

## **Instruction**

### **Limited English Proficiency Program**

Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services. The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or his/her designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations.

The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Student whose dominant language is not English should be enrolled in the District upon proof of residency and proof of required immunizations and health examination. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.

## Instruction

### Limited English Proficiency Program (continued)

At the beginning of each school year, the District shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

Limited English proficient (LEP) students, including those also identified as requiring special education, who are in their first year of enrollment in a U.S. school and have been in attendance for one school year or less may be permitted to be exempt from on administration of the reading/language arts portion of the Connecticut Mastery Test (CMT). These students must take the Language Assessment Scales (LSS-Links). No such exemption is permitted, based on federal guidelines, from the mathematics and science assessments of the CMT. Accommodations as provided in classroom instruction may be used.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the CMT Skills Checklist, regardless of the one school year exemption option.

(cf.6141.31 – Bilingual-Bicultural Education)

(cf.6146.2 – Statewide Proficiency/Mastery Examinations)

(cf.6162.31 – Test Exclusion)

Legal Reference: Connecticut General Statutes

- 10-17 English language to be medium of instruction. Exception.
- 10-17a Establishment of bilingual and bicultural program.
- 10-17d Application for and receipt of federal funds.
- 10-17e Definitions.
- 10-17f Required bilingual education. (as amended by PA 98-168 & PA 01-205)
- 10-17g Application for grant. Annual evaluation report.
- 10-76e Definitions.

**Instruction**

**Limited English Proficiency Program (continued)**

Legal Reference:

10-146f Waiver of certification requirements for bilingual teachers.

P.A. 99-211 An Act Improving Bilingual Education.

State Board of Education Regulations

10-17h-1 to 10-17h-15 Programs of bilingual education.

42 U.S.C. 2000d Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education Amendments of 1974

Bilingual Education Act 20 U.S.C. §§7401 *et seq.* as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Title III, Sections 3001-3304 of HR1, No Child Left Behind Act of 2001, P.L. 107-110. 20 U.S.C. 3000 *et seq.*

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

34 CFR, Part 200 regulations appearing in Federal Register, 9/13/06.

Policy adopted:

June 14, 2007

MARLBOROUGH PUBLIC SCHOOLS  
Marlborough, Connecticut

## **Instruction**

### **Computer Literacy**

It is the goal of this school system that all students be computer literate in accordance with appropriate grade level expectations.

Computer literacy is defined as that collection of skills, knowledge, values and relationships that allow a person to function comfortably as a productive citizen in a computer-oriented society.

Achievement of the goal of computer literacy for all is expected to be accomplished in a planned and systematic program.

Continuous evaluation of progress toward this goal is to be conducted by the Superintendent and school district staff.

The program of instruction in computer literacy requires attention to the following components:

1. **Curriculum** - Objectives for instruction will be designed to promote sequential learning awareness, theory, and application of computers.
2. **Hardware** - Specifications for selection will be designed to ensure durable, functional and updated equipment.
3. **Software** - Programs for use in computers, whether commercial or locally developed, will be selected and shared within the school district to promote maximum learning.
4. **Staff Development** - All employees involved in instruction of students are encouraged to obtain their own training in awareness, theory and applications of computers.
5. **Providing Resources and Funding** - Commitment of school district resources is required for the development of the computer literacy program. It is expected that general funds will be committed to this program as well as special public and private funding.