

Administrative Resource Handbook for Coordinators of Programs for *English Language Learners* in Connecticut's Public Schools



State Education Resource Center (SERC)
Connecticut State Department of Education (CSDE)



Connecticut State Department of Education

George Coleman, Acting Commissioner

Bureau of Accountability and Improvement

Lol Fearon, Bureau Chief

Marie Salazar Glowski, Consultant, Contributing Author

Office of Planning, Media and Constituent Services

Matthew J. Falconer, Editor

State Education Resource Center

Marianne Kirner, Ph.D., Executive Director

Ingrid M. Canady, Assistant Director, Reader

Beth-Ann Brunet, Consultant, Contributing Author

Greta Skiles, Consultant, Reader

Janet N.Y. Zarchen, Consultant, Reader

Jeremy Bond, Communication & Publications Coordinator, Editor

Debbie Williams, Education Services Specialist, Editor

Jodylynn Talevi, Media/Technology Associate

External Contributors

Colleen Kubinski, ESL Teacher, Stafford Public Schools, Reader

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Levy Gillespie

Equal Employment Opportunity Director

Title IX /ADA/Section 504 Coordinator

State of Connecticut Department of Education

25 Industrial Park Road

Middletown, CT 06457

tel. 860-807-2071

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INTRODUCTION: PURPOSE

Connecticut's schools are becoming more culturally and linguistically diverse. According to data published by the Connecticut State Department of Education (CSDE) in July 2008, the population of English Language Learners (ELLs) in Connecticut schools had increased by 15.5 percent between 2003 and 2007. English Language Learners, as a percentage of all Connecticut students K-12, had increased from 4.6 percent to 5.4 percent (*CSDE Data Bulletin*, "English Language Learners in Connecticut," July 2008, p. 1). In the 2009-10 school year, 72,592 students spoke a dominant language other than English, and 133 dominant languages were spoken among these students. Of the 72,592 students with dominant languages other than English, 29,993 were identified as English Language Learners (*CSDE Data Bulletin*, "English Language Learners, School year 2009-10," November 2010, p. 1). 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 Language 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 Language Learners, including identifying ELL 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 Language 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 ELLs, 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 Language 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 ELL students) and to contain administrative, instructional (in accordance with CSDE ELL standards), and family involvement resources for educators of English Language Learners in Connecticut. However, in this first draft of the handbook, more attention is given to the background of ESL and Bilingual Education. It also focuses on the administrative responsibilities of district personnel who are developing and implementing programs and services for ELLs 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 (November 2010), the organization's guidelines are under revision and will be updated according to new legislative and state programmatic and procedural requirements. The organization is also currently working on the creation and publication of a Special Education-ELL Resource Handbook. In addition, CSDE ELL/Bilingual Consultant Marie Salazar Glowski is working collaboratively with CAPELL on the revision of its Guidelines; with the Regional Education Laboratory Northeast and Islands (REL-NEI) on professional development resources; with the CT RESC Alliance¹ on professional development resources; and with the New England Comprehensive Center (NECC) to provide guidance for low-incidence districts specifically in the areas of instructional strategies, professional development and educator supports, and family-school-community engagement. Recent products of these collaborative efforts include CAPELL's new *Resource Guides for Low-incidence ELL Districts* in Connecticut. 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 Language Learners. Educators will understand the federal and state legislative requirements and procedures of programs for English Language 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 Language Learners. Lastly, it is our hope that fewer students will be inaccurately/inappropriately identified, placed, served, assessed, or exited from ELL programs, or inaccurately/inappropriately referred for evaluation for special education in Connecticut schools.

¹ The RESC Alliance represents the state's six Regional Educational Service Centers.

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 ELL PLANS/PROGRAMS

Web addresses current as of 11/16/2010

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 11/16/2010

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/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/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, **and** demonstrate that ELL students 1) make progress in attaining English language proficiency, 2) attain English language proficiency, and 3) are proficient in state academic achievement standards in math, reading or language arts, and science. 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). Similar to the adequate yearly progress (AYP) requirements under Title I, the 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.ncela.gwu.edu/files/uploads/5/NCLBTitleIII.pdf>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA). U.S. Department of Education's Guidance on Title III Administration, including guidance on "Supplement, not Supplant," retrieved from <http://www.ncela.gwu.edu/title3>

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.ncela.gwu.edu/t3sis/state/connecticut>
- CT Technical Assistance Network, retrieved from <http://www.ncela.gwu.edu/t3sis/state/connecticut/tan>

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

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). Revised Methodology for the Calculation of the Title III Annual Measurable Achievement Objectives, retrieved from <http://www.csde.state.ct.us/public/cedar/assessment/ell/resources/DISTRICT%20NOTIFICATION%20AMAO%20REVISIONS09.pdf>

CONNECTICUT STATE LEGISLATION

Regarding Bilingual Education...

In Connecticut, Limited English Proficient (LEP) students (also called English Language Learners and 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/ELL 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 Language 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 ELLs 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 Language Learners.

Regarding the Assessment of English Language Learners...

Annual Assessment

To comply with federal requirements under *No Child Left Behind*, all English Language Learners in Connecticut in kindergarten through Grade 12 must be identified, reported, and annually assessed on the LAS Links (the test designated by the CSDE to measure annual English language progress and proficiency). In addition, to comply with federal NCLB Title I requirements, ELLs in kindergarten through Grade 12 must be tested annually in reading (i.e., on the DRA/DRA2 or CMT or CAPT). To comply with *federal and state* legislation, English Language Learners in Grades 3 through 8 and Grade 10 must take an annual academic assessment (i.e., the CMT or CAPT). And, finally, in Connecticut's Priority School Districts, English Language Learners in kindergarten through Grade 3 must be assessed on the DRA2 per the Priority School District requirements.

To comply with state requirements detailed in the Bilingual Education Statute [CGS, 10-17f(c)], English Language 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 LAS Links annually to measure their linguistic progress; *federal* legislation requires that Bilingual Education students (like all ELLs) in Grades 3 through 8 and Grade 10 take an annual academic assessment (i.e., the CMT or CAPT); and *state* legislation requires Bilingual Education students in kindergarten through Grade 12 to take an academic assessment annually.

ELL Exemptions from the Annual Academic Assessment

Effective July 1, 2001, the *Connecticut Mastery Test Statute* states that 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 CMT and the CAPT (Public Act No. 01-205, *An Act Concerning Mastery Test Exemptions*). **This means ELL 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 ELL students will master the same content and meet the same academic performance standards expected of students whose first language is English, and

because ELL students must achieve grade-level performance standards in order to exit ELL status and ELL programs/services, all English Language 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, 2010-2011 Edition*, p. 13).

Assessment for Exiting ELL Status and ELL Programs/Services

To exit “English Language Learner” status and programs/services, ELL 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** the DRA/DRA2 **or** CMT **or** CAPT, depending on their grade level (to measure their academic proficiencies and ascertain that they have met the academic exit criteria). The Grade 8 CMT (alternate form) may be used for the purpose of exiting ELLs who are in Grade 9. For more specific information about the state-determined exit criteria, see the section of this handbook entitled “Exiting and Monitoring.”

FOR MORE INFORMATION (links active as of 11/16/2010):

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>

Connecticut’s English Language Learner Exemption Guidelines for CMT and CAPT, retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=320820>

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>

Connecticut State Department of Education (CSDE) Assessment Guidelines for Administering the Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT), and Connecticut Alternate Assessments to Students Who Receive Special Education Services, Students Identified as Disabled under Section 504, Students Identified as English Language Learners, 2010-2011 Edition, retrieved from <http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/AssessmentGuideline2010-11.pdf>

IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS²

In compliance with Title III requirements, all English Language 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 Language Learners or ELLs (who are often still referred to as “Limited English Proficient” students in federal documents) 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?

Step I: Preliminary Assessment of Dominant Language

The child’s dominant language is initially determined from the answers provided to the questions on the Home Language Survey completed by parents (or older students for themselves) at the time of enrollment. When answers provided by the Home Language Survey vary, are unclear, indicate multiple languages, or are initially found to be possibly inaccurate, consideration of additional information and a final determination of the child’s dominant language need to be made. Additional information that should be considered in determining a student’s dominant language may include general information recorded on school registration/enrollment forms as well as additional information recorded on the Home Language Survey that pertain to language and previous enrollment in ESL and Bilingual Education programs/services. When a child’s dominant language is unclear, proceed to Step II: Final Determination of Dominant Language.

The original copy of the Home Language Survey should always remain in the student’s cumulative records or file with his/her other registration papers. So that districts are in compliance with the *No Child Left Behind* and Connecticut’s Bilingual Education Statute requirements to identify all “eligible”

² See Appendix titled “LEP Identification Process.”

English Language Learners, a Home Language Survey should exist in the records or file of every student in the school.

A Home Language Survey that indicates that a student's dominant language is one other than English, and a Home Language Survey that indicates that a student's dominant language is still unclear, should be immediately brought to the attention of the person who coordinates ELL programs (which includes ESL and Bilingual Education programs) in the district. Through this process, the appropriate department and/or personnel is informed of the enrollment of new students who *may or may not* be eligible for ESL or Bilingual services and who are in need of a final determination of dominant language and/or initial testing/screening to determine eligibility for services. In most cases, ELL personnel are responsible for the final determination of dominant language, testing/screening of potential ELL students, and the initial identification of English Language Learners who have recently enrolled in the district.

It also is recommended that the district ELL coordinator, as well as the ELL staff person in the building, carefully review the Home Language Survey for other pertinent information. Some Home Language Surveys ask not only the three essential questions listed previously, but also inquire about students' past placement or services in ESL and Bilingual Education programs. Sometimes, parents provide further information regarding past programs and services in the students' previous district that also indicate that the student may have been identified as an English Language Learner in the past, regardless of the dominant language indicated by the answers to the three essential questions. Also, parents may need oral and/or written translations of the Home Language Survey to provide the most accurate answers to the questions on the survey. For these reasons, it is in the district's best interest to allow the ELL coordinator, ESL/Bilingual Education teacher, or other ESL/Bilingual Education personnel who are involved with the identification process to access and review the Home Language Surveys of all students. This would avoid *misidentifying* students whose dominant language is in fact English **AND** *missing*, or not identifying, students whose dominant language is one other than English and/or who are eligible for ESL or Bilingual Education programs/services.

Step II: Final Determination of Dominant Language

ELL personnel should then collect and evaluate the information provided by parents regarding the student's dominant language, background in general, past educational experiences and program placements, and academic history, including the child's prior education and performance as provided in records from previous schools.

If a student's dominant language is unclear or in question, ELL personnel should then conduct a grade-appropriate oral interview and/or observations of the student in order to make a final determination of the student's dominant language and to gain more information regarding the student's English language proficiency. It might also be necessary to conduct observations of the student in various contexts during the school day or to have further conversation with parents regarding the student's language(s) used in various contexts (e.g., at home, with various members of the family, with friends, in school, and in other settings). Such information can be collected by using more comprehensive Developmental Language Histories or Questionnaires.

Another way of making a final determination of a child’s dominant language (in addition to oral interviews and observations) is by administering a language proficiency test. The Language Assessment Scales (LAS) Links or another district-selected language proficiency test may be administered in order to determine the student’s proficiency in English and/or in the home language (if a native-language test is available). If the LAS Links is used to make the final determination of the student’s dominant language, the scores should be recorded. They will be needed for Step III of the identification process (Determination of English Language Proficiency) and will become the baseline data to which the student’s annual LAS Links test results (obtained in the spring) should be compared.

Once a final determination of a student’s dominant language has been made (i.e., in Step II of the identification process), the student’s dominant language as entered into the district and state student information systems never changes. A student’s original Home Language Survey, therefore, is an extremely important document. If a student enrolls, leaves, and then returns to a district, the student’s original Home Language Survey and original dominant language should remain in the student’s records, both in the hard-copy files and in the student data systems, including the Public School Information System (PSIS). Furthermore, when an ELL student exits “ELL status” by achieving all exit criteria as set by the Connecticut State Department of Education³, the student’s original dominant language listed in the student/school data systems, including the Public School Information System, remains the same.

Step III: Determination of English Language Proficiency

Once a student’s dominant language has been determined to be one other than English, the student must then be assessed to determine whether he/she has limited English proficiency. (Remember that a student must have both a dominant language other than English AND limited English proficiency to be identified as an “English Language Learner.”) This determination is made based on three indicators: 1) an interview to determine proficiency, 2) a standardized English language proficiency test, and 3) consideration of academic history/performance. All three indicators must be used in making the final determination to identify a student as an ELL. According to the CSDE LEP Identification Process,⁴

Failure to meet these indicators demonstrates that the student does not have the needed English language proficiency and literacy skills to do academic work in English. Appropriate instructional services must be provided for ELL students to ensure that they achieve the same academic standards as other students. These services will include English language acquisition and literacy instruction as well as modifications in content area instruction. Title III of NCLB requires that ELL students be offered instruction that will help them attain English proficiency and literacy. This law requires that all students including ELL students will achieve in all core academic areas (p. 3).

³ See section of resource handbook titled “Exiting and Monitoring.”

⁴ See Appendix titled “LEP Identification Process.”

While districts have a choice as to which assessment tool they will use to initially assess students' English language proficiency, students' English proficiency in all four domains (speaking, listening, reading, and writing) should be measured and given consideration in the identification process. Districts may also find it advantageous to use the LAS Links for the initial determination of English Language Proficiency since districts are *required* to use the LAS Links for the *annual* assessment of progress and proficiency of all ELLs in the spring of each academic year. By using the same assessment for both initial and annual testing, districts will be able to obtain pre- and post-data (i.e., establish a baseline and compare initial and annual scores to more accurately measure student progress in attaining English language proficiency).

Students to whom the LAS Links is administered as part of the initial identification process after January 1 (and who are found to be eligible) need not take the LAS Links again during the given school year. Their initial identification test scores may count as their annual assessment scores. In these cases, the initial identification LAS Links test scores will suffice for the report of annual progress and proficiency to the state that usually occurs in May. If a district so chooses, it can, however, administer the LAS Links again to these students before the end of the school year as a way of measuring progress made.

A student is considered to be an English Language Learner when he/she is a non-English speaker (i.e., he/she scores an Overall Level 1 on the LAS Links), a limited English-speaker (i.e., he/she scores an Overall Level 2 or 3 on the LAS Links), and/or is very limited in specific domains in English (e.g., reading or writing). Any student who meets the entrance criteria listed above is determined to be an ELL student, is eligible for, and must be offered, English as a Second Language (ESL), English to Speakers of Other Languages (ESOL), or Bilingual Education⁵ programs/services. Careful consideration of all three indicators⁶ should be made in determining the identification of students as English Language Learners.

If a student's level of English proficiency is at or above a level considered proficient, and consideration has been given to all three indicators, the student is not identified as an English Language Learner and is not placed in an ESL/Bilingual Education program. An Overall Level 4 or 5 on the LAS Links is the linguistic exit criteria for ELLs as set by the Connecticut State Department of Education. Therefore, if a student achieves an Overall Level 4 or 5 on the LAS Links during initial testing, the student has already achieved the highest English proficiency levels on the language proficiency test required for exiting "ELL" status; the student has already achieved the *linguistic* exit criteria. Consideration of the student's academic history/performance must also be given.

⁵ If the student's school building is required to provide Bilingual Education per the Bilingual Education Statute.

⁶ The three indicators are listed on page 16 under "Step III: Determination of English Language Proficiency" and are as follows: 1) an interview to determine proficiency, 2) a standardized English language proficiency test, and 3) consideration of academic history/performance.

ADDITIONAL INFORMATION REGARDING THE IDENTIFICATION OF STUDENTS AS ELLS:

A student transferring from another Connecticut public (or private) school, who was previously identified as an ELL in that district at the time of his/her unenrollment or move, must continue as an “ELL” in the new Connecticut public school district. Connecticut ELLs must remain identified/labeled as ELLs until the time that they achieve all ELL exit criteria as set by the CSDE⁷. Therefore, an ELL student from one Connecticut school district who moves into a new Connecticut school district must be identified as an ELL 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 ELL (in Connecticut or in another state) *and* who exited ESL/Bilingual Programs and ELL status by achieving all exit criteria in the former district/state should not be re-assessed or identified a second time as an ELL. 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 ELLs” (i.e., those already exited from programs in the past because they achieved all exit criteria) may not be “counted” as an ELL. 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 ELLs 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 ELLs” 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 ELL and who has not yet achieved the exit criteria in the previous state, should continue as an English Language 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*

⁷ See Section on “Exiting and Monitoring,” and see Appendix titled “Performance Standards Necessary to Exit Programs of English Language Instruction, August 2010.”

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 ELL/Bilingual Consultant.)

English Language 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 Language Learners must be notified of their child's identification as Limited English Proficient (LEP) or as an English Language Learner (ELL) 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 Language Learner (ELL).
- 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.⁸ 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 ELL students following the district's receipt of its Annual Measurable Achievement Objectives (AMAOs)⁹ 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 ELL 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 Revised Methodology for the Calculation of the Title III Annual Measurable Achievement Objectives (Dec. 2009), retrieved on 11/16/2010 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 on 11/16/2010 from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

⁸ See Appendix entitled "Sample Initial Identification or Continuation of Services Parental Notification Letter."

⁹ 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 on 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 ELL/LEP students with the same dominant language. Per the Bilingual Education Statute, a school building with 20 or more LEP/ELL 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 legislation¹⁰ sets requirements as to the need for and the mandated provision and implementation of ELL/ESL/ESOL/ELD¹¹ Programs and Bilingual Education programs. The goals of these laws are to support the English Language Development of ELLs, to ensure equal access to the mainstream/general education curriculum, and to provide equitable educational opportunities for ELLs. 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.” Within “the Guidelines,” the State Board of Education names the specific responsibilities of the state, district, school, and educators to English Language Learners.

¹⁰ See section of handbook titled “Legal History: Federal and State Legislation.”

¹¹ ELD = English Language Development

PROGRAM MODELS AND SERVICE DELIVERY FOR ENGLISH LANGUAGE 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 ELLs (i.e., when they are not part of a continuum of programs/services available to ELLs 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 nongraded, 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/ELL 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 ELLs 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 ELL 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 ELL/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. ELLs 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 ELL 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. ELLs 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/ELL 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. ELLs 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 ELL 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 ELL 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.).

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 on 11/16/2010 from http://www.capellct.org/pdf/CAPELL_ESOL_GUIDELINES.pdf

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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 on 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 Language 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 ELLs must be tested annually on the LAS Links (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 who 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 on the LAS Links may begin any time after January 1 of a given school year. Students who are administered the LAS Links assessment as part of the initial identification process after January 1 need not take the LAS Links again during the given school year. Their initial identification test scores will suffice as their annual assessment scores.

Districts are required to alternate forms of the LAS Links each year. For example, Form A of the LAS Links was used in the spring of 2009 for annual assessment of English language progress and proficiency. In the spring of 2010, districts were required to alternate to Form B of the LAS Links. All districts must use the form designated by the CSDE for the given year. If a district is unsure as to which form of the LAS Links it should be administering in a given year, an ESL/Bilingual Education coordinator or representative should contact the CSDE ELL/Bilingual Consultant.

ANNUAL ACADEMIC ASSESSMENT

In order to comply with federal requirements under *No Child Left Behind*, all English Language Learners in Connecticut in kindergarten through Grade 12 must be identified, reported, and annually assessed on the LAS Links (the test designated by the Connecticut State Department of Education to measure annual English language progress and proficiency). In addition, in order to comply with federal *NCLB* Title I requirements, ELLs in kindergarten through Grade 12 must be tested annually in reading (i.e., on the DRA/DRA2 or CMT or CAPT). In order to comply with *federal and state* legislation, English Language Learners in Grades 3 through 8 and Grade 10 must take an annual academic assessment (i.e., the CMT or CAPT). And, finally, in Connecticut's Priority School Districts, English Language Learners in kindergarten through Grade 3 must be assessed on the DRA2 per the Priority School District requirements. (Note: For ELL exiting purposes, the DRA2 is only used through Grade 2. However, it must be administered through Grade 3 in Priority School Districts.)

In order to comply with state requirements detailed in the Bilingual Education Statute [CGS, 10-17f(c)], English Language 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 LAS Links annually to measure their linguistic progress; *federal* legislation requires that Bilingual Education students (like all ELLs) in Grades 3 through 8 and Grade 10 take an annual academic assessment (i.e., the CMT or CAPT); and *state* legislation requires Bilingual Education students in kindergarten through Grade 12 to take an academic assessment annually.

ELL Exemptions from the Annual Academic Assessment

NCLB determines how long a recently immigrated ELL 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 ELLs. Newly immigrated ELL students 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., CMT or CAPT), but they are still required to take the Math and Science portions of the test regardless of their date of arrival or first enrollment into a U.S. public school. All ELLs in Connecticut, until the time that they achieve all of the ELL exit criteria set by the Connecticut State Department of Education (CSDE), are, however, allowed specific ELL/LEP testing accommodations to provide "equal access" to the state academic achievement tests.

Effective July 1, 2001, the *Connecticut Mastery Test Statute* states that 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 CMT and the CAPT (Public Act No. 01-205, *An Act Concerning Mastery Test Exemptions*). **This means ELL 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 portions regardless of the length of time they have been enrolled in a U.S. school or particular ESL or bilingual program (CSDE Assessment Guidelines, 2010-2011 Edition, p. 13).**

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 ELL students will master the same content and meet the same academic performance standards expected of students whose first language is English, and because ELL students must achieve grade-level performance standards in order to exit ELL status and ELL programs/services, all English Language 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 ELL Status and ELL Programs/Services

In order to exit English Language Learner status and programs/services, ELL 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** the DRA/DRA2 **or** CMT **or** CAPT, depending on their grade level (to measure their academic proficiencies and ascertain that they have met the academic exit criteria). The Grade 8 CMT (alternate form) may be used for the purpose of exiting ELLs who are in Grade 9. 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 11/16/2010):

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>

Connecticut’s English Language Learner Exemption Guidelines for CMT and CAPT, retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=320820>

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>

Connecticut State Department of Education Information Regarding Test Accommodations: <http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm>

Connecticut State Department of Education (CSDE) Assessment Guidelines for Administering the Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT), and Connecticut Alternate Assessments to Students Who Receive Special Education Services, Students Identified as Disabled under Section 504, Students Identified as English Language Learners, 2010-2011 Edition, retrieved from <http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/AssessmentGuideline2010-11.pdf>

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

REPORTING

All ELLs in a Connecticut district must be initially tested, their parents must be notified, 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, ELL, 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 ELLs in the district be reported by the October 1 deadline. New students who enter the district and are identified as ELL *after* the October 1 PSIS data submission should be reported in the subsequent PSIS data submission.

Furthermore, it is extremely important that all ELL 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.

ELL Coordinators or designated personnel are also required to report the annual LAS Links scores of all ELLs in their schools/districts to the State Department of Education annually by a specific date in the spring (usually in May). The scores are submitted to the CSDE in an online Web-based application called the ELL Data Application. Directions for districts regarding this data submission and Web-based data application come from the CSDE each year by e-mail to the Title III Director or ESL contact person in the district. The CSDE in turn reports to the U.S. Department of Education annually and the state's AMAO results are calculated.

For more specific details about the Public School Information System (PSIS), the ELL Data Application, and the specific fields/items to be reported for English Language Learners in district and state data systems (e.g., dates of entry into services; ELL/LEP program codes and descriptions; changes in services/programs opted for or parent permission codes), please consult the Connecticut State Department of Education ELL/Bilingual Consultant or the Bureau of Data Collection, Research and Evaluation, concerning ELL data.¹²

¹² See the Appendix titled "ELL/LEP Program Codes and Descriptions."

EXITING AND MONITORING

EXITING ELL STUDENTS

All ELLs in Connecticut must achieve the following *linguistic and academic exit criteria* in order to officially exit ELL status and ELL programs. Each state is required to set such exit criteria according to Title III of NCLB. Districts are required to report exited students to the Connecticut State Department of Education.

SUMMARY CHART:

GRADE	LINGUISTIC EXIT CRITERIA	ACADEMIC EXIT CRITERIA
K-Grade 2	LAS Links Overall Level 4 or 5	(DRA) End-of-year grade-level performance standards K – Level 4 Grade 1 – Level 18 Grade 2 – Level 28 Nonfiction selection
Grades 3-8	LAS Links Overall Level 4 or 5	(CMT 4) grade-level performance standards Math – Proficient (Level 3) or above; Reading – Proficient (Level 3) or above; Writing – Basic (Level 2) or above (CMT MAS)** Math – Proficient (Level 2) or above; Reading – Proficient (Level 2) or above
Grade 9	LAS Links Overall Level 4 or 5	(*School-secure CMT 3 Grade 8) Math – Proficient (Level 3) or above; Reading – Proficient (Level 3) or above; Writing – Basic (Level 2) or above (CMT MAS)** Math – Proficient (Level 2) or above; Reading – Proficient (Level 2) or above
Grades 10-12	LAS Links Overall Level 4 or 5	(CAPT 3) grade-level performance standards Math – Basic (Level 2) or above; Reading – Basic (Level 2) or above; Writing – Basic (Level 2) or above (CAPT MAS)** Math – Proficient (Level 2) or above; Reading – Proficient (Level 2) or above

***Grade 9 ELLs may be tested with the Grade 8 school-secure version of the CMT 3 for the purpose of exiting from ELL programs. Districts must contact the Connecticut State Department of Education to obtain a copy of this version (Form M) of the test.**

****Students who take the CMT MAS or CAPT MAS need to take the regular CMT or CAPT in the area of Writing and perform at the Basic Level or higher in order to meet all academic exit criteria.**

During the spring of each school year, districts score their ELL students' LAS Links tests or send them out to CTB/McGraw-Hill to be scored. CTB usually returns the scores to districts by the last week in April. Usually by the end of May, DRA scores for K-2 ELLs are available. During the summer, districts receive their CMT and CAPT scores. Therefore, a district ELL coordinator or designated personnel can determine official ELL exits by the end of the summer or first week of school after reviewing the necessary data/scores.

Official ELL 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 ELL staff members; and on district or school-level ELL rosters) and to the Connecticut State Department of Education via the "mastery" and "date of mastery" fields in the ELL Data Application. The Connecticut State Department of Education communicates with district Title III Directors and provides instructions and the deadline for the official ELL Exit Report to be submitted via the online ELL Data Application. The deadline usually occurs during October of each school year.

Once students officially exit ELL status and programs, parents should be notified. As exiting an ELL 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 ELL Data Application, and the specific fields/items to be reported for English Language Learners in district and state data systems (e.g., dates of exit/mastery, changes in ELL/LEP program codes, and fields indicating ELL status), please consult the CSDE ELL/Bilingual Consultant or the Bureau of Data Collection, Research and Evaluation concerning ELL data.¹³

SOURCE:

CSDE "Performance Standards Necessary to Exit Programs of English Language Instruction," retrieved on 11/16/2010 from http://www.csde.state.ct.us/public/cedar/assessment/ell/resources/Perf_Standards_Necessary_Exit_English_Language_Including_MAS_Final_8252010.pdf.

*Please note that the academic exit criteria for ELLs in kindergarten-Grade 2 can be found by going to page 2 of the "Performance Standards" document listed above and clicking the link provided there to the CSDE's DRA2 Q & A document OR by clicking the following link: http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/language_arts/DRA2_QA_2010.pdf

The kindergarten-Grade 2 DRA ELL Requirements can be found on pages 11 and 12 of this newly revised September 2010 DRA2 Q & A document (pages 16 & 17 of the PDF) retrieved on 11/16/2010.

¹³ See the Appendix titled "ELL/LEP Program Codes and Descriptions."

MONITORING FORMER ELL 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 ELL students. They are now “former ELLs” who have achieved the state-determined linguistic and academic exit criteria, which include the highest levels of English proficiency and the grade-level standards of academic performance for all students on the DRA, CMT, or CAPT tests.

Once a student has exited ELL status officially, his/her assessment scores and the date of exit from the ELL program should also be recorded on the official exit letter sent to parents and other ELL documents within the student’s records. **According to Title III requirements, all exited ELL students (former ELL students) must also be monitored for two years following the date of exit from the ELL 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 ELL Coordinators, designated personnel, and/or ELL teachers should monitor former ELLs 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 ELLs 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 ELLs (i.e., those already exited from programs in the past because they achieved all exit criteria) may not be “counted” as an ELL. 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 ELLs 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 ELLs 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 ELL STUDENTS IN NONPUBLIC SCHOOLS LOCATED WITHIN THE REGION OF THE LEA

For specific information regarding the LEA’s responsibilities for LEP/ELL 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.¹⁴ This letter is sent out annually to LEAs from the CSDE ELL/Bilingual Consultant. The cooperation of LEAs and private schools in identifying and providing services to ELL students in nonpublic schools is essential to the CSDE’s determination of the numbers of ELLs in districts and the Title III grant entitlement amounts for the LEAs. If you have any questions, please contact the CSDE ELL/Bilingual Consultant.

¹⁴ 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/ELL IDENTIFICATION PROCESS OUTLINE

- I. **PRELIMINARY ASSESSMENT OF DOMINANT LANGUAGE**
(Sample Home Language Survey available for student/parent)
- II. **FINAL DETERMINATION OF DOMINANT LANGUAGE**
 - 1) Language Proficiency Test administered in English and/or the native language where possible (Language Assessment Scales [LAS], LAS Links or other test of preference) and/or
 - 2) Observation and recording of observations and/or interview
- III. **DETERMINATION OF ENGLISH LANGUAGE PROFICIENCY**
 - 1) Interview student or parent to determine Oral English Proficiency.
 - 2) Administer the LAS, LAS Links or other English Language Proficiency Assessment of preference. If the English proficiency test was administered in Step II, then those scores will suffice. A record of the name of the test and the scores should be recorded as a reference for a baseline when it is time for the state-mandated LAS Links annual testing to take place if indeed the student qualifies.
 - 3) Academic history must be considered and may include records from another country or the DRA, CMT or CAPT scores, grade-level performance in the classroom and determination of below-average or failing report grades. Students who are for the first time in a United States school for less than 10 school months may be exempt from the reading and writing portion of the CMT/CAPT.

11/22/2010

For questions, please contact Marie Salazar Glowski, CSDE ELL/Bilingual Consultant, at 860-713-6750 or at marie.salazar.glowski@ct.gov.

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

TO: English Language 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 (ELL – English language learner) students under the statute and submit their count of ELL students to the State Department of Education. The data are reported as part of the student data base 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 ELL does the district have to establish a bilingual education program in that school in the following school year. The ELL 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 ELL students. The identification process will tell you which of your students are ELL and their language background.

**Connecticut State Department of Education
LEP/ELL IDENTIFICATION PROCESS
GUIDELINES**

The Three Primary Requirements for the ELL student identification process are as follows:

PRELIMINARY ASSESSMENT OF DOMINANT LANGUAGE (Home Language Survey)

- I. Examine the general information recorded on the school admission and enrollment application pertaining to language and previous education programs such as bilingual and ESL. For all students for whom a Preliminary Assessment Form is not in the file, administer this assessment and enter the results on the form. **The three typical, preliminary assessment questions are as follows: What is the first language you learned to speak? What language is spoken the most by other persons in your home? What language do you speak the most at home?** (Home Language Survey Sample available for parent and/or student) Please keep in mind that there are weaknesses in the preliminary assessment of dominant language, when either students or parents are asked what language is chiefly spoken at home. For various reasons, either group may not wish to admit that English is not the language of the home. The preliminary data may indicate that the home language is English, yet it may be apparent that the student has great difficulty speaking English in the mainstream classrooms.

FINAL DETERMINATION OF DOMINANT LANGUAGE

- II. One way of making a final determination of a child's dominant language is by administering a language proficiency test. The LAS Links (Language Assessment Scales) or other language proficiency assessment may be administered that allows for testing in English and/or the student's native language. If the LAS Links is administered initially, it can provide a good baseline when compared with the LAS Links annual mandatory assessment. The final determination process may include an observation of the student in a non-structured environment if it appears that the student cannot tolerate a more formal language proficiency assessment.

DETERMINATION OF ENGLISH LANGUAGE PROFICIENCY

- III. For all students whose dominant language is other than English in Step II, you must determine whether they are ELL students based on the following three indicators:

1. Proficiency Interview
2. Standardized English Language Proficiency test
The LAS Links or other English Language Proficiency assessment (A LAS Links overall combined score within the Level 4 or 5 range is considered proficient.) If LAS Links was administered in Step II, results may be used.
3. Consideration of Connecticut Mastery Test (CMT) scores or the Connecticut Academic Performance Test (CAPT), below-average or failing report card grades, academic history, working below grade-level or records from another country.

All indicators in Step III must be used in determining whether the student will be classified as ELL. Failure to meet these indicators demonstrates that the student does not have the needed English language proficiency and literacy skills to do academic work in English. Appropriate instructional services must be provided for ELL students to ensure that they achieve the same academic standards as other students. These services will include English language acquisition and literacy instruction as well as modifications in content area instruction.

Title III of NCLB requires that ELL students be offered instruction that will help them attain English proficiency and literacy. This law requires that all students, including ELL students, will achieve in all core academic areas. It also requires that ELL students be tested annually for English language proficiency and for academic progress. Academic progress is determined by CMT or CAPT test results and a thorough review of academic progress in the classroom. In 2009-10, LEP students will be required to be assessed annually for academic progress in Grades 3-8 and 10. If you believe you may consider a bilingual program student for exit in the spring, you must administer the DRA K-2 or the CMT/CAPT to be able to use this information as part of the exit criteria.

It is imperative and it is your responsibility to correctly identify and provide services to all ELL students and to enter their data using one of the codes provided by PSIS.

Thank you for all of your efforts to ensure proper identification and support for the ELL students in your schools.

Should you have any questions, contact Marie Salazar Glowski at 860-713-6750.

11/22/2010

APPENDIX B

Connecticut State Department of Education

SAMPLE PARENT NOTIFICATION LETTER

MUST BE SENT UPON IDENTIFICATION AND/OR ANNUALLY IN 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 language Learners (ELLs) 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 Language Learners.

The XXXXX Public Schools offer XXXXX basic programs to students who qualify as English Language 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 Language Learner and will receive or 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 Developmental Reading Assessment (DRA 2 Grades K-3). DRA _____.
- In the CMT or CAPT, your child ___ has met the standard ___ has not met the standard.

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 two standards:

Linguistic Standard: LAS Links – Level 4 or 5, **and**
Academic Standard: Grade level on the DRA 2, Connecticut Mastery Test (CMT) or
Connecticut Academic Performance Test (CAPT)

All ELLs 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.

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):

Performance Standards Necessary to Exit Programs of English Language Instruction, August 2010

Outlined below are the performance standards that must be achieved in order for English language learners (ELLs) to exit from a program of English language instruction.

Language Assessment Scales (LAS) Links Scores Required in Partial Fulfillment for Exit from Language Services

Kindergarten-Grade 12	Level 4 or 5 on the LAS Links
------------------------------	--------------------------------------

Connecticut Mastery Test (CMT) Fourth Generation Grades 3-8 Scores Required in Partial Fulfillment for Exit from Language Services

	Mathematics Proficient Standard (Level 3)	Reading Proficient Standard (Level 3)	Writing Basic Standard (Level 2)
Grade 3	210 and above	217 and above	188 and above
Grade 4	215 and above	227 and above	185 and above
Grade 5	215 and above	215 and above	186 and above
Grade 6	214 and above	220 and above	185 and above
Grade 7	216 and above	208 and above	192 and above
Grade 8	214 and above	219 and above	189 and above

Grade 9 Scores Required in Partial Fulfillment for Exit from Language Services

	School Secure CMT Generation 3 Grade 8 Mathematics Proficient Standard (Level 3)	School Secure CMT Generation 3 Grade 8 Reading Proficient Standard (Level 3)	School Secure CMT Generation 3 Grade 8 Writing Basic Standard (Level 2)
Grade 9	216 and above	218 and above	192 and above

The school secure form of the Generation 3 CMT, Form M, should be used for testing Grade 9.

**Connecticut Developmental Reading Assessment
Second Edition (DRA2) Performance Levels**

The Developmental Assessment of reading is utilized for the performance standards that must be achieved in order for English language learners (ELLs), Grades K-2, to exit from a program of English language instruction. On the Literacy/English Language Arts Web page, the “Developmental Reading Assessment Second Edition (DRA2) Q & A” document is available at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866> for the most current performance levels for these students.

**Connecticut Academic Performance Test (CAPT) Third Generation
Grades 10-12
Scores Required in Partial Fulfillment for Exit from Language Services**

	Mathematics Basic Standard	Reading Basic Standard	Writing Basic Standard
Grades 10, 11 and 12	191 and above	174 and above	182 and above

**Exit from English Language Services for Students Participating in Connecticut’s
Modified Assessment System**

Below are the scores required in partial fulfillment for exit from English language services for the special education students assessed with the Connecticut Mastery Test Modified Assessment System (CMT MAS) or the Connecticut Academic Performance Test Modified Assessment System (CAPT MAS). The CMT MAS and the CAPT MAS are available in the subjects of reading and math only. Therefore, the scores below refer to any assessments taken in the Modified Assessment System (MAS) form. These scores will be combined with the standard writing scores and the standard scores for reading or math when taken in the standard form. In addition, there are only three performance levels in the CMT MAS and CAPT MAS, as opposed to the five performance levels for the standard CMT or CAPT. These levels are Basic, Proficient and Goal.

**Connecticut Mastery Test Modified Assessment System (CMT MAS)
Grades 3-8
Scores Required in Partial Fulfillment for Exit from English Language Services**

	Mathematics Proficient MAS (Level 2)	Reading Proficient MAS (Level 2)
Grade 3	223 and above	256 and above
Grade 4	225 and above	230 and above
Grade 5	224 and above	231 and above
Grade 6	224 and above	253 and above
Grade 7	257 and above	246 and above
Grade 8	261 and above	237 and above

**Connecticut Academic Performance Test Modified Assessment System (CAPT MAS)
Grades 10-12
Scores Required in Partial Fulfillment for Exit from English Language Services**

Grades 10, 11 and 12	Mathematics Proficient MAS (Level 2)	Reading Proficient MAS (Level 2)
	263 and above	241 and above

If you have additional questions, please contact Janet Stuck at janet.stuck@ct.gov, or by phone at 860-713-6837.

APPENDIX D

Connecticut State Department of Education ELL 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 ELL 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 provided 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 ELL 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 Language Learners (ELLs) 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 ELL 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 (less than 20 students dominant in any 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 other 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, they exit ELL status and programming.

APPENDIX E

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

TO: Local Education Agencies

FROM: Marie Salazar Glowski, CSDE ELL/Bilingual Consultant

SUBJECT: Private School Limited English Proficient Student (LEP)/English Language Learners (ELLs)
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/ELL 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 ELLs 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 ELLs 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, ELL/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 LANGUAGE LEARNERS (ELLs)**
The letter may be directed to the school principal/director

SUBJECT: Private School Limited English Proficient (LEP) Students or English Language Learners (ELLs)
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 language 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 language 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 language 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 language 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 on 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 ELL.

Only students who are identified as English language 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 language learners to the state on the ED 159.

If you are submitting an ELL 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 F

SAMPLE ELL 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 – end of June (due date will come from CSDE).
- Annual Title III Grant Annual Evaluation/Report due – end of June (due date will come from CSDE).
- LAS Links Data Submission on the CSDE ELL Application due – May (due date will come from CSDE).
- Distribution of Whole-district LAS Links Results to Schools (principals, coordinators, ELL staff, coaches, teams, etc.) – April/May (ASAP for any ELL students' CSTs, PPTs, or Annual Reviews currently under way).
- PSIS Data Submission due to State – July 1.
- Create NEW ELL school/staff rosters for the upcoming year.
- Bilingual Grant for 20__-20__ – due between July and Sept.
(Check CSDE Requests for Proposals Web page for exact due date from CSDE per year.)
- Title III Grant for 20__-20__ – due between July 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.
- Revise Annual Parental Notification Letter regarding District Translations Services offered.
- 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.
- Get CMT/CAPT scores/data, check on ELL Subgroup performance, individual student performance, and potential ELL exits.
- Revise ELL Fall Parental Notification Letter for ALL ELLs (regarding identification or continuation of services) to go home during the first week of school.
- Determine all Official K-12 ELL Exits in August or beginning of September (LAS Links, DRA, CMT, CAPT scores needed). Mark all who exited in 1) student information system, 2) roster, and 3) ELL Data Application for CSDE due in September/October (usually second week of October; due date will come from CSDE).
- Send official ELL exit lists to schools/principals and ESL/Bilingual staff members.

SEPTEMBER

- Determine all Official K-12 ELL Exits in August or beginning of September (LAS Links, DRA, CMT, CAPT scores needed). Mark all who exited in 1) student information system, 2) roster, and 3) ELL Data Application for CSDE due in September/October (usually second week of October; due date will come from CSDE).
- Send official ELL exit lists to schools/principals and ESL/Bilingual staff members.

- Official K-12 ELL Exit letters must go home to parents ASAP in September, so as not to continue exited students into services during current school year.
- Send Annual Parental Notification Letter regarding District Translation Services home to all students enrolled in district during first week of school.
- Send ELL Fall Parental Notification Letter for ALL ELLs (regarding identification or continuation of services) home during first week of school to all ELLs identified as of July 1 prior except those students who exited.
- Create and update all school ELL 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 ELL coordinator by last week in Sept. All NEW K-12 students tested and placed, parent notification/meetings held, and copies of ELL/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 ELLs (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 ELL rosters.)
- If contacted by CSDE, provide any responses/information needed by CSDE ELL/Bilingual Consultant for grant reports (Bilingual Education or Title III) or new grant applications (Bilingual Education or Title III).
- Revise and send LEA Letter to Private Schools regarding ELLs and Title III funding, LEA responsibilities, etc. (during first week of school).
- 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 ELL services attendance in the rosters.
- By last day in September, identify ALL ELLs 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 ELL Exits into the CSDE ELL Data Application.
- If contacted by district data programmer, provide any verifications/corrections for the data exceptions (for ELL status and Dominant Language) from the October 1 PSIS Data Submission.
- Announce due date of CMT/CAPT Accommodation forms to all school principals (due to Central Office ASAP in school year) AND provide them with clean copies of their current/updated school ELL rosters.
- 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

- CMT/CAPT ELL Accommodation Forms due to Central Office ASAP for test coordinator to enter into state Web-based data application.
- 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.

DECEMBER

- Check LAS Links testing materials inventory – must have enough for Annual LAS Links testing, which begins _____. (* Must be done early in school year if your district sends the LAS Links out for scoring by CTB. Due date of tests to CTB is usually the second week in March.)
- 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 files/templates for entering test dates, all testing materials, and testing schedule to all staff at staff meeting.
- Meet with CMT/CAPT test coordinator who enters the CMT Accommodations to review ELLs who are exempt in March 20____ and the ELL Accommodation Forms (*Review Accommodation Forms for ELLs with both Special Education & ELL Accommodations.)
- 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 TESTING begins _____ and goes through _____ (staff submission date); send reminder e-mail to all schools (principals, vice principals, guidance counselors, and ELL staff members regarding testing timelines and conditions).
- If contacted by district data programmer, provide any verifications/corrections for the data exceptions (for ELL 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 TESTING? (Dates: _____)
- If district sends tests out to be scored by CTB/McGraw-Hill, create scoring order and purchase order and send to CTB/McGraw Hill for LAS Links scoring. (Ship by end of first week in March.)
- Completion of CMT/CAPT Accommodation Forms (for any new ELLs) in schools by school personnel; meet with CMT/CAPT test coordinator to review new accommodations forms and new students/exemptions.
- 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

- Send out all LAS Links tests to CTB for scoring (by end of first week in March).
- CMT/CAPT 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

- LAS Links scores/results usually returned to district by second-to-last or last week in April from CTB.
- Make copies for all ELL staff members of their school results. Make files for principals of results/scores for each school.
- 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 ELLs (by grade per school) for the middle school/high school guidance counselors.
- Set up any middle school/high school transition meetings necessary.
- E-mail Literacy Coaches/Language Arts Consultants, or appropriate teachers, for ALL DRA scores for all elementary school ELLs (K-2).
- ELL staff members to fill out Parent Notifications/Permission to Continue Letters with LAS Links results and begin to send home. (They should get them back signed before the end of the school year; indicates program option/permission from parent for the NEXT school year. Note: Any 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).
- Get back all testing and program materials from all staff members; get copies of parent notification/permission slips for all ELLs in district. (For any that did not come back signed, a Fall Parent Notification letter will go home to continue service in September of next 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 (usually) due on July 1 (due date will come from CSDE).
- If contacted by district data programmer, provide any verifications/corrections for the data exceptions (for ELL and Dominant Language) from the July 1 PSIS Data Submission.

AUGUST

- Data disaggregation (after CMTs come back to district).
- 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 ELL Data Application online; also report all exits to the appropriate principals, guidance counselors, and ELL 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 G

RELATED LITERATURE

Web addresses current as of 11/16/2010

Bérubé, Barney. (2000). *Managing ESL programs in rural and small urban schools*. Alexandria, VA: TESOL, Inc.

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

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

Hill, J.D. & Flynn, K. (2004). *English Language Learner resource guide: A guide for rural districts with a low incidence of ELLs*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Electronic version, retrieved from http://www.mcrel.org/PDF/Diversity/5051TG_ELLguide.pdf

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/pdf/lyons.pdf>

APPENDIX H

AGENCY/ORGANIZATION RESOURCES

Web addresses current as of 11/16/2010

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/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>

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.gwu.edu>

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 I

INSTRUCTIONAL RESOURCES

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

Web addresses current as of 11/16/2010

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 J

PROFESSIONAL DEVELOPMENT RESOURCES

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

Web addresses current as of 11/16/2010

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 Language Learners –
Statewide workshop offerings – <http://www.ctserc.org>
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 K

TERMS RELATED TO THE EDUCATION OF ENGLISH LANGUAGE LEARNERS (SERC, August 2010)

ELL	English Language Learner (a 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 ELLs	
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 ELLs who have not met the ELL 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 ELLs per Proficiency Level in CT	
Beginning ELL	Beginning English Language Learner (Overall Level 1 on the LAS Links test)
Early Intermediate ELL	Early Intermediate English Language Learner (Overall Level 2 on the LAS Links test)
Intermediate ELL	Intermediate English Language Learner (Overall Level 3 on the LAS Links test)
Proficient ELL	Proficient English Language Learner (Overall Level 4 on the LAS Links test)
Above Proficient ELL	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)

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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 Language Learners (statewide organization of school administrators, coordinators, & teachers)
ELPCR Consortium	English Language Proficiency Collaboration and Research Consortium, includes 5 states; each state has its own ELP standards; these states use a common language proficiency test – Language Assessment System (LAS) Links [CTB/McGraw-Hill]; Connecticut is a member of this consortium.
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 ELLs [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 ELLs
AMAOs	Annual Measurable Achievement Objectives for ELLs (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, a Connecticut Accountability for Learning Initiative (CALI) professional development training module (Based on <i>Classroom Instruction That Works</i>)
CITWELL	<i>Classroom Instruction That Works for English Language Learners</i> training (based on book)
Best Practices for ELLs	Best Practices for English Language Learners, a Connecticut Accountability for Learning Initiative (CALI) professional development training module
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 Language 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.]

