THE LEA**

For specific information regarding the LEA’s responsibilities for LEP/EL students in nonpublic schools located within the region of the LEA, please see the guidance provided by the Connecticut State Department of Education (CSDE) in the letter to LEAs.⁸ This letter is sent out annually to LEAs from the CSDE EL/Bilingual Consultant. The cooperation of LEAs and private schools in identifying and providing services to EL students in nonpublic schools is essential to the CSDE’s determination of the numbers of ELs in districts and the Title III grant entitlement amounts for the LEAs. If you have any questions, please contact the CSDE EL/Bilingual Consultant.

⁸ See Appendix titled “Letter to LEAs regarding LEP Students in Non-public Schools within the Region.”

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APPENDIX A

Connecticut State Department of Education LEP/EL IDENTIFICATION PROCESS LETTER TO DISTRICTS

TO: English Learner Personnel
FROM: Marie Salazar Glowski, English Language Learner/Bilingual Consultant
DATE: **XXXX**
SUBJECT: Process for Identifying Students Who are Limited English Proficient

The requirement to identify students is stated in Section 10-17f of the Connecticut General Statutes, effective November 1977. The definition of a Limited English Proficient (LEP) student referred to in the statute as “eligible students” is found in Section 10-17e of CGS. It states that “eligible students” means students enrolled in public schools in grades kindergarten to twelve, inclusive, whose dominant language is other than English and proficiency in English is not sufficient to assure equal educational opportunity in the regular school program. This identification process is also required by the federally mandated Title III Public Law 107-110, Language Instruction for Limited English Proficient and Immigrant Students as part of the No Child Left Behind Act of 2001.

All school districts must identify their LEP (EL – English Learner) students under the statute and submit their count of EL students to the State Department of Education. The data are reported as part of the student database process (Public School Information System or PSIS) that is administered through the SDE.

Only when there are twenty or more students of the same language background in the same school building designated as EL does the district have to establish a bilingual education program in that school in the following school year. The EL data are also used to determine whether the district would qualify for a grant under Title III of NCLB and the services that the district must provide for all EL students. The identification process will tell you which of your students are EL and their language background.

APPENDIX B

Connecticut State Department of Education
SAMPLE PARENT NOTIFICATION LETTER
MUST BE SENT UPON IDENTIFICATION AND/OR ANNUALLY BY
SEPTEMBER XXXXXX PUBLIC SCHOOLS, ADDRESS, TELEPHONE
NUMBER, FAX, E-MAIL

Date

To the parents of (Name of Student) (School) (Grade) (Program Code if desired):

Connecticut and federal statutes governing the education of English learners (ELs) require the assessment and identification of all students who enter the XXXXX Public Schools. The Language Assessment System (LAS Links), Formal Observation, and the English Language Interview are used by XXXXX Public Schools to identify such students as English learners.

The XXXXX Public Schools offer XXXXX basic programs to students who qualify as English learners. The first two programs assist students acquiring English language:

- (1) Bilingual Education (for Spanish Dominant students);
- (1) English for Speakers of Other Languages (ESOL); or
- (2) Regular education class **without** ESOL support.

Your child has been identified as an English Learner and will receive or will continue to receive services either through the:

Bilingual Education Program **or** English for Speakers of Other Languages (ESOL) Program.

Your child's assessment:

The last linguistic assessment of your child is level _____ as measured by the LAS Links. Grade-Level Reading Assessment Grades K-3 ____.

The Smarter Balanced Assessments will be administered to measure your child's academic progress with supports as deemed appropriate.

In order for your child to exit either the Bilingual Education and/or ESOL Program and no longer receive English language acquisition support, your child must reach the state mandated exit requirements as listed on the state website. The Linguistic Standard will be measured by the LAS Links Assessment.

While the rate of English language development varies widely from student to student, many students exit the Bilingual Education and/or ESOL program in 3-7 years. All ELs must have access to content academic instruction with modification and supports as necessary to ensure that the students will be successful academically and be prepared for grade promotion and graduation. This district's goal is for 100% of all English Learners to become fully proficient in English to graduate from high school with a range of academic and professional options.

Any English Learner who is eligible for an Individualized Education Program (IEP) for a child with a disability has the right to receive a free, appropriate public education as outlined in the (IEP) which is designed to meet the child's unique learning and language needs.

As a parent, you have the right to refuse or remove your child from placement in either the Bilingual Education or ESOL Program. If you have any questions about the placement of your child for this school year, please contact xxxxxxxxxx, title, at xxxxxxxx.

Sincerely, Name, Title

Attachment (include as appropriate, if your district has material to include)

APPENDIX C

Connecticut State Department of Education EL PROGRAM CODES (formerly LEP Program Codes) [Updated (5/11/2010)]

Code	Description
01	<p><u>Eligible</u> for bilingual education program, participating in mandated bilingual education program. This may include:</p> <ul style="list-style-type: none"> A. Transitional Bilingual Education Programs; or B. Dual Language Programs.
02	<p><u>Eligible</u> for bilingual education program, enrolled with fewer than 30 months remaining before graduation, participating in mandated high school English as a Second Language (ESL) program.</p>
03	<p>Participated in mandated bilingual education program for 30 months, did not meet the English Mastery Standard, receiving <u>Language Transition Support Services</u> (LTSS). (Please see the revised definition below).</p>
04	<p><u>Eligible</u> for mandated bilingual education services, no bilingual education program provided due to parental request.</p> <p>Student is not receiving bilingual education or any other language instruction services due to parental request.</p>
05	<p><u>Not eligible</u> for mandated bilingual education program. ESL, tutoring, or other type of English language support provided. Examples of English language support include:</p> <ul style="list-style-type: none"> A. ESL Pull-out with a TESOL certified teacher; B. ESL Push-in/Co-Teaching with a TESOL certified teacher providing ESL instruction in the mainstream classroom; C. Sheltered English instruction; D. Other.
06	<p><u>Not eligible</u> for bilingual education program, not receiving ESL or any other language instruction services due to parental request.</p>
07	<p><u>Eligible</u> for mandated bilingual education program, no bilingual education program provided due to parental request. However, ESL, tutoring, or other type of English language support provided. Examples of English language support include:</p> <ul style="list-style-type: none"> A. ESL Pull-out with a TESOL certified teacher; B. ESL Push-in/Co-Teaching with a TESOL certified teacher providing ESL instruction in the mainstream classroom; C. Sheltered English instruction; or D. Other.

Code 01- Mandated Bilingual Education Program

Student is eligible and is participating in a mandated bilingual program as required by Section 10-17e-j, inclusive of the Connecticut Statutes. These bilingual education programs are limited to 30 months, except for students who are in the Dual language/Two-way bilingual programs who may continue after 30 months and are still coded 01.

Sec. 10-17e Definitions

- (1) ***“Eligible students”*** means students enrolled in public schools in grades kindergarten to twelve, inclusive, whose dominant language is other than English and whose proficiency in English is not sufficient to assure equal educational opportunity in the regular school program;

Sec. 10-17f.

- (b) *Whenever it is ascertained that there are in any public school within a local or regional school district **twenty or more eligible students** classified as dominant in any one language other than English, the board of education of such district shall provide a program of bilingual education for such eligible students for the school year next following. Eligible students shall be placed in such program in accordance with subsection (e) of this section.*

Code 02 - Mandated High School English as a Second Language (ESL) Program

Student is receiving mandated English as a Second Language (ESL) services as required by Section 10-17e-j, inclusive of the Connecticut General Statutes. These are EL students at the secondary level who are eligible for a mandated bilingual education program, but when enrolling have fewer than 30 months remaining for graduation.

Sec. 10-17f (d)

If an eligible student enrolls in a secondary school when the student has fewer than thirty months remaining before graduation, the local or regional board of education shall assign the student to enable the students to speak, write and comprehend English by the time the student graduates and meet the course requirements for graduation.

Code 03 – Receiving Mandated Language Transition Support Services (LTSS) after Completing Thirty Months in Mandated Bilingual Education Program (Except in a Dual Language/Two-Way Language Program)

Student is receiving Language Transition Support Services (LTSS).

If a student in a mandated bilingual program does not meet the English mastery standard at the end of thirty months, the local or regional board of education shall provide Language Transition Support Services (LTSS) to such students. Such services may include, but need not be limited to, English as a second language (ESL) programs, sheltered English programs, English immersion programs, tutoring and homework assistance. Once a student has received 30 months of bilingual education services, they must

have the program code 03 (LTSS) until they meet the CSDE's English Mastery Standard and cease to be an EL student. LTSS encompasses all forms of ESL support.

Code 04 – Eligible for Mandated Bilingual Education Program/No program provided due to parental request

Though student is eligible for mandated bilingual education program, student is not receiving bilingual education or any other type of English as a second language program due to parental request.

Code 05 – Not Eligible for Mandated Bilingual Education Program/Other Mandated English as a Second Language Program for English Learners (ELs) Provided

Student is not eligible for mandated bilingual education program (less than 20 students dominant in any language other than English) and is receiving appropriate English as second language instruction such as English as a Second Language (ESL) and/or Sheltered English Instruction where content areas are modified for comprehension. There is no time limit for students who participate in these programs as is the case in bilingual education programs. Once student meets the state mandated exit criteria, they exit EL status and programming.

Code 06 – Not Eligible for Mandated Bilingual Education Program/No program provided due to parental request.

Student is not eligible for mandated bilingual education program (fewer than 20 students dominant in any one language other than English); student is not receiving any other type of English as a second language program due to parental request.

Code 07 – Eligible for Mandated Bilingual Program but Receiving Other Type of English as a Second Language Program due to parental request.

Though student is eligible for mandated bilingual education program (twenty or more eligible students classified as dominant in any one language other than English), no bilingual education program is provided due to parental request. However, another type of English as a second language program is provided. There is no time limit for students who participate in these programs as is the case in bilingual education programs. Once student meets the state mandated exit criteria, he/she exits EL status and programming.

APPENDIX D

Connecticut State Department of Education LETTER TO LEAs REGARDING LEA RESPONSIBILITIES FOR ELs IN NON-PUBLIC SCHOOLS IN REGION

TO: Local Education Agencies

FROM: Marie Salazar Glowski, CSDE EL/Bilingual Consultant

SUBJECT: Private School Limited English Proficient Student (LEP)/English Learners (ELs)
Under Title III of No Child Left Behind

DATE: **XXXX**

Attached please find a copy of the letter that was sent to private elementary and secondary schools in Connecticut regarding the identification and services for LEP/EL students attending non-public schools.

It is recommended that you send this sample letter to the private schools located within your district geographic area. Local Education Agencies (LEAs) receiving Title III funds are responsible for helping to identify ELs in private schools using similar criteria that are used in the district. Only students who meet the criteria in the private school should be reported to the state (ED 159) and only if the private school intends to take advantage of LEA support.

After timely and meaningful consultation with appropriate private school officials, the LEA and the private school will determine appropriate educational services to be provided. Title III funds provided for educational personnel and services for private school children must be equitable to the funds provided for participating public school children, taking into account the number and educational needs of those children. Money is held by the LEA, and only services or materials may be provided to the private school. Private schools must also agree to annual assessment of the identified students to provide the LEA with information regarding the progress of the student in English language attainment.

Private schools are to complete form ED 159 and submit it to the Connecticut State Department of Education (CSDE) and provide districts with a copy for their records. Changes in LEA grant entitlement allocations will take into consideration the number of ELs identified in the private schools for that district. These amounts will be published on the state Web site along with the ESEA entitlement grants.

If you have further questions, please contact Marie Salazar Glowski, EL/Bilingual Consultant, at 860-713-6750 or e-mail marie.salazar.glowski@ct.gov. Thank you.

REVISED 11/22/2010

**SAMPLE LETTER TO PRIVATE SCHOOLS REGARDING IDENTIFICATION OF
LIMITED ENGLISH PROFICIENT (LEP)/ENGLISH LEARNERS (ELs)**

The letter may be directed to the school principal/director

SUBJECT: Private School Limited English Proficient (LEP) Students or English Learners (ELs) Under Title III, English Language Acquisition of No Child Left Behind (NCLB)

DATE: Letter should be sent annually — late summer or early September

We are writing to inform you that Local Education Agencies (LEAs) receiving Title III funds must provide educational services to English Learners who are properly identified using district criteria and attend private schools that are located in the geographic area served by the LEA. Consultation **must** occur between the LEA and private school personnel prior to the provision of services. Title III funds provided for educational personnel and services for private school students must be equitable to the funds provided for participating public school children, taking into account the number and educational needs of those children. Title III funds may be used for all assessments related to non-public school students.

Under Title III, we must contact private schools within our geographic area regarding our responsibilities for English Learners. **An English language assessment must be conducted to determine whether private school students in fact are limited English proficient.** If the private school agrees to accept the services for English Learners, we will consult with you to determine the following:

- How the English Language assessment of the children will be conducted;
- The size and scope of the services to be provided to the eligible private school children;
- The amount of funds available for those services;
- How, where and by whom the services will be provided;
- How the services will be assessed; and
- How the results of the English language assessment will be used to improve those services.

If you choose to accept Title III funding from the LEA for the purpose of identifying and providing services, then all identified English Learners **MUST** be reported to the Connecticut State Department of Education (CSDE) using form ED 159 after their assessment. The State Department of Education will send out the date for submission of this report in a separate letter to the private schools. These students should be assessed annually to determine their progress in English language attainment. Exit criteria must be established between the non-public school and the LEA. Test results are not reported to the CSDE; however, once students meet exit criteria, they are no longer reported on the ED 159 as EL.

Only students who are identified as English Learners are to be reported in your ED 159 to the state. If you are NOT interested in accepting support from the LEA, you should not report students as English Learners to the state on the ED 159.

If you are submitting an EL count on the ED 159, you must also send us a copy.

Please contact us to let us know if you are interested in receiving more information. If you have further questions, please contact _____ . Thank you.

Sincerely,

APPENDIX E

SAMPLE EL COORDINATOR'S YEARLONG CHECKLIST

*Note that districts will need to modify/adapt this checklist according to their current/existing programs, i.e., Bilingual Education programs and Title III ESL/ESOL support programs.

END-OF-YEAR, SUMMER, BEGINNING OF NEXT SCHOOL YEAR

- Annual Bilingual Grant Annual Evaluation/Report due – in June (due date will come from CSDE).
- Annual Title III Grant Annual Evaluation/Report due – in June (due date will come from CSDE).
- LAS Links Data must be certified by the district and reported to the State – May
- Distribution of Whole-district LAS Links Results to Schools (principals, coordinators, EL staff, coaches, teams, etc.) – April/May (ASAP for any EL students' CSTs, PPTs, or Annual Reviews currently under way).
- PSIS Data Submission due to State – July 1.
- Create NEW EL school/staff rosters for the upcoming year.
- Bilingual Grant – due between Aug and Sept.
(Check CSDE Requests for Proposals Web page for exact due date from CSDE per year.)
- Title III Grant – due between Aug and Sept.
(Check CSDE Requests for Proposals Web page for exact due date from CSDE per year.)
- Revise ESOL/Bilingual Programs & Procedures Handbook for the next school year.
- Revise Translations Procedures & Training Handbook for the next school year.
- Update/Revise list of In-District Translators to be sent to all school secretaries (to keep available) in offices.
- Any translations to finish from the summer.
- Check on EL Subgroup academic performance, individual student performance, and potential EL exits.
- Update EL Parental Notification Letter for ALL ELs (regarding identification or continuation of services) to go home during the first week of school.
- Determine all Official K-12 EL Exits in August or beginning of September. Mark all who exited in 1) student information system, 2) roster, and 3) EL Data Application for CSDE due in September/October (usually second week of October; due date will come from CSDE).
- Send official EL exit lists to schools/principals and ESL/Bilingual staff members.

SEPTEMBER

- Determine all Official K-12 EL Exits in August or beginning of September. Mark all who exited in 1) student information system, 2) roster, and 3) EL Data Application for CSDE due in September/October (usually second week of October; due date will come from CSDE).
- Send official EL exit lists to schools/principals and ESL/Bilingual staff members.
- Official K-12 EL Exit letters must go home to parents ASAP in September, so as not to continue exited students into services during current school year.
- Send EL Fall Parental Notification Letter for ALL ELs (regarding identification or continuation of services) home during first week of school to all ELs identified as of July 1 prior except those

students who exited. (Letter may be sent in August. Regardless of date a letter must be sent annually to all parents of ELs.)

- Create and update all school EL rosters.
- Get kindergarten lists of students with dominant languages other than English from Central Office and all new HL/DL surveys. Then, cross-reference lists and generate school lists for Kindergarten screening/testing.
- All kindergarten testing copies and results to be submitted to ESL coordinator by last week in Sept. All NEW K-12 students tested and placed, parent notification/meetings held, and copies of EL/LAS Links paperwork sent to coordinator before the end of September. (All parent notifications must be sent out within the first 30 days of school.)
- ALL ELs (continuing in programs/services and newly identified) to be identified in student information system by last day of September for October 1 PSIS data submission to State. (Cross-reference all in student information system with all school EL rosters.)
- If contacted by CSDE, provide any responses/information needed by CSDE EL/Bilingual Consultant for grant reports (Bilingual Education or Title III) or new grant applications (Bilingual Education or Title III).
- Send LEA Letter to Private Schools regarding ELs and Title III funding, LEA responsibilities, etc. (during first week of school or in August).
- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- [By September/October, i.e., check CSDE Web site for due date – Submit annual Bilingual Program Grant application IF it was not due by July. Same for Title III Grant Application.]*
- By last day in September, check to see that all staff members have submitted their monthly student EL services attendance in the rosters.
- By last day in September, identify ALL ELs in student information system (cross-reference with all school rosters) – for district data programmer’s October 1 PSIS Data Submission to the State.

OCTOBER

- October 1 – PSIS Data Submission due to State (these numbers determine all programming and funding for the NEXT school year!)
- By the second week in October, enter all Official EL Exits into the CSDE EL Data Application.
- If contacted by district data programmer, provide any verifications/corrections for the data exceptions (for EL status and Dominant Language) from the October 1 PSIS Data Submission.
- Provide clean copies of current/updated school EL rosters to all school principals (due to Central Office ASAP in school year).
- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- By last day in October, check to see that all staff members have submitted their monthly attendance in the rosters.

NOVEMBER

- Consult Assessment Guidelines for Administering the Smarter Balanced, CMT-Science, CMT Skills Checklist-Science, CAPT Skills Checklist and CTAA for decisions about use of embedded supports and accommodations for state academic testing.
- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- By last day in November, check to see that all staff members have submitted their monthly attendance in the rosters.

- Check LAS Links testing materials inventory – must have enough for Annual LAS Links testing, which begins in January.

DECEMBER

- Cross-reference and then update all rosters and student information system; create clean rosters per school and make into files/templates for staff to enter test dates into.
- Distribute testing schedule to all staff at staff meeting.
- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- By last day in December, check to see that all staff members have submitted their monthly attendance in the rosters.
- PSIS Data Submission to state due January 1.

JANUARY

- PSIS Data Submission on January 1.
- ANNUAL ELP TESTING begins. Send reminder email to all schools (principals, vice principals, guidance counselors, and EL staff members regarding testing timelines and conditions).
- If contacted by district data programmer, provide any verifications/corrections for the data exceptions (for EL and Dominant Language) from the January 1 PSIS Data Submission.
- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- By last day in January, check to see that all staff members have submitted their monthly attendance in the rosters.

FEBRUARY

- ANNUAL ELP TESTING
- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- By last day in February, check to see that all staff have submitted their monthly attendance in the rosters.

MARCH

- ANNUAL ELP TESTING
- SBAC testing.
- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- By last day in March, check to see that all staff members have submitted their monthly attendance in the rosters.

APRIL

- Communicate LAS Links results to EL staff members and building administrators.
- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- By last day in April, check to see that all staff members have submitted their monthly attendance in the rosters.

MAY

- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).

- By last day in May, check to see that all staff members have submitted their monthly attendance in the rosters.
- Prep "Incoming"/next year's lists of ELs (by grade per school) for the middle school/high school guidance counselors.
- Set up any middle school/high school transition meetings necessary.
- Email Literacy Coaches/Language Arts Consultants, or appropriate teachers, request for ALL literacy scores for all elementary school ELs (K-2).
- Changes in program option made by parents are to be changed in student information system *AFTER the July 1 PSIS data submission.*

JUNE

- Update rosters and student information system REGULARLY (i.e., no less than every two weeks).
- By last day of school, check to see that all staff members have submitted their monthly attendance in the rosters before leaving for the end-of-year.
- Make any changes to the incoming/next year's middle school and high school lists, including program options/parent permission changes and potential exits. (Send updated lists at end of school year.)
- Bilingual Program Grant Evaluation/Report due to CSDE by end of month.
- Title III (ESL) Program Grant Evaluation/Report due to CSDE by end of month.
- Note: Change status and program codes in student information system and school rosters for any K-2 students who achieved exit status *AFTER July 1 PSIS data submission.*
- PSIS Data Submission due July 1.

JULY

- PSIS Data Submission on July 1.
- Change status and program codes in student information system and school rosters for any K-2 students who achieved exit status and for any students with changes in program options/parent permission *AFTER July 1 PSIS data submission.*
- Bilingual Grant due July or Aug (due date will come from CSDE).
- If contacted by district data programmer, provide any verifications/corrections for the data exceptions (for EL and Dominant Language) from the July 1 PSIS Data Submission.

AUGUST

- Data disaggregation.
- Determine K-2, Grades 3-8, and grades 9-12 Official Exits. Then, mark all official exits in student information system, on rosters, and in CSDE EL Data Application online; also report all exits to the appropriate principals, guidance counselors, and EL staff members in schools.
- Create Official Exit list for monitoring purposes (2-year monitoring period of exited students).
- Create and post the new school year's rosters (in the shared drive).

APPENDIX F

RELATED LITERATURE

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Lyons, James J. (1992). *Legal Responsibilities of Education Agencies Serving National Origin Language Minority Students*. Chevy Chase, MD: Mid-Atlantic Equity Center. Electronic version, retrieved from <http://www.maec.org/Old/lyons/contents.html>

APPENDIX G

AGENCY/ORGANIZATION RESOURCES

Web addresses current as of March 2015

Connecticut State Department of Education (CSDE) –

ESL and Bilingual Web Page –

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

Assessment Requirements for ELLs -

<http://www.csde.state.ct.us/public/CSDE/cedar/assessment/ell/index.htm>

Links to Additional Guidance from the CSDE –

http://ctserc.org/s/index.php?option=com_content&view=article&id=711:ct-state-department-of-education-guidance-regarding-english-language-learners&catid=18:ide&Itemid=110

State Education Resource Center (SERC), Initiative on Diversity in Education (IDE) –

<http://www.ctserc.org/ide>

State Education Resource Center (SERC), English Learners Resource Center (ELRC) –

<http://serc.info/elrc>

Connecticut Administrators of Programs for English Language Learners (CAPELL) –

<http://www.capellct.org>

Connecticut Teachers of English to Speakers of Other Languages (ConnTESOL) –

<http://www.conntesol.net>

(National) Teachers of English to Speakers of Other Languages (TESOL) –

<http://www.tesol.org>

National Association for Bilingual Education (NABE) – <http://www.nabe.org>

National Association for Multicultural Education (NAME) - <http://www.nameorg.org>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) – <http://www.ncela.us>

U. S. Department of Education, Office of English Language Acquisition (OELA) –

<http://www2.ed.gov/about/offices/list/oela>

U.S. Department of Education (U.S. DOE) – <http://www2.ed.gov>

U.S. Department of Education, Office for Civil Rights (OCR) – <http://www2.ed.gov/ocr>

U.S. Department of Justice (U.S. DOJ), Civil Rights Division – <http://www.justice.gov/crt>

Center for Applied Linguistics (CAL) – <http://www.cal.org>

Regional Education Laboratory Northeast and Islands (REL-NEI) – <http://www.relnei.org>

New England Comprehensive Center (NECC) – <http://www.necomprehensivecenter.org>

APPENDIX H

INSTRUCTIONAL RESOURCES

In addition to those available through the agencies/organizations listed above

Web addresses current as of March 2015

Connecticut ELL Framework – <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

SERC's Initiative on Diversity in Education's downloadable resources – <http://www.ctserc.org/ide>

CAPELL's *Resource Guide for Low-incidence ELL Districts: Instructional Practices* (2010) – <http://www.capellct.org>

Teaching English to Speakers of Other Languages (TESOL), Inc.'s *PreK-12 English Language Proficiency Standards* (2006) – <http://www.tesol.org>

CTB/McGraw-Hill (publishes of the LAS Links) – <http://www.ctb.com>

Pearson Education's The SIOP Institute – <http://www.siopinstitute.net>

Echevarria, J. & Graves, A. (2003). *Sheltered Content Instruction: Teaching English-Language Learners with diverse abilities, 2nd Edition*. Boston: Allyn & Bacon.

Echevarria, J., Vogt, M.E., & Short, D.J. (2008). *Making Content Comprehensible for English Learners: The SIOP Model, 3rd Edition*. Boston: Allyn & Bacon.

Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) [CAL] – <http://www.cal.org/create>

Center for Research on Education, Diversity, and Excellence (CREDE) [University of California, Berkeley] – <http://crede.berkeley.edu>

The National Center for Culturally Responsive Educational Systems (NCCRESt) – <http://www.nccrest.org>

Equity Alliance at Arizona State University (ASU)'s Language-Differences Media Lab – <http://www.equityallianceatasu.org/ell>

Center on Instruction's ELL K-12 Resources – <http://www.centeroninstruction.org>

NYU Steinhardt's ALBETAC's Translated Content Area Glossaries – <http://steinhardt.nyu.edu/metrocenter/albetac/translateglossaries>

APPENDIX I

PROFESSIONAL DEVELOPMENT RESOURCES

In addition to those available through the agencies/organizations listed above

Web addresses current as of March 2015

Connecticut State Department of Education's (CSDE) CALI ELL trainings (Basic and Advanced) –
Information – <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321748>
Registration – <http://sdecali.net>

CAPELL's *Resource Guide for Low-incidence ELL Districts: Professional Development and Education Supports* (2010) – <http://www.capellct.org>

SERC's professional development offerings related to the Education of English Learners –
Statewide workshop offerings – <http://www.ctserc.org/catalog>
Job-embedded, in-district offerings – <http://www.ctserc.org/ide>

UCLA-SMP's professional development offerings –
<http://www.smp.gseis.ucla.edu/Northeast/Northeast.html>

SCSU's Training for All Teachers (TAT) Workshop –
<http://www.southernct.edu/programs/teachertraining/theworkshop.htm>

Center for Applied Linguistics professional development offerings –
<http://www.cal.org/solutions/profdev>

Mid-continent Research for Education and Learning professional development offerings –
<http://www.mcrel.org/topics/ProfessionalDevelopment>

New England Conference on Multicultural Education (NECME) – <http://www.necme.org>

Links to Connecticut's Regional Educational Service Center (RESC)'s Professional Development offerings can be found on each of their web pages:

ACES – <http://www.aces.org>

CES – <http://www.ces.k12.ct.us>

CREC – <http://www.crec.org>

EASTCONN – <http://www.eastconn.org>

Education Connection – <http://educationconnection.org>

LEARN – <http://www.learn.k12.ct.us>

APPENDIX J
TERMS RELATED TO THE EDUCATION OF ENGLISH LEARNERS (SERC, January 2015)

EL or ELL	English Learner or English Language Learner
LEP	Limited English Proficiency (describes proficiency; sometimes used to describe a learner)
Terms/Theories in Second Language Acquisition	
SLA	Second Language Acquisition (a process)
BICS	Basic Interpersonal Communication Skills (conversational language) [Cummins]
CALP	Cognitive Academic Language Proficiency (academic language) [Cummins]
Context-embedded	Quadrant B (contextual clues) [Cummins]
Context-reduced	Quadrant D (no or very few contextual clues) [Cummins]
CUP	Common Underlying Proficiency (vs. Separate Underlying Proficiency)
Affective Filter	One of Krashen’s 5 Hypotheses built on SLA processes/needs [Krashen]
Comprehensible Input	One of Krashen’s 5 Hypotheses built on SLA processes/needs [Krashen]
Acronyms describing Programs or Methodologies for ELs	
ESL	English as a Second Language (a program/class; sometimes used to describe a learner)
ESOL	English to Speakers of Other Languages (a program/class; sometimes used to describe a learner)
TESL	Teaching English as a Second Language (field of study/practice)
TESOL	Teaching English to Speakers of Other Languages (field of study/practice/certification)
ELD	English Language Development (a program or class; a process)
ELP	English Language Proficiency
SI	Sheltered Instruction (methodology/model of instruction; not a separate program)
SIOP	Sheltered Instruction Observation Protocol (an observation protocol for SI) [Echevarria, Short, Vogt]
SDAIE	Specially Designed Academic Instruction in English (methodology/model of instruction)
CBI	Content-Based Instruction (methodology/model of instruction)
LTSS	Language Transition Support Services (must be provided in CT to ELs who have not met the EL exit criteria at the end of 30 months in a Bilingual Program)
Designated Language Proficiency Test for Annual Measurement of Progress & Proficiency in CT	
LAS Links	Language Assessment Scales (LAS) Links (language proficiency test in CT, annual measure)
Names/Labels for ELs per Proficiency Level in CT	
Beginning EL	Beginning English Language Learner (Overall Level 1 on the LAS Links test)
Early Intermediate EL	Early Intermediate English Language Learner (Overall Level 2 on the LAS Links test)
Intermediate EL	Intermediate English Language Learner (Overall Level 3 on the LAS Links test)
Proficient EL	Proficient English Language Learner (Overall Level 4 on the LAS Links test)
Above Proficient EL	Above Proficient English Language Learner (Overall Level 5 on the LAS Links test)
NNS	Non-Native Speaker (a learner)
NES	Non-English Speaker (a learner; descriptor on the LAS test formerly used in CT annually)
LES	Limited English Speaker (a learner; descriptor on the LAS test formerly used in CT annually)
FES	Fluent English Speaker (a learner; descriptor on the LAS test formerly used in CT annually)
Acronyms Referring to Language(s)	
NL	Native Language (a learner’s home, first, or original dominant language)
TL	Target Language (the language to be acquired/learned)
L1	First Language (a learner’s home, first, or original dominant language)
L2	Second Language (used to describe a learner’s second language/language to be acquired/ the target language)

(continued)

Organizations	
(National) TESOL	Teachers of English to Speakers of Other Languages (national organization)
ConnTESOL	Connecticut TESOL (state organization; local affiliate of National TESOL)
CAPELL	Connecticut Administrators of Programs for English Learners (statewide organization of school administrators, coordinators, & teachers)
ELPA 21 Consortium	ELPA21 (English Language Proficiency Assessment for the 21 st Century) is a group of states designing and developing an assessment system for English language learners. The system is based on the new English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. http://www.elpa21.org
WIDA Consortium	World-class Instructional Design and Assessment Consortium, includes 22 states & Washington, D.C.; Consortium-developed ELP Standards (includes content areas); Consortium-developed language proficiency test – ACCESS for ELs [WIDA]
Legislation, Legislative Requirements, and Related Offices	
CSDE ELL Framework	CT's ELL Framework (State Board approved 11/05, separate from content area frameworks)
OELA	Office of English Language Acquisition (U.S. Dept. of Education)
NCLB	No Child Left Behind (2001)
AYP	Adequate Yearly Progress (under NCLB)
Title III	Title III of NCLB - sets requirements for the identification, reporting, and assessment of ELs
AMAOs	Annual Measurable Achievement Objectives for ELs (to be set by states, under Title III)
OCR	Office for Civil Rights (U.S. Dept. of Education)
Title VI of the Civil Rights Act of 1964	Equal Access Law; prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance
Professional Development	
DI	Differentiated Instruction
ETS	Effective Teaching Strategies, from "Classrooms that Work" (Marzano et al., 2001).
CITWELL	<i>Classroom Instruction That Works for English Learners</i> training (based on book)
Best Practices for ELLs	Best Practices for English Learners, professional development training module offered through the RESC Alliance & SERC
SIOP Institute	Sheltered Instruction Observation Protocol professional development training offered by Pearson; institutes, virtual seminars, and in-district training are available options.
TAT	Training for All Teachers (a program/curriculum that teaches Second Language Acquisition and Sheltered Instruction principles and strategies to all teachers, in particular general education teachers) [TAT (offered by Southern Connecticut State University) is funded by a federal grant from the Office of English Language Acquisition.]
Project Ex-CELL	Excellence for Connecticut's English Learners (a program/curriculum that teaches about English Language Development and SDAIE principles and strategies to all teachers, in particular general education teachers) [Project Ex-CELL (offered by UCLA-SMP) is funded by a federal grant from the Office of English Language Acquisition.]

