



## CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

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### **Board Policy Statement** **6141.31 - English Language Learners**

Approved on November 17, 2014

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The Consolidated School District of New Britain values the cultural and linguistic diversity of its students. The Board also recognizes that linguistically diverse students require daily instructional time to develop their English Language Acquisition.

The district has made substantial strides toward changing the philosophy, design and instruction of its language teaching programs. Therefore, the Board of Education has adopted the English Language Development Model to accelerate students' English Language Learning and provide them with the necessary skills to prepare them for reading comprehension and academic writing so they are able to meet State criteria for exiting and reclassification.

The Consolidated School District will continue to provide our linguistically diverse students heritage/ native language supports and programming in the identified state mandated bilingual schools.

#### **Legal References/Citations**

Connecticut General Statutes

Sections 10-15c (required equal educational Opportunity in schools without regard to race, color, gender, religion or natural origin) 10-17 (requires) English as a medium of instruction

10-17a (encourages Bilingual and bicultural instruction)

10-17e & f (requires use of instructional materials which are not culturally and gender based)



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### Administrative Procedure

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The goal of the English Language Development Program is to accelerate English Language Learners language proficiency so they can meet state exit criteria for re-classification. The purpose of English Language Development is to provide English Language Learners with the necessary skills for reading comprehension and academic writing.

#### I. Definitions

English Language Development is the systematic and explicit teaching of phonology, morphology, syntax, lexicon and semantics.

##### A. Foundational ELD

The Foundational ELD is an accelerated English-language program that seeks to build a solid linguistic foundation so students are able to do grade-level core content as soon as possible. Students who score at the lowest two levels of the state required LAS Links Assessment are typically placed in a Foundational ELD class and can receive up to three hours of daily instruction depending on grade level.

##### B. Academic ELD

The Academic ELD class is for ELLs at high levels of the LAS Links Assessment, but who have not met the exit criteria for reclassification as a fluent-English proficient student. The program features a grammar-based instruction that follows a clear sequence of instructional goals, methods and materials. In addition, students study-grade-level core content that is modified by teachers who use instructional methods commonly known as Sheltered Instruction (SI). Students who score at the highest three levels of the LAS Links Assessment and are placed in an Academic ELD class, can receive up to one hour of daily instruction.

The following instructional minutes will be provided for ELL students placed in a Foundational or Academic ELD class/course.

Grade	Foundational ELD Daily	Academic ELD Daily
Kindergarten	60-90 Minutes	
Grades 1-5	120 Minutes	60 Minutes
Grades 6-8	135 Minutes	45 Minutes
Grades 9-12	126 Minutes	42 Minutes

## II. Procedures

### A. District Level

- a. Students' placement in ELD will be determined at Central Registration for grades kindergarten-eighth by Bilingual resource personnel.
- b. Students' placement in ELD courses will be determined by New Britain High School's ELD Department for grades nine-twelfth by Bilingual resource personnel.

### B. School Level

- a. Administrators will immediately schedule and enroll ELL students into Power School.
- b. Administrators are responsible for articulating their schools' ELD programming at faculty meeting at the beginning of the school year.
- c. Administrators must periodically run ELL reports to ensure students are placed appropriately by language ability based on quarterly benchmarks.
- d. Administrators must attend English Language Development trainings throughout the school year.
- e. Administrators will monitor ELD program implementation through informals, formals and classroom walkthroughs.

### C. Parent/Guardian Level

Any parent or guardian that requests withdrawing their child from ELD services must contact the Director of English Language Development to set up an appointment to discuss his/her issues or concerns. The parent or guardian must sign a parental release form from services. The parental release form will become part of the student's permanent school record. The student will be released from services but will continue to be assessed on the yearly English Language Proficiency Assessment until student meets exit criteria as determined by the state.

#### Legal References/Citations

Connecticut General Statutes

10-17 English language to be medium of instruction

10-17a Establishment of bilingual and bicultural program

10-17d Application for and receipt of federal funds

10-17e Definitions

10-17f Required bilingual education

10-17g Application for grant. Annual evaluation report.

10-14f6 Waiver of certification requirements for bilingual teachers. State Board of Education Regulations.

10-17h to 10-17h-15. Programs of bilingual education.