

Instruction

Bilingual-Bicultural Education

The CREC Council adheres to all laws and regulations governing bilingual-bicultural education.

CREC's Executive Director or his/her designee shall create administrative regulations regarding bilingual-bicultural education in accordance with this policy

Legal Reference: Connecticut General Statutes
10-17 English language to be medium of instruction. Exception.
10-17a Establishment of bilingual and bicultural program.
10-17d Application for and receipt of federal funds.
10-17e Definitions.
10-17f Required bilingual education. (as amended by PA 98-168)
10-17g Application for grant. Annual evaluation report.
10-76e Definitions.
10-146f Waiver of certification requirements for bilingual teachers.
State Board of Education Regulations
10-17h-1 to 10-17h-15 Programs of bilingual education.
P.A. 99-211 An Act Improving Bilingual Education.
Special Session P.A. 15-5, Section 286

Policy adopted: June 18, 2003
Policy revised: June 15, 2016

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

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At the time of enrollment in a CREC program or service, all students in grades K-12 will be assessed for dominant language, if the assessment has not been completed by the sending district. Assessment will be conducted by personal contact with parents/guardians, and/or questionnaires to parents in the students' presumed dominant language or personal interviews with students (grades 4-12). If none of the above methods is successful, school records may be used to determine language dominance, with documentation of unsuccessful attempts through the other methods kept on file. The preliminary assessment will be placed in each student folder.

If the assessment identifies at least 20 students dominant in a language other than English in one school, a Final Determination of Dominant Language will be made from:

- equivalent tests in the students' presumed dominant language and English; or
- observation of the students in unstructured situations by a trained person who is proficient in both the presumed dominant language and English.

If the Final Determination identifies at least 20 students dominant in a language other than English in one school, a Determination of English Language Proficiency will be made with all of the following methods:

- standardized English proficiency test(s)
- a review of academic achievement or other periodic indicators in English
- a personal interview in English by a trained person

A classification of students in each CREC school/program by dominant language is prepared and submitted to the State Department of Education annually in the required manner.

If it is determined that at least 20 students in any one program are dominant in a language other than English, a program of bilingual education will be devised with the input of affected sending school districts.

A meeting shall be held with the parents/legal guardians of an eligible student to explain the benefits of the language programs options available in the district, including an English language immersion program, and any native language accommodations that may be available for the mastery examination. The parents/legal guardians may bring an interpreter or an advisor to the meeting. A student will be placed in a bilingual program if the parent(s)/guardian(s) elect this option.

An eligible student for the bilingual program shall be limited to no more than thirty (30) months, excluding summer school and time spent in two-way language programs, in a bilingual program.

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The program must continuously increase the use of English for instruction and provide that more than 50% of instruction be in English by the end of a student's first year in the program. An eligible student may spend up to an additional thirty (30) months in a bilingual program if the school district requests and is granted an extension from the State Department of Education; or if the State Department of Education determines that such an extension is necessary.

Special help will be given to individual students whose dominant language is other than English when assessed as needed. The nature of the assistance will be determined on a case-by-case basis through the Planning and Placement Team (PPT) or other sending school district process.

The progress made by each student in the bilingual education program in meeting the English mastery standard developed by the State Department of Education shall be assessed annually. Students not meeting the English mastery standard or those demonstrating limited progress shall be provided with additional language support services in consultation with their parent or guardian which may include, but are not limited to, summer school, after-school assistance and tutoring. Students meeting the state standard shall exit the program and will be continued to be monitored for at least two years. The date of initiation into the district's bilingual program and the date and results of the required assessments shall be documented on the student's permanent record card.

If an eligible student does not meet the English mastery standard at the end of the initial thirty months or at the end of an extension of the bilingual education program for such student, (s)he shall be provided with language transition and academic support services. Such services may include, but need not be limited to, English as a second language programs, sheltered English programs, English immersion programs, or other research-based language development programs. Families may also receive guidance from school professionals to help their children make progress in their native language.

An eligible student enrolling in a secondary school with less than thirty (30) months remaining before graduation shall be assigned to an English as a Second Language program. He/she may also be provided with additional services designed to enable the student to speak, write, and comprehend English by the time the student graduates and to assist the student to meet the course requirements for graduation.

Regulation approved: March 16, 2016

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