

**MANCHESTER BOARD OF EDUCATION**  
**REGULAR MEETING**  
**MONDAY, JANUARY 28, 2013**

**7:00 P.M.**  
**Lincoln Center**

**A. OPENING**

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes – January 14, 2013 A – 1
- 4) Budget Workshop Minutes – January 9, 2013 A – 2

**B. SUPERINTENDENT’S REPORT – PART I**

- 1) PTA President’s Report – Mrs. Jackie Madore

**C. CONSENT CALENDAR**

- 1) Personnel Actions C – 1
- 2) Establish an increase in the appropriation for the Head Start USDA appropriation \$6,852. C – 2  
This brings the total appropriation to \$96,852.
- 3) Transfer of Funds C – 3

**D. PUBLIC COMMENTS (any item before the Board)**

**E. SUPERINTENDENT’S REPORT – PART II**

- 1) English Language Learners – Karen LaPuk E – 1
- 2) Culturally Responsive Education in Manchester Public Schools - Rhonda Philbert and E – 2  
Karen LaPuk

**F. UNFINISHED BUSINESS**

- 1) Violence in the Workplace – Policy 4302 F – 1
- 2) Professional Responsibility - Conflict of Interest – Policy 4303 F – 2

**G. NEW BUSINESS**

- 1) Nathan Hale Elementary School Closing G – 1

**H. COMMUNICATIONS**

**I. COMMITTEE REPORT**

- 1) Building & Sites Committee Minutes I – 1
- 2) Policy Committee Minutes I – 2

**J. PUBLIC COMMENTS (comments limited to items on tonight’s agenda)**

**K. ITEMS FOR FUTURE AGENDAS**

**L. ADJOURNMENT**

***Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during Public Comment session(s):***

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.***
- 2) State your name and address for the record. Students state name only.***
- 3) First session: Three minute time limit for any item that may come before the Board. Listen for the bell.***
- 4) Second session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.***
- 5) Written statements may be submitted for Board members if time runs out for speaker.***
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).***
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.***

## **PERSONNEL ACTION**

### **RESIGNATIONS**

Juanita Osborne, Elementary Math teacher at Verplanck Elementary School, has submitted a letter of resignation for retirement purposes effective the end of business on June 30, 2013. Ms. Osborne has been with Manchester Public Schools since May 29, 2001. It is recommended that her request be approved.

Alan Horton, Science teacher at Manchester High School, has submitted a letter of resignation for retirement purposes effective the end of business on June 30, 2013. Mr. Horton has been with Manchester Public Schools since September 2, 1992. It is recommended that his request be approved.

Geneva Mayne, Speech & Language Pathologist at Bowers Elementary School, has submitted a letter of resignation for personal reasons effective the end of business on February 12, 2013. Ms. Mayne has been with Manchester Public Schools since August 22, 2008. It is recommended that her request be approved.

### **APPOINTMENTS**

Nicole Lewoc to be a School Social Worker at Washington Elementary School. Ms. Lewoc received a Master of Social Work degree at Springfield College. Ms. Lewoc resides in Cromwell. It is recommended that her appointment be approved effective January 28, 2013 (MA/Step 2 \$47,536).

**Town of Manchester  
Manchester Board of Education**

**To:** Manchester Board of Education  
**From:** Dr. Richard W. Kisiel, Interim Superintendent of Schools  
**Re:** Item for Increase in Appropriation FYE 2012-2013  
**Date:** January 17, 2013

**Background:** The cost of providing breakfast and lunch to our students is reimbursed by the State Department of Education's Child and Adult Care Food Program. An annual appropriation is created in order to receive and expend these funds.

**Discussion/Analysis:** Because of the lag in payments of up to several months, we have found the need to adjust the amount of appropriation even though the grant's award period was from 10/1/11- 9/30/12.

**Financial Impact:** Increase in the appropriation will allow us to receive and spend funds to cover all expenses for serving meals to all of our students.

**Other Board Action:** None

**Recommendation:** The Superintendent of Schools recommends that the Board of Education request the Board of Directors increase the appropriation for the Head Start USDA appropriation \$6,852. This brings the total appropriation to \$96,852.



Richard W. Kisiel, Ed.D.  
Interim Superintendent of Schools  
Manchester, Connecticut  
January 28, 2013

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Dr. Richard W. Kisiel, Interim Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** January 8, 2013

**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2012-2013 Budget.

**Discussion/Analysis:** Transfer from Elementary Language Arts Instructional Supplies/ Materials to Elementary Language Arts Professional Development account. A transfer of \$1,829.00 is being requested.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2012-2013 Budget.



Dr. Richard W. Kisiel  
Interim Superintendent of Schools  
Manchester, Connecticut  
January 28, 2013

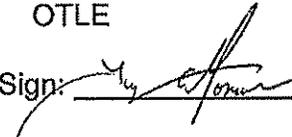
OK  
D. Casper  
1/18/13

**Manchester Public Schools  
Manchester, Connecticut**

To: **Accounting Department**

School: **OTLE**

Date: **1/8/13**

Principal's Sign: 

Date of Approval: \_\_\_\_\_

**JUSTIFICATION (Required Field) :**

Transfer of funds from 128 20 100 5611 (Instructional Supplies) to 128 20 221 5320 (Professional Development) to cover the cost of contract for Karen Hess.

**SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:**

**DECREASE In whole dollars only:**

\$ 1,829	Account # 128 20 100 5611	Description: Instructional Supplies
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____
<b>\$ 1,829</b>	<b>TOTAL DECREASE</b>	

**INCREASE In whole dollars only:**

\$ 1,829	Account # 128 20 221 <i>5320</i>	Description: Professional Development
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____
<b>\$ 1,829</b>	<b>TOTAL INCREASE (Must match total decrease)</b>	

**Accounting Department Only**

Board Approval Needed: Yes  No

Date of Board Approval: \_\_\_\_\_

Date Transfer Completed \_\_\_\_\_ Name: \_\_\_\_\_

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Dr. Richard W. Kisiel, Interim Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** December 7, 2012

**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2012-2013 Budget.

**Discussion/Analysis:** Transfer from Elementary Art Travel/Lodge to Elementary Art Computer Supplies/Materials accounts. A transfer of \$987.00 is being requested.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2012-2013 Budget.



Dr. Richard W. Kisiel  
Interim Superintendent of Schools  
Manchester, Connecticut  
January 28, 2013

OIC  
11/19/13  
DCam

Manchester Public Schools  
Manchester, Connecticut

To: Accounting Department

School: Art Dept.

Date: 12/7/12

Principal's Sign: *Jacqueline L. Quinn*

Date of Approval: 12/7/12

JUSTIFICATION (Required Field) :

Transfer from 5580-Travel to 5612-Computers

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

\$	Account #	Description:
\$987	Account # 10420100 5580	Description: Travel
\$ _____	Account # _____	Description: _____

\$ 987 TOTAL DECREASE

INCREASE In whole dollars only:

\$	Account #	Description:
\$987	Account # 10420100 5612	Description: Computers
\$ _____	Account # _____	Description: _____

\$ 987 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes  No

Date of Board Approval: \_\_\_\_\_

Date Transfer Completed \_\_\_\_\_ Name: \_\_\_\_\_

*12/20/12 to Dr. Richardson*

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Dr. Richard W. Kisiel, Interim Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** December 7, 2012

**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2012-2013 Budget.

**Discussion/Analysis:** Transfer from System Music Professional, System Music Inservice and System Music Assist Other to System Music Contracted Services and System Music Instructional Supplies/Materials. A transfer of \$4,400.00 is being requested.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2012-2013 Budget.



Dr. Richard W. Kisiel  
Interim Superintendent of Schools  
Manchester, Connecticut  
January 28, 2013

1/17/13  
OK  
D. Caran

Manchester Public Schools  
Manchester, Connecticut

To: Accounting Department

School: System Music

Date: January 16, 2013

Principal's Sign: 

Date of Approval: 1/17/13

JUSTIFICATION (Required Field) :

Funds transfer to meet current district music department needs. Acct  
13299 221

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

\$ <u>2000</u>	Account # <u>5320</u>	Description: <u>Professional Meetings</u>
\$ <u>1700</u>	Account # <u>5322</u>	Description: <u>In-Service</u>
\$ <u>700</u>	Account # <u>5342</u>	Description: <u>Music Assist</u>

\$4400 TOTAL DECREASE

INCREASE In whole dollars only:

\$ <u>2000</u>	Account # <u>5430</u>	Description: <u>Contracted Services</u>
\$ <u>2400</u>	Account # <u>5611</u>	Description: <u>Instructional Supplies</u>
\$ _____	Account # _____	Description: _____

\$4400 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes  No

Date of Board Approval: \_\_\_\_\_

Date Transfer Completed \_\_\_\_\_ Name: \_\_\_\_\_

Connecticut State Board of Education  
Hartford

## Position Statement on the Education of Students Who Are English Language Learners

Adopted July 7, 2010

The Connecticut State Board of Education believes that high-quality, comprehensive and effective English as a Second Language (ESL) and bilingual education programs are essential to acquire English language proficiency and academic proficiency for students who are English language learners (ELLs). The Board believes that research-based instructional practices that support ELLs in general education classrooms are essential while they are acquiring English and well after they have exited the intensive programs. 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. The Board affirms the importance of all students becoming socially and academically prepared to be successful.

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. Acceptance within the school community and a climate that promotes social and emotional well-being will enhance the school experience and student learning.

The Connecticut Bilingual Statute requires bilingual education programs to be provided in schools that have 20 or more speakers of the same native language who are identified as ELLs. These programs enable students to become proficient in English and academic content areas through the instructional use of both English and the student's native language. The Board believes that bilingual instruction can provide a foundation to enhance students' native languages and academic achievement while developing proficiency in English. These programs allow students to receive culturally responsive instructional curriculum and pedagogy and to develop English language skills while using their native languages to succeed academically.

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1. "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."-- excerpt from the United States Code § 1703
  2. The No Child Left Behind Act of 2001 (NCLB) requires that all children, including English language learners (ELLs), reach high standards by demonstrating proficiency in English language arts and mathematics by 2014. Schools and districts must help ELL students, among other subgroups, make continuous progress toward this goal, as measured by performance on state tests, or risk serious consequences.
  3. Bilingual Education Statute: Section 10-17a-j, inclusive, of the Connecticut General Statutes, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321156>

The Board values Connecticut's diverse ethnic and linguistic populations and affirms that our educational system must respect the uniqueness of all students and the languages they speak. In Connecticut, 133 languages are spoken among the thousands of ELLs in our schools. To close the achievement gaps that have historically separated ELLs from native speakers of English, rigorous programs and services must be provided to every student who needs them. ELLs in general education classrooms must receive the differentiated instruction and ongoing support that will enable them to acquire content, academic vocabulary and English language skills simultaneously. A student's level of English language proficiency must be taken into consideration and, when necessary, students will need extended learning time. Despite the exceptional rates at which young students can learn to speak a second language, the rate of acquiring cognitive academic proficiency in reading and writing differs among language learners. All certified and pre-service teachers, administrators and staff need professional development to become more effective when teaching ELLs. Strong partnerships with parents, community organizations, businesses and universities that respect and celebrate cultural and language differences can provide additional support for these students.

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## References

August, D. & Shanahan T. (2008). *Developing Reading and Writing in Second-Language Learners*. Center for Applied Linguistics, International Reading Association & National Literacy Panel on Language-Minority Children and Youth, New York, NY.

Calderon Espino, Margarita (2007). *Teaching Reading to English Language Learners: A Framework for Improving Achievement in the Content Areas*. Corwin Press, Thousand Oaks, California.

Calderon, M. & Minaya-Roye, L. (2003). *Designing and Implementing Two-Way Bilingual Programs, A Step-by-Step Guide for Administrators, Teachers and Parents*. Corwin Press, Thousand Oaks, California.

Center for Applied Linguistics, (CAL) [www.cal.org/topics/ell](http://www.cal.org/topics/ell).

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Hill, J. & Flynn, K. (2006). *Classroom Instruction that Work with English Language Learners*. Association for Supervision and Curriculum Development, Alexandria, VA.

Kauffman, Dorothy (2007). *What's Different About Teaching Reading to Students Learning English?* Center for Applied Linguistic (CAL). Delta Publishing Company, Baltimore, Maryland.

Klingner, K. Janette, Edwards, A. Patricia (2008). *Cultural Consideration with Response to Interventions Models*, Reading Research Quarterly, Newark, DE.

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Krashen, Stephen D. (1981). *Principles and Practice in Second Language Acquisition*. *English Language teaching series*. London: Prentice-Hall International (UK) Ltd.

August, Diane & Shanahan, Timothy (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Vogt, M. & Echevarria, J. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Allyn and Bacon, Pearson Publishers.

Wallace, Susan, (2004). *Effective Instructional Strategies for English Language Learners in Mainstream Classroom*. New Horizons for Learning, Olympia, WA.

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## **Components of High Quality English as a Second Language (ESL) and Bilingual Education Programs**

### **Guidelines for Policymakers**

July 12, 2010

The Connecticut State Board of Education (CSDE) provides the following guidelines to support collaboration among the state's various stakeholders to build high quality, comprehensive, coordinated English as a second language (ESL) and bilingual education for English language learners (ELLs) programming in the state.

#### **Connecticut State Department of Education's Responsibilities:**

- assist and support local and regional boards of education to institute high quality ESL and bilingual education programs for identified ELLs from kindergarten through Grade 12 in accordance with federal and state requirement;
- ensure all Teachers of English to Speakers of Other Languages (TESOL) and bilingual education teachers, kindergarten through Grade 12, hold the appropriate certificate for their assignment;
- provide ongoing, systematic, job-embedded ESL professional development opportunities for all Connecticut educators;
- provide guidance to educators in aligning Common Core State Standards with CSDE ELL Frameworks, curriculum models, instructional strategies and sample lesson plans, which clearly identify a comprehensive, aligned progression of key ESL knowledge, concepts and abilities, all Connecticut public school ELL students must attain;
- collect ELL data from districts and report to the federal government per No Child Left Behind (NCLB) Act; and
- partner with higher education institutions, businesses and industry to provide programs and services that strengthen reading, writing, listening and speaking for Connecticut's ELL students.

#### **School Districts' Responsibilities Kindergarten - 12:**

- implement a plan detailing specific procedures that includes a Home Language Survey to ensure that all students entering the district, whose primary language is other than English, are tested for English language proficiency and language dominance;
- ensure that all ELL students are identified, placed and served in accordance with state and federal requirements;
- provide appropriate planned instructional ESL and/or bilingual education programs for identified students, whose dominant language is not English;
- ensure high-quality instruction and alignment with Common Core State Standards and CSDE ELL Framework in ESL and/or bilingual education programs;
- ensure that all ELL students are taught by certified TESOL and/or bilingual educators;

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- classify and report to the CSDE identified ELL students according to their dominant language, program code and LAS Links scores;
- provide a bilingual education program for eligible students in any public school within a local or regional school district where there are 20 or more eligible students classified as dominant in any one native language other than English per the Bilingual Education Statute;
- assess the linguistic and academic progress of students in ESL and/or bilingual education programs in meeting the state standards and conduct an annual review of program effectiveness;
- provide additional English language support services for ELLs who are not making progress toward meeting the state standards and exit students from ELL status when they meet the state standards;
- develop a partnership between the district and the parents of ELL students that provides for two-way communication that fosters educational support for these students and their parents;
- provide sufficient instructional materials and supporting technology at all grade levels to implement ESL and/or bilingual education programs effectively. Native language materials and resources should be available for bilingual education program students;
- provide administrators, teachers and staff with ongoing research-based professional development including instructional practices for ELLs in second language acquisition, sheltered content instruction and culturally responsive instruction;
- provide Language Transition Support Services (LTSS) to those students who have not met state exit criteria after completing 30 months in a bilingual program (only for districts with bilingual education programs, refer to CSDE *Guidelines for Implementing Language Transition Support Services*);
- ensure that all ELL students are administered the Language Assessment Scales (LAS) Links annually to assess language proficiency and progress in English language acquisition, maintain accurate record keeping and documentation, and report results to the CSDE;
- ensure that all ELL high school students have access to advanced ESL and content area courses adjusting instruction according to the ELL student's English language acquisition level and provide them the opportunities to interact with college-level curriculum; and
- submit the Title III Annual Evaluation Report (*Title III districts only*) and the Bilingual Program Annual Evaluation Report (*Districts with Bilingual Education Programs only*) to the CSDE.

## **Schools' Responsibilities**

### **Administrators' Responsibilities:**

- ensure that all students entering the school whose primary home language is a language other than English are tested for English language proficiency and language dominance and are placed accordingly;
- implement and provide appropriate planned instructional ESL and/or bilingual education program for identified students whose dominant language is not English per federal and state requirements;

- provide time for TESOL and/or bilingual teachers and general education teachers to evaluate, analyze and use resulting data to inform instruction for ELLs;
- ensure that all ELL students are administered the LAS Links to assess language proficiency and progress in English language acquisition and provide time and appropriate space for TESOL and/or bilingual teachers to administer yearly LAS Links to all ELLs, in accordance with federal and state requirements;
- implement a system of support for all ELL students that includes supplemental and intensive ESL interventions;
- develop a partnership between the district and the parents of ELL students that provides for two-way communication that fosters educational support for these students and their parents;
- implement LTSS for those ELL students who completed 30 months in a mandated bilingual education program and did not meet state standards. (For districts with Bilingual Education Programs only refer to the CSDE *Guidelines for Implementing Language Transition Support Services*);
- plan and implement high quality professional development programs on second language acquisition research and effective strategies that will enable teachers to plan purposefully so all ELL students achieve high standards of learning and development;
- encourage parent and community participation in cultural, academic and other school events during and beyond the school day to promote the importance of recognizing the value of students' culture and language; and
- ensure that all ELL high school students have access to advanced ESL and content area courses adjusting instruction according to the ELL student's English language acquisition level.

## **Teachers/Staff's Responsibilities**

### **English as a Second Language Teachers' Responsibilities:**

- provide ESL instruction to ELL students. The ELL teacher also shares responsibility with general education teachers for ensuring that the ELL students receive content instruction with modifications while learning English;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- provide frequent and varied opportunities for ELL students to have extended interaction with teachers and peers to practice listening, speaking, reading and writing;
- meet the needs of each ELL student according to level of English language proficiency using modifications for ELLs, to support learning the English language as well as mastering content in all academic areas;
- foster more systematic and appropriate use of technological tools to enhance ESL and content area language instruction for ELL students;
- provide ongoing support and time to meet regularly with general education teachers to develop modified content area strategies to help ensure the linguistic and academic success of ELL students enrolled in their classes;
- serve as a liaison with the parents/guardians of ELL students, their community and the school; and
- administer LAS Links annually to assess language proficiency and progress in English language acquisition of ELL students.

### **Bilingual Teachers' Responsibilities:**

- assume the primary responsibility for the instruction of ELL students in the class, in partnership with the TESOL and other resource staff;
- teach ESL skills embedded in the content area with appropriate modifications for ELL students aligning content with CSDE ELL Frameworks;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- plan and implement lessons for each content area, either using the student's native language and/or sheltered instruction strategies according to the level of English language proficiency of ELL students in the class;
- provide ongoing support to the ESL and/or general education teachers and collaborate to develop strategies to help ensure the academic success of ELL students;
- foster more systematic and appropriate use of technological tools to enhance ESL and content area language instruction for ELL students;
- provide frequent and varied opportunities for ELL students to have extended interaction with teachers and peers to practice listening, speaking, reading and writing, in their native language where applicable, and/or in English;
- utilize staff development opportunities to increase understanding of ELL students' needs and provide updates in effective second language acquisition strategies;
- provide families with orientation and information about program choices and students' progress in English and content areas;
- engage and support ELL students' families in fostering students English language development and seek input from families to make meaningful connections to students' lives;
- encourage parents to read to their children in English or in their native language, to develop comprehension skills and provide a literacy-rich environment; and
- administer LAS Links annually to assess language proficiency and progress in English language acquisition.

### **General Education Teachers with ELL Students Responsibilities:**

- assume the primary responsibility for the instruction of the ELL students in the class, in partnership with the TESOL and other resource staff;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- plan and implement lessons for each content area using sheltered instruction strategies according to the level of English language proficiency of ELL students in the class;
- provide ongoing support to the ESL teacher and together, collaborate to develop strategies to help ensure academic success in making content areas comprehensible for all ELL students in their class;
- teach ESL skills embedded in the content area with appropriate modifications for ELL students aligning content with CSDE ELL Frameworks;
- utilize staff development opportunities to increase understanding of ELL students' needs and to learn effective second language acquisition strategies;
- modify tests and assignments giving consideration to the student's level of English language proficiency;

- recognize that students exhibit varying levels of readiness based on age, home environment and experiences;
- set high expectations for all ELL students to ensure earlier and more equitable opportunities to learn to speak, read and write English through extended interactions with teachers and peers;
- encourage parents to read to their children in English or in their native language, where applicable, to develop comprehension skills and provide a literacy-rich environment; and
- value and understand the cultural background of the ELL students and families to make them feel more connected to their classroom and engage families in fostering students English language development.

### **Higher Education Responsibilities:**

- ensure general education teachers are provided with course work in ESL acquisition and culturally responsive instructional practices;
- research and develop programs to increase the number of candidates for TESOL and bilingual education teacher certifications and provide pre-service teachers with rigorous coursework in ESL and literacy across the content areas;
- partner with CSDE and school districts in providing professional development in research-based strategies for second language acquisition;
- provide rigorous ESL and bilingual teacher education programs, linked to national and state standards, with depth and breadth of scientifically-based content and pedagogy, including cultural diversity and cognitive learning style theory and research; and
- develop ongoing, systematic partnerships with schools to support and enhance the ESL and bilingual education programming.

### **Family and Community Responsibilities:**

- stimulate student's oral language skills by involving them in language-rich activities in English or in their native language, where applicable, (e.g., conversations, songs, stories, responding to questions);
- encourage student's interest in language by engaging them in speaking about what they are learning at school and how it relates to daily life, especially promoting listening, speaking, reading and writing;
- use community resources to support student's literacy development; and
- work with teachers to support student's literacy learning in ESL and across content areas.

### **ELL Students Responsibilities:**

- utilize all opportunities to learn and practice English while maintaining their native language;
- work diligently to increase English language skills and apply to academic content areas; and
- seek additional help and support from teachers and parents to ensure linguistic and academic success.

Connecticut State Board of Education  
Hartford

## Position Statement on the Education of Students Who Are English Language Learners

Adopted July 7, 2010

The Connecticut State Board of Education believes that high-quality, comprehensive and effective English as a Second Language (ESL) and bilingual education programs are essential to acquire English language proficiency and academic proficiency for students who are English language learners (ELLs). The Board believes that research-based instructional practices that support ELLs in general education classrooms are essential while they are acquiring English and well after they have exited the intensive programs. 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. The Board affirms the importance of all students becoming socially and academically prepared to be successful.

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1. "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."-- excerpt from the United States Code § 1703
  2. The No Child Left Behind Act of 2001 (NCLB) requires that all children, including English language learners (ELLs), reach high standards by demonstrating proficiency in English language arts and mathematics by 2014. Schools and districts must help ELL students, among other subgroups, make continuous progress toward this goal, as measured by performance on state tests, or risk serious consequences.
  3. Bilingual Education Statute: Section 10-17a-j, inclusive, of the Connecticut General Statutes, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321156>

The Board values Connecticut's diverse ethnic and linguistic populations and affirms that our educational system must respect the uniqueness of all students and the languages they speak. In Connecticut, 133 languages are spoken among the thousands of ELLs in our schools. To close the achievement gaps that have historically separated ELLs from native speakers of English, rigorous programs and services must be provided to every student who needs them. ELLs in general education classrooms must receive the differentiated instruction and ongoing support that will enable them to acquire content, academic vocabulary and English language skills simultaneously. A student's level of English language proficiency must be taken into consideration and, when necessary, students will need extended learning time. Despite the exceptional rates at which young students can learn to speak a second language, the rate of acquiring cognitive academic proficiency in reading and writing differs among language learners. All certified and pre-service teachers, administrators and staff need professional development to become more effective when teaching ELLs. Strong partnerships with parents, community organizations, businesses and universities that respect and celebrate cultural and language differences can provide additional support for these students.

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## **Components of High Quality English as a Second Language (ESL) and Bilingual Education Programs**

### **Guidelines for Policymakers**

July 12, 2010

The Connecticut State Board of Education (CSDE) provides the following guidelines to support collaboration among the state's various stakeholders to build high quality, comprehensive, coordinated English as a second language (ESL) and bilingual education for English language learners (ELLs) programming in the state.

#### **Connecticut State Department of Education's Responsibilities:**

- assist and support local and regional boards of education to institute high quality ESL and bilingual education programs for identified ELLs from kindergarten through Grade 12 in accordance with federal and state requirement;
- ensure all Teachers of English to Speakers of Other Languages (TESOL) and bilingual education teachers, kindergarten through Grade 12, hold the appropriate certificate for their assignment;
- provide ongoing, systematic, job-embedded ESL professional development opportunities for all Connecticut educators;
- provide guidance to educators in aligning Common Core State Standards with CSDE ELL Frameworks, curriculum models, instructional strategies and sample lesson plans, which clearly identify a comprehensive, aligned progression of key ESL knowledge, concepts and abilities, all Connecticut public school ELL students must attain;
- collect ELL data from districts and report to the federal government per No Child Left Behind (NCLB) Act; and
- partner with higher education institutions, businesses and industry to provide programs and services that strengthen reading, writing, listening and speaking for Connecticut's ELL students.

#### **School Districts' Responsibilities Kindergarten - 12:**

- implement a plan detailing specific procedures that includes a Home Language Survey to ensure that all students entering the district, whose primary language is other than English, are tested for English language proficiency and language dominance;
- ensure that all ELL students are identified, placed and served in accordance with state and federal requirements;
- provide appropriate planned instructional ESL and/or bilingual education programs for identified students, whose dominant language is not English;
- ensure high-quality instruction and alignment with Common Core State Standards and CSDE ELL Framework in ESL and/or bilingual education programs;
- ensure that all ELL students are taught by certified TESOL and/or bilingual educators;

*(continued)*

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- classify and report to the CSDE identified ELL students according to their dominant language, program code and LAS Links scores;
- provide a bilingual education program for eligible students in any public school within a local or regional school district where there are 20 or more eligible students classified as dominant in any one native language other than English per the Bilingual Education Statute;
- assess the linguistic and academic progress of students in ESL and/or bilingual education programs in meeting the state standards and conduct an annual review of program effectiveness;
- provide additional English language support services for ELLs who are not making progress toward meeting the state standards and exit students from ELL status when they meet the state standards;
- develop a partnership between the district and the parents of ELL students that provides for two-way communication that fosters educational support for these students and their parents;
- provide sufficient instructional materials and supporting technology at all grade levels to implement ESL and/or bilingual education programs effectively. Native language materials and resources should be available for bilingual education program students;
- provide administrators, teachers and staff with ongoing research-based professional development including instructional practices for ELLs in second language acquisition, sheltered content instruction and culturally responsive instruction;
- provide Language Transition Support Services (LTSS) to those students who have not met state exit criteria after completing 30 months in a bilingual program (only for districts with bilingual education programs, refer to CSDE *Guidelines for Implementing Language Transition Support Services*);
- ensure that all ELL students are administered the Language Assessment Scales (LAS) Links annually to assess language proficiency and progress in English language acquisition, maintain accurate record keeping and documentation, and report results to the CSDE;
- ensure that all ELL high school students have access to advanced ESL and content area courses adjusting instruction according to the ELL student's English language acquisition level and provide them the opportunities to interact with college-level curriculum; and
- submit the Title III Annual Evaluation Report (*Title III districts only*) and the Bilingual Program Annual Evaluation Report (*Districts with Bilingual Education Programs only*) to the CSDE.

## **Schools' Responsibilities**

### **Administrators' Responsibilities:**

- ensure that all students entering the school whose primary home language is a language other than English are tested for English language proficiency and language dominance and are placed accordingly;
- implement and provide appropriate planned instructional ESL and/or bilingual education program for identified students whose dominant language is not English per federal and state requirements;

- provide time for TESOL and/or bilingual teachers and general education teachers to evaluate, analyze and use resulting data to inform instruction for ELLs;
- ensure that all ELL students are administered the LAS Links to assess language proficiency and progress in English language acquisition and provide time and appropriate space for TESOL and/or bilingual teachers to administer yearly LAS Links to all ELLs, in accordance with federal and state requirements;
- implement a system of support for all ELL students that includes supplemental and intensive ESL interventions;
- develop a partnership between the district and the parents of ELL students that provides for two-way communication that fosters educational support for these students and their parents;
- implement LTSS for those ELL students who completed 30 months in a mandated bilingual education program and did not meet state standards. (For districts with Bilingual Education Programs only refer to the CSDE *Guidelines for Implementing Language Transition Support Services*);
- plan and implement high quality professional development programs on second language acquisition research and effective strategies that will enable teachers to plan purposefully so all ELL students achieve high standards of learning and development;
- encourage parent and community participation in cultural, academic and other school events during and beyond the school day to promote the importance of recognizing the value of students' culture and language; and
- ensure that all ELL high school students have access to advanced ESL and content area courses adjusting instruction according to the ELL student's English language acquisition level.

## **Teachers/Staff's Responsibilities**

### **English as a Second Language Teachers' Responsibilities:**

- provide ESL instruction to ELL students. The ELL teacher also shares responsibility with general education teachers for ensuring that the ELL students receive content instruction with modifications while learning English;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- provide frequent and varied opportunities for ELL students to have extended interaction with teachers and peers to practice listening, speaking, reading and writing;
- meet the needs of each ELL student according to level of English language proficiency using modifications for ELLs, to support learning the English language as well as mastering content in all academic areas;
- foster more systematic and appropriate use of technological tools to enhance ESL and content area language instruction for ELL students;
- provide ongoing support and time to meet regularly with general education teachers to develop modified content area strategies to help ensure the linguistic and academic success of ELL students enrolled in their classes;
- serve as a liaison with the parents/guardians of ELL students, their community and the school; and
- administer LAS Links annually to assess language proficiency and progress in English language acquisition of ELL students.

### **Bilingual Teachers' Responsibilities:**

- assume the primary responsibility for the instruction of ELL students in the class, in partnership with the TESOL and other resource staff;
- teach ESL skills embedded in the content area with appropriate modifications for ELL students aligning content with CSDE ELL Frameworks;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- plan and implement lessons for each content area, either using the student's native language and/or sheltered instruction strategies according to the level of English language proficiency of ELL students in the class;
- provide ongoing support to the ESL and/or general education teachers and collaborate to develop strategies to help ensure the academic success of ELL students;
- foster more systematic and appropriate use of technological tools to enhance ESL and content area language instruction for ELL students;
- provide frequent and varied opportunities for ELL students to have extended interaction with teachers and peers to practice listening, speaking, reading and writing, in their native language where applicable, and/or in English;
- utilize staff development opportunities to increase understanding of ELL students' needs and provide updates in effective second language acquisition strategies;
- provide families with orientation and information about program choices and students' progress in English and content areas;
- engage and support ELL students' families in fostering students English language development and seek input from families to make meaningful connections to students' lives;
- encourage parents to read to their children in English or in their native language, to develop comprehension skills and provide a literacy-rich environment; and
- administer LAS Links annually to assess language proficiency and progress in English language acquisition.

### **General Education Teachers with ELL Students Responsibilities:**

- assume the primary responsibility for the instruction of the ELL students in the class, in partnership with the TESOL and other resource staff;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- plan and implement lessons for each content area using sheltered instruction strategies according to the level of English language proficiency of ELL students in the class;
- provide ongoing support to the ESL teacher and together, collaborate to develop strategies to help ensure academic success in making content areas comprehensible for all ELL students in their class;
- teach ESL skills embedded in the content area with appropriate modifications for ELL students aligning content with CSDE ELL Frameworks;
- utilize staff development opportunities to increase understanding of ELL students' needs and to learn effective second language acquisition strategies;
- modify tests and assignments giving consideration to the student's level of English language proficiency;

- recognize that students exhibit varying levels of readiness based on age, home environment and experiences;
- set high expectations for all ELL students to ensure earlier and more equitable opportunities to learn to speak, read and write English through extended interactions with teachers and peers;
- encourage parents to read to their children in English or in their native language, where applicable, to develop comprehension skills and provide a literacy-rich environment; and
- value and understand the cultural background of the ELL students and families to make them feel more connected to their classroom and engage families in fostering students English language development.

### **Higher Education Responsibilities:**

- ensure general education teachers are provided with course work in ESL acquisition and culturally responsive instructional practices;
- research and develop programs to increase the number of candidates for TESOL and bilingual education teacher certifications and provide pre-service teachers with rigorous coursework in ESL and literacy across the content areas;
- partner with CSDE and school districts in providing professional development in research-based strategies for second language acquisition;
- provide rigorous ESL and bilingual teacher education programs, linked to national and state standards, with depth and breadth of scientifically-based content and pedagogy, including cultural diversity and cognitive learning style theory and research; and
- develop ongoing, systematic partnerships with schools to support and enhance the ESL and bilingual education programming.

### **Family and Community Responsibilities:**

- stimulate student's oral language skills by involving them in language-rich activities in English or in their native language, where applicable, (e.g., conversations, songs, stories, responding to questions);
- encourage student's interest in language by engaging them in speaking about what they are learning at school and how it relates to daily life, especially promoting listening, speaking, reading and writing;
- use community resources to support student's literacy development; and
- work with teachers to support student's literacy learning in ESL and across content areas.

### **ELL Students Responsibilities:**

- utilize all opportunities to learn and practice English while maintaining their native language;
- work diligently to increase English language skills and apply to academic content areas; and
- seek additional help and support from teachers and parents to ensure linguistic and academic success.

# DATA BULLETIN

## English Language Learners, School Year 2011-12

The Connecticut State Department of Education (CSDE) has undertaken a program of comprehensive educational reform with a particular emphasis on closing the country's largest achievement gap between high- and low-performing students. This is crucial for the approximately 30,000 English language learners (ELLs) in Connecticut's public schools. ELLs are students who lack sufficient mastery of English to "assure equal educational opportunity in the regular school program" (C.G.S. 10-17e). They account for 5.4 percent of all public school students. Standardized assessments such as the Connecticut Mastery Test (CMT), and Connecticut Academic Performance Test (CAPT), as well as the high school graduation rate, have illuminated a significant achievement gap between ELLs and their peers.

### Federal and Connecticut Law

The United States Civil Rights Act of 1964, the Elementary and Secondary Education Act of 1965 (ESEA) and the No Child Left Behind Act (NCLB) established that ELLs are entitled to receive English language services from Teachers of English to Speakers of Other Languages (TESOL), bilingual-certified teachers, or other personnel who have received training in English language acquisition.<sup>1</sup> This right is protected by the U.S. Office of Civil Rights. ELLs are entitled to these services so that they may attain English proficiency and realize mastery of the same core academic content as other students. Therefore, their education is not just the responsibility of TESOL and bilingual teachers but also regular education faculty. The Connecticut Bilingual Statute (C.G.S. 10-17e-j) established the conditions under which local educational agencies (LEAs) must offer bilingual education programs. The 2010 Connecticut State Board of Education's position statement on ELLs reaffirmed that

### Quick Facts about Connecticut's English Language Learners (ELLs), 2011-12:

- There were 29,527 ELLs in 164 public LEAs;
- ELLs spoke 139 different dominant languages; however, Spanish accounted for 72 percent of all ELLs.
- 97 percent of ELLs received English language services.
- Over half of all ELLs were in Grades K-4.
- 4,688 ELLs were also identified for special education.
- 79 percent of ELLs were eligible for either free or reduced-price meals.
- For the 2011-12 school year, Connecticut received \$4.7 million in Title III funds for English language services.
- In the 2010-11 school year, 97.7 percent of ELL students took the annual English language proficiency assessment; 81.6 percent made progress from their prior assessment, and 43.9 percent demonstrated English proficiency.
- In the 2010-11 school year, 4,412 ELL students (14.5 percent) met the CSDE's English mastery standard.
- The four-year graduation rate for ELLs in the class of 2010 was 60.1 percent.

access to quality bilingual education and English as a Second Language (ESL) programs are crucial for ELLs to succeed academically.<sup>2</sup> While federal grants (Title III) are available to districts and consortia (groups of smaller districts) to support ESL services, not all LEAs choose to receive these funds. Nevertheless, all LEAs must provide English language support services to their ELLs, and this affects an increasing number of LEAs as the ELL population becomes increasingly dispersed across the state.

**Table 1: Top 10 Dominant Languages (Grades K-12), School Years 2007-08 through 2011-12**

Language	2007-08	2008-09	2009-10	2010-11	2011-12	Change 2007-08 through 2011-12
English	484,184	479,588	475,444	471,481	464,451	-4.1%
Spanish	47,933	47,762	47,825	47,463	47,707	-0.5%
Portuguese	2,976	2,937	2,829	2,850	2,778	-6.7%
Polish	2,433	2,358	2,291	2,280	2,232	-8.3%
Mandarin <sup>3</sup>	2,220	2,231	2,325	2,396	1,962	-
Creole-Haitian	1,426	1,494	1,578	1,716	1,674	17.4%
Arabic	898	944	1,021	1,160	1,335	48.7%
Albanian	1,154	1,219	1,246	1,263	1,288	11.6%
Urdu	1,021	1,052	1,061	1,134	1,185	16.1%
Vietnamese	1,139	1,174	1,159	1,161	1,156	1.5%
All Others	11,284	11,393	11,401	11,803	12,588	11.6%
<b>Total</b>	<b>556,668</b>	<b>552,152</b>	<b>548,180</b>	<b>544,707</b>	<b>538,356</b>	<b>-3.4%</b>

### Linguistic Diversity in Public Schools (Grades K-12)

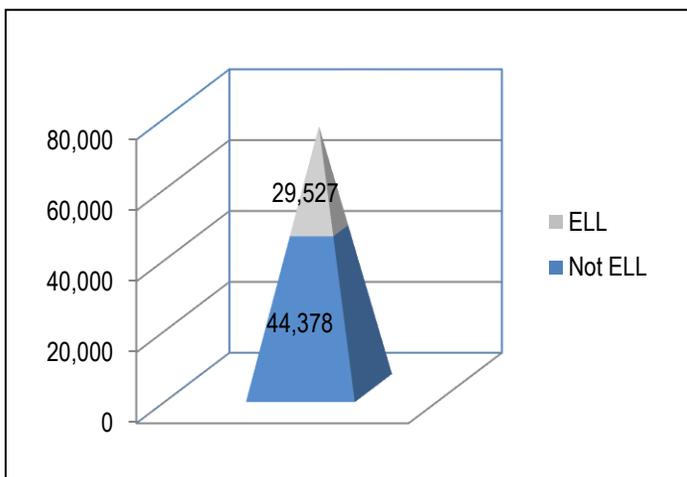
Under C.G.S. 10-17f and NCLB, LEAs must ascertain the dominant language of all new K-12 students, which is typically done through a home language survey.<sup>4</sup> In the 2011-12 school year, 73,905 students spoke 171 languages other than English (table 1). Over the last five years, the number of students with dominant languages other than English increased by 2 percent while English speakers declined by 4.1 percent and the number of total students also declined by 3.4 percent. It is important to note that the increase in students with a dominant language other than English occurred while speakers of the largest non-English languages (Spanish, Portuguese and Polish) declined. This graphically illustrates the increased linguistic diversity of Connecticut's public schools and it is interesting that this changes over time in part as a result of global instability and natural disasters. For example over the last five years, the number of Arabic-speaking students in Connecticut public schools grew by 48.7 percent and the number of Creole-Haitian speakers increased by 17.4 percent. Among the largest dominant languages, the number of Urdu (16.1 percent) and Albanian (11.6 percent) speakers also increased. Linguistic diversity was also driven by the rapid growth in the number of speakers of smaller languages such as Bangla (108.8 percent), Telugu (63.8 percent), Twi/Fante (63.4 percent), and Nepali (59 percent).

### English Language Learners

NCLB and Connecticut law also require LEAs to determine the English proficiency of students whose dominant language is not English, according to the home language survey. Following CSDE guidance, their ELL identification procedures should include the use of a language proficiency test, interviews and a review of the student's record. In practice, the identification process varies by LEA. Determining the ELL status of transfers into the district can pose a particular challenge as the exchange of student records may be delayed or the record itself may be incomplete.

In the 2011-12 school year, 73,905 students had a dominant language other than English; however, only 29,527 of these (40 percent) were identified as ELLs (figure 1). During the last five years, the number of ELLs (-1.6 percent) declined a little less than all students (-3.4 percent).

**Figure 1: ELL Status of Students with a Dominant Language Other than English, 2011-12**



### English Language Support Services

Under federal law, ELLs are entitled to receive English language support services until they demonstrate English proficiency by meeting the CSDE's English mastery standard. Research on English language acquisition identifies two interrelated sets of language skills that comprise language proficiency: basic interpersonal communication skills (BICS), which refers to contextual conversational language skills, and cognitive academic language proficiency (CALP), which includes more abstract decontextualized language skills.<sup>5</sup> Research on English language acquisition suggests that while native-like proficiency in BICS takes about two years, CALP requires five to six years.<sup>6</sup> Although some research questions the distinctiveness of BICS and CALP skills in practice, the general consensus in the field is that the acquisition of academic English language skills is crucial for ELLs' academic success, particularly as their grade level increases.<sup>7</sup>

In 2011-12, one-quarter of ELLs received bilingual education (table 2). The CSDE annually identifies schools with 20 or more ELL students who have the same dominant language and, under Connecticut law, these schools are required to provide a bilingual program in the following school year.<sup>8</sup> Based upon 2010-11 enrollment figures, 220 schools in 36 different LEAs were identified for bilingual programs for the 2011-12 school year. Spanish accounted for 217 bilingual programs, followed by Portuguese (nine), Creole-Haitian (eight), Arabic (two) and one each in Japanese, Karen, Mandarin, Polish and Serbo-Croatian. While the vast majority of bilingual programs are in urban schools, an increasing number of suburban schools, public charter schools, endowed and incorporated academies, and regional educational service center (RESC) schools have also been identified for bilingual programs. Despite the increase in the number of LEAs offering bilingual programs, the number of ELLs in them fell by 1,000 over the last five years.

There are two types of bilingual programs. Transitional bilingual education programs utilize the student's dominant language (decreasing over time) and English in instruction so that the student ultimately attains English language proficiency. Under Connecticut law, students may be in this program for a maximum of 30 months. Dual language bilingual programs also utilize students' dominant languages and English in instruction but with the aim of developing proficiency in both languages. There is no time limit for students in dual language bilingual programs.

**Table 2: ELLs by English Language Service, 2011-12**

Service	Students	Percentage of ELLs
Transitional bilingual	6,661	22.6%
Dual language bilingual	1,118	3.8%
Language transition support services	5,464	18.5%
Pull-out ESL	8,279	28.0%
Push-in ESL	2,012	6.8%
Sheltered ESL	1,016	3.4%
Other types of ESL	4,062	11.9%
Parental refusal of ESL services	915	3.1%
<b>Totals</b>	<b>29,527</b>	<b>100.0%</b>

Students who have exhausted their eligibility for participation in a transitional bilingual education program but have not met the CSDE's English mastery standard receive language transition support services (LTSS), which may include the various ESL services described below. With the decline in the number of bilingual students, ELLs in LTSS declined by 5 percent over the last five years.

Over half of all ELL students received various types of ESL support services. These include ESL pull-out, in which ELLs meet with TESOL certified teachers; ESL push-in/co-teaching, which means that TESOL certified teachers provide instruction in the general education classrooms; sheltered English instruction, which refers to teaching English through content areas; and other services, including tutoring. In practice, students often receive a mix of all these and other types of services. Program figures in table 2 reflect the most frequent type of ESL service they receive. While the number of ELLs declined over the five years, those receiving ESL services increased 5.5 percent.

In the 2011-12 school year, there were 915 ELLs who did not receive English language support services because their parents refused them. There may be many personal reasons for parents to refuse English language services, including a preference for "English immersion" as the option for their children to become proficient in English. Nearly one-third of ELL students who did not receive English language services were also identified for special education.

### Bilingual and TESOL Teaching Positions

For the 2011-12 school year, the CSDE identified bilingual education, PK-12 and TESOL as teacher shortage areas, based on results from its 2010 fall hiring survey.<sup>9</sup> Bilingual education has traditionally been designated as a shortage area and will continue to be one in the 2012-13 school year. Over the last two school years, the total number of bilingual positions fell by 22 percent while TESOL positions have remained relatively unchanged. The CSDE's 2011 fall hiring survey found that the number of available bilingual education positions declined by nearly half, from 34 in the 2010-11 school year to 18 in 2011-12, while available TESOL positions fell slightly from 36 to 34. Among the positions that were available for the 2011-12 school year, eight of the 18 bilingual positions remained vacant, while only three of the 34 TESOL positions were not filled. Bilingual education and TESOL vacancies attracted small applicant pools and districts generally rated the quality of these applicants as poor.<sup>10</sup> Furthermore, the rates of new and renewed bilingual and TESOL teacher certificates were among the lowest for any type of teaching certificate. Recognizing these difficulties, the CSDE issued 13 durational shortage permits for vacancies in bilingual education and five for TESOL, which gave LEAs greater flexibility to fill these vacancies in the 2010-11 school year. To address teacher shortages, the CSDE also created the Alternate Route to Certification for Teachers of English Language Learners (ARCTELL) program, which includes courses and field work related to teaching ELLs. The certified teachers who complete this program become cross-endorsed in either bilingual education or TESOL.

## ELL Student Demographics

### Dominant Language

In the 2011-12 school year, the ELL subpopulation had 139 dominant languages, although only 21 of them were spoken by 100 or more ELLs. Over the last five years, nine of the top 10 most common languages remained the same; the only exception was French, which surpassed Russian (table 3). Arabic and Creole-Haitian experienced the largest growth among the most prevalent languages. The other smaller languages that experienced significant growth included Bangla (106.3 percent), Telugu (64.8 percent), Bengali (37 percent) and Turkish (18.8 percent). The number of Karen speakers increased more than sevenfold from 23 to 174.

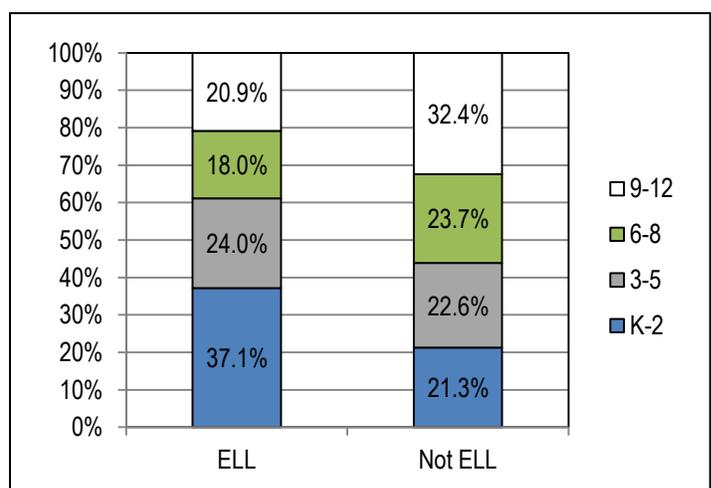
**Table 3: Top 10 Dominant Languages for ELLs, 2011-12**

Language	Students	Change in Students 2007-08 to 2011-12	Percentage of All ELL Students
Spanish	21,352	-0.4%	72.3%
Portuguese	851	-26.4%	2.9%
Creole-Haitian	685	17.7%	2.3%
Arabic	641	75.1%	2.2%
Mandarin <sup>3</sup>	542	-	1.8%
Polish	486	-26.0%	1.6%
Albanian	453	-9.0%	1.5%
Urdu	348	3.9%	1.2%
Vietnamese	314	-16.7%	1.1%
French	237	-15.7%	0.8%
All Others	3,618	0.4%	12.3%
<b>Totals</b>	<b>29,527</b>	<b>-1.6%</b>	<b>100.0%</b>

### Grade

ELL students were more heavily concentrated in the lower grades than other students and were less prevalent in high school (figure 3). While ELLs were 5.5 percent of all students, they accounted for 9.4 percent of all those in K-2 but just 3.6 percent of high school students. The number of ELLs in each of the grade bands in figure 3 remained stable except those in middle school, which declined by 7 percent.

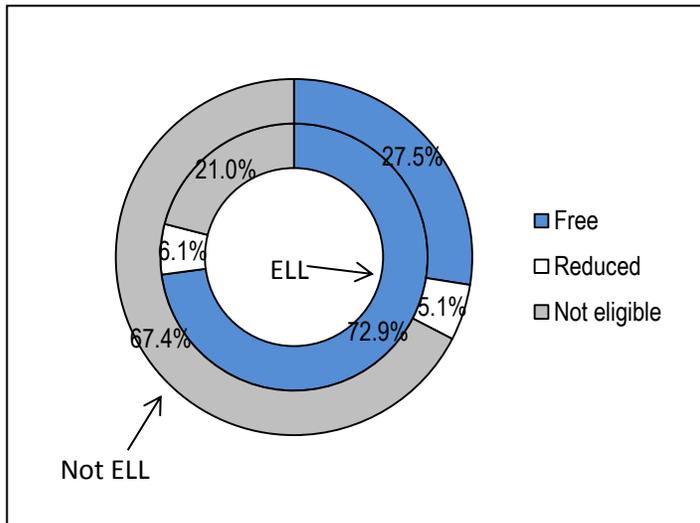
**Figure 2: Percentage of ELL and Non-ELL Students by Grade, 2011-12**



### Eligibility for Free or Reduced-price Meals

Over the last five years, the percentage of ELLs eligible for either free or reduced-price meals increased from 71.1 percent to 79 percent. In sharp contrast, only one-third of non-ELLs were eligible (figure 4). This illuminates the fact that a large percentage of the ELL student population has multiple service needs.

**Figure 3: Percentage Eligible for Free or Reduced-price Meals by ELL Status, 2011-12**



### Identification for Special Education

Over the last five years, the numbers of ELLs who were also identified for special education increased by nearly one-third, from 3,561 to 4,688 (table 4).<sup>11</sup> This growth is remarkable as it occurred during a time of declining enrollments for total public students, ELLs and students with disabilities. Specifically, the number of ELLs identified as autistic more than doubled, those with attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) increased 85 percent, and ELLs with multiple disabilities increased 72.3 percent.

ELLs were more likely than non-ELLs to be identified for special education (15.9 percent versus 10.8 percent). In the largest urban districts, District Reference Group (DRG) I, nearly 19 percent of ELLs were identified for special education, and they accounted for 55 percent of all ELLs receiving special education. Moderate-size urban districts (DRG H) accounted for an additional 23 percent of these special education ELLs.<sup>12</sup> While all DRGs experienced double digit growth in ELLs identified for special education over the last five years, the fastest growth occurred in the smaller urban districts (DRG G: 63 percent) and the small affluent suburban districts (DRG C: 61 percent).<sup>13</sup>

ELLs identified for special education have multiple service needs that may require interventions by both TESOL and special education teachers and service providers. Recognizing this, the Connecticut Administrators of Programs for ELLs (CAPELL) produced a resource handbook for ELLs receiving special education in 2011.<sup>14</sup> ELLs received the same median number of special education hours (six) and total school hours (33) as non-ELL special education students. On average, they spent just slightly more time with their non-disabled peers (83 versus 82 percent of their time). Over the last five years, the percentage of special education ELLs who received related services increased from 45 percent to 50 percent, which was still below that of their non-ELL special education peers (54 percent). For special education ELLs, the most commonly received services included speech/language pathology and audiology (28 percent), counseling (14 percent), social work (14 percent), and physical and occupational therapy (9 percent). Not only do ELLs identified for special education have multiple educational service needs, over 85 percent of them were also eligible for free or reduced-price meals.

The variety of languages among ELL students poses a challenge to special education service providers. In all, ELLs in special education had 76 different dominant languages, with Spanish (84 percent), Portuguese (2.2 percent) and Creole-Haitian speakers (1.6 percent) being the most prevalent.

**Table 4: Public School ELLs Identified for Special Education (Grades K-12), 2011-12**

Primary Disability	ELL Special Education Students, 2009-10	Change in Students 2007-08 to 2011-12	Primary Disability's Percentage of ELL Special Education Students	Primary Disability's Percentage of Non-ELL Special Education Students
Specific learning disabilities	2,002	26.3%	42.7%	33.8%
Speech/language impairment	1,182	18.6%	25.2%	17.6%
ADD/ADHD	345	84.5%	7.4%	12.2%
Other health impairment	254	42.7%	5.4%	7.7%
Intellectually disabled	250	32.3%	5.3%	3.5%
Emotional disturbance	167	33.6%	3.6%	7.4%
Developmental delay	162	42.1%	3.4%	2.5%
Autism	149	140.3%	3.2%	10.1%
Multiple disabilities	112	72.3%	2.4%	3.8%
Hearing impairment	41	20.6%	0.9%	0.8%
Visual impairment	12	-7.7%	0.3%	0.3%
Traumatic brain injury	7	16.7%	0.1%	0.2%
Orthopedic impairment	4	-33.3%	0.1%	0.1%
Deaf-blindness	1	-	0.0%	0.0%
<b>Totals</b>	<b>4,688</b>	<b>31.6%</b>	<b>100%</b>	<b>100%</b>

## Geographic Distribution of ELLs

The geographic distribution of Connecticut's ELLs is characterized by the concentration of the majority in the largest urban districts, and the growing migration of ELLs to smaller suburban and rural districts, that had few, if any, ELLs five or more years ago. In the 2011-12 school year, 12 LEAs accounted for 68.7 percent of ELL students (table 5). Significantly, over the last five years ELL enrollment declined for seven of the 12 LEAs with the largest ELL populations. Among the LEAs with the largest number of ELLs, West Haven (35.9 percent), Windham (13.8 percent) and New Haven (8.4 percent) experienced the most growth.

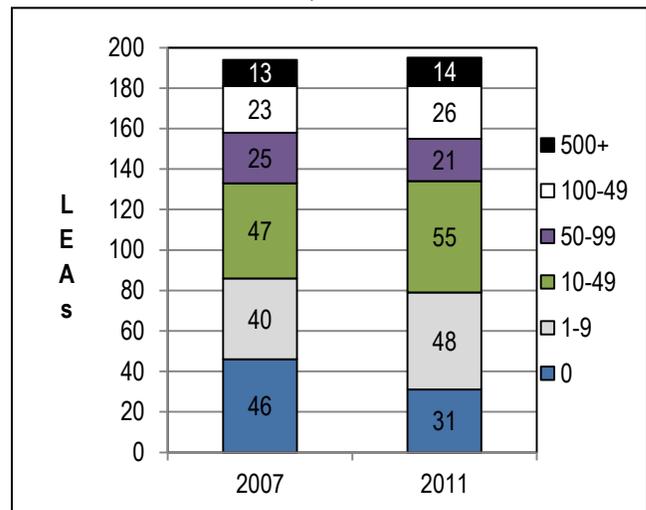
The migration of ELLs to the smaller suburban and rural districts over the last five years has created a number of "low incidence" LEAs with a small number of ELLs. These LEAs had to develop ELL identification procedures and ESL instructional programs, administer the annual English language proficiency assessment, and build data systems for tracking ELL students and meeting all reporting requirements. Indicative of this trend, the number of LEAs with ELL students increased from 148 to 164, while those without any fell from 46 to 31 from 2007 to 2011 (figure 4). Among the 46 LEAs without any ELLs in the 2007-08 school year, 22 had ELLs in the 2011-12 school year. Conversely, seven LEAs that had ELLs in 2007 did not have any in 2011, and this illuminates the challenge low incidence districts face in not only establishing but maintaining an ESL program.

During the last five years, 45 percent of LEAs experienced growth in their number of ELLs, 37 percent had a decline, and 18 percent stayed the same. Eighteen LEAs had their numbers of ELLs double, and all but two of these were low incidence districts with fewer than 20 in the 2007-08 school year. Growth occurred in the small affluent suburban LEAs (DRG C), such as East Lyme (73 percent), East Hampton (57 percent) and Waterford (37 percent). The smallest rural LEAs (DRG E) also experienced significant growth in their number of ELLs, such as Portland (800 percent), Willington (200 percent) and East Haddam (33 percent). Growth also

occurred in smaller urban districts (DRG G), such as Vernon (54 percent), Manchester (31 percent) and Torrington (17 percent).

Over the last five years, the number of ELLs in public charter schools (532 percent), endowed and incorporated academies (60.9 percent) and regional educational service centers (43.4 percent) also increased significantly, and the percentage of all ELLs in these programs doubled from 1 to 2 percent. Overall, 96.6 percent of all ELLs were in public elementary or secondary schools, as compared with 88.7 percent of non-ELLs students in 2011.

**Figure 4: Distribution of LEAs by Size of ELL Enrollment, 2007-08 and 2011-12**



**Table 5: LEAs with the Largest ELL Enrollments, 2011-12**

LEA	ELL Students	Change in Total ELL Students 2007-08 to 2011-12	ELL as a Percentage of LEAs' Total Students	Percentage of Connecticut's ELLs
Hartford	3,600	-3.9%	18.0%	12.2%
New Haven	2,526	8.4%	13.5%	8.6%
Bridgeport	2,387	-15.8%	12.3%	8.1%
Stamford	2,024	-6.2%	13.1%	6.9%
Waterbury	1,952	-11.2%	11.2%	6.6%
Danbury	1,871	3.3%	18.1%	6.3%
New Britain	1,653	-4.4%	17.0%	5.6%
Norwalk	1,256	-4.6%	11.5%	4.3%
Meriden	980	2.9%	12.3%	3.3%
Windham	798	13.8%	26.5%	2.7%
West Haven	640	35.9%	10.7%	2.2%
New London	606	-4.3%	20.7%	2.1%
All Others	9,234	1.2%	2.2%	31.3%
<b>Totals</b>	<b>29,527</b>	<b>-1.6%</b>	<b>5.5%</b>	<b>100%</b>

## School Disciplinary Incidents

During the 2010-11 school year, 11.9 percent of ELLs were cited for school disciplinary infractions, which was a higher percentage than for non-ELL students (9.3 percent). Similar to others cited for an offense, ELLs were largely male (65.7 percent) and in Grades 7 through 10 (79.3 percent). A higher percentage of ELLs than non-ELL students cited for disciplinary offenses were also in special education (27 percent vs. 19 percent). Strikingly, ELLs with specific learning disabilities (LD) accounted for 14 percent of all ELLs cited for a school infraction, while just 7 percent of all non-ELL offenders had specific learning disabilities. Furthermore, for certain primary disabilities, the percentage of ELLs who had a disciplinary incident was quite high, including emotional disturbance (51.9 percent); ADD/ADHD (51.7 percent); specific learning disabilities (26.7 percent); other health impairment (25.3 percent); visual impairment (25 percent); and intellectual disabilities (19.3 percent). All of these percentages were higher than those for their non-ELL special education peers.

Similar to all others, ELLs were principally cited for school policy violations (65 percent, e.g., insubordination, attendance problems and classroom disruptions). Other prevalent offenses included fighting (13 percent) and physical/verbal confrontations (10 percent). One percent of ELL students' incidences involved drugs or weapons. Over 90 percent of disciplinary incidents were resolved with in-school suspensions or out-of-school suspensions.

It is important to note that many ELL students have fled civic disorder and natural disasters and may have post-traumatic stress disorder. They may also have different cultural and social norms and come from situations where access to the educational system may be limited or non-existent. Heightened cultural sensitivity will help these ELLs' social and academic transitions and, consequently, may reduce their disciplinary incidences.

## Standardized Assessments

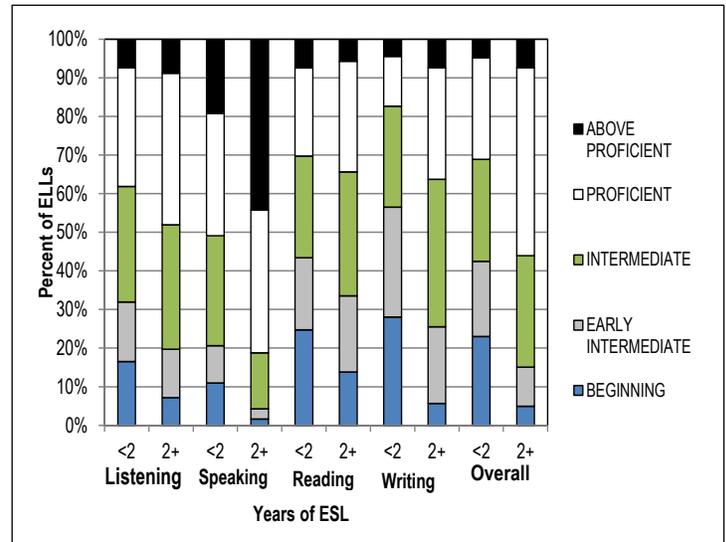
### English Language Proficiency Assessment (ELP)

Under NCLB, the English language proficiency of all ELLs must be assessed annually, including those whose parents refused English language services. In Connecticut, the mandated assessment instrument is the Language Assessment Scale (LAS) Links, which districts administer between January and early May. This instrument includes grade-level listening, speaking, reading and writing subtests and is designed to primarily assess acquisition of basic interpersonal communicative skills (BICS) and, in particular, those related to the school setting.<sup>15</sup>

In 2011, 97.7 percent of ELLs who were in public LEAs during the spring testing period took the LAS Links. ELLs did not take the LAS Links due to long-term absences (1.3 percent), IEP/disability (0.5 percent), student or parental refusal (0.3 percent) and other causes (0.2 percent). In 2011, 43.9 percent of public school ELLs who completed the LAS Links achieved overall English proficiency, and 81.6 percent of those who took the LAS Links for at least two years made progress as they increased their overall test scores. Over the last several years, the percentages of proficient students and those who made progress have remained consistent.

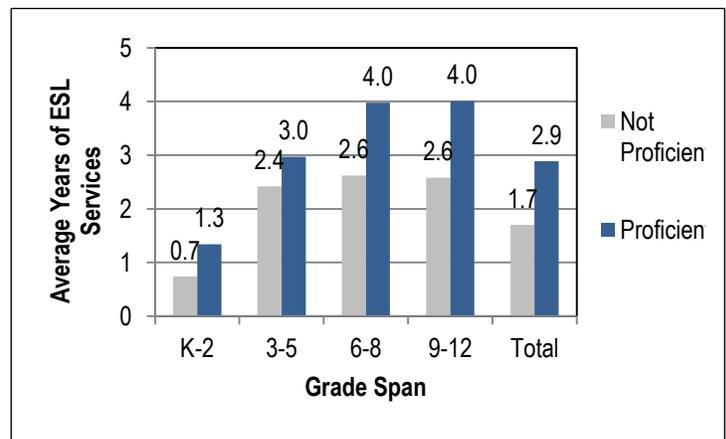
National studies suggest that educational time, particularly years of ESL service, is a key factor in ELLs' English language acquisition.<sup>16</sup> It is also important to note, however, that language acquisition is also not a simple linear process.<sup>17</sup> The comparison of Connecticut's ELLs who had less than two years of services with those who had more illustrates the relationship between service time and performance level on the LAS Links (figure 5).<sup>18</sup>

**Figure 5: Comparing LAS Links Performance Level for ELLs with Less than Two Years of ESL Service and Those with Two or More Years of ESL Service 2011**



LAS Links is organized into grade spans. For each of the grade spans, the average years of ESL service was greater for those who achieved proficiency and these differences were statistically significant (figure 6). The overall proficiency score is a composite of the four subtests and it is important to note that an ELL who achieved overall proficiency may not be proficient in each of the four domains. ELLs identified for special education were less likely than others to achieve proficiency (28 percent versus 46 percent), and ELLs eligible for free or reduced-price meals were also less likely to achieve proficiency (43 percent versus 52 percent).

**Figure 6: Average Years of ESL Service by Overall Proficiency Status and Grade Span, 2011**

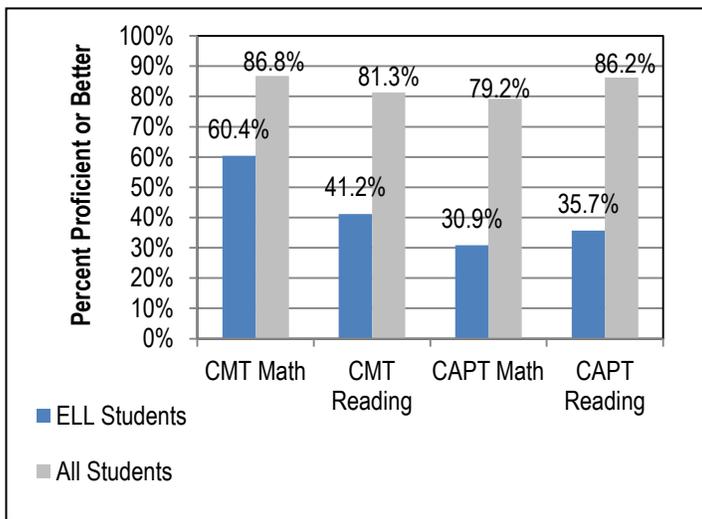


### Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT)

CMT (Grades 3-8) and CAPT (Grade 10) results starkly illustrate the achievement gap between ELL students and public school students as a whole (figure 7).<sup>19</sup> The CMT and CAPT assess mastery of academic content and, therefore, pose a significant challenge to ELLs, many of whom are still in the process of acquiring BICS as well as cognitive academic language proficiency (CALP). It is important to reiterate that research in English language acquisition suggests that native-like proficiency in BICS requires about two years, but CALP requires five to six years.<sup>20</sup>

Monitored former ELLs achieved proficiency or better at levels similar to all students on CMT mathematics (83.4 percent) and reading (72.6 percent).

**Figure 7: Percentage Proficient or Better on the CMT or CAPT, 2011**



Proficiency on the CMT and CAPT and the LAS Links were weakly but significantly correlated. As might be logically anticipated, ELLs who were proficient on the academic CMT and CAPT subtests were more likely to achieve overall proficiency on the LAS Links: CMT mathematics (74.3 percent on LAS Links); CMT reading (82.3 percent); and CMT writing (82.5 percent); CAPT mathematics (68.5 percent); CAPT reading (76.9 percent); and CAPT writing (71.1 percent). The LAS Links is primarily an assessment of BICS and, consequently, it was not a good predictor of proficiency on either the CMT or the CAPT. For example, only 38.4 percent of ELLs who achieved overall proficiency on the LAS Links were proficient on CMT reading and 44.3 percent on CAPT reading.

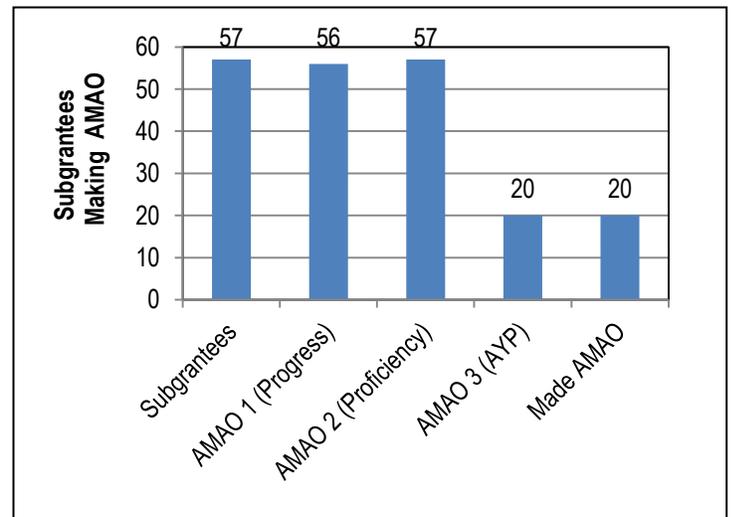
### Title III Accountability

Under NCLB, Title III subgrantees (independent districts and consortia) must meet Annual Measurable Achievement Objectives (AMAOs), which are performance targets established by the CSDE, including the percentage of their ELLs receiving ESL services that made progress in English language acquisition (AMAO 1), and the percentage who

attained English language proficiency (AMAO 2) as measured by the LAS Links during the annual ELP (see appendix A for AMAO 1 and AMAO 2 targets).<sup>21</sup> In addition, subgrantees are held accountable for the adequate yearly progress (AYP) performance of the ELL subgroup (AMAO 3) on the CMT and CAPT. Title III subgrantees must meet all three AMAOs in order to achieve AMAO overall.

In 2011, 56 of the 57 subgrantees made AMAO 1 (Progress), all 57 made AMAO 2 (Proficiency), but only 20 made AMAO 3 (AYP) and, therefore, only 20 subgrantees achieved AMAO overall (figure 8).<sup>22</sup> AMAO results have remained relatively consistent over time. The disparity of LEAs that achieved AMAO 1 and AMAO 2 compared with those who made AMAO 3 reflects the difference in the assessment instruments. Specifically, the LAS Links (AMAO 1 and AMAO 2) measures English language acquisition while the CMT and CAPT (AMAO 3) are mastery tests of academic content. Furthermore, the ELL subgroup, like all AYP subgroups, is required to meet targets that increase over time; yet it experiences significant turnover as those ELLs achieving higher academic performance reach English mastery and cease to be ELL.

**Figure 8: Title III Subgrantee AMAO Performance, School Year 2010-11**



Among the 37 Title III subgrantees that did not make AMAO overall in 2011, 12 had not made it for eight consecutive years, one for seven years, five for six years, four for three years, one for two years, and 14 for one year. Connecticut made AMAO 1 and AMAO 2, but not AMAO 3 and, therefore, did not make AMAO overall.

NCLB includes corrective actions to be implemented by Title III subgrantees that do not achieve AMAO. Parental notification that the district or consortium did not make AMAO is always required. Other corrective actions vary by the number of consecutive years that the Title III subgrantees have not achieved AMAO. These actions include the creation or amending of an improvement plan, modification of curriculum or programs, and even personnel replacement. The CSDE's Bureau of Accountability and Improvement provides

technical assistance to LEAs with regard to ELL instruction, support services and the development of improvement plans.

### The CSDE's English Mastery Standard

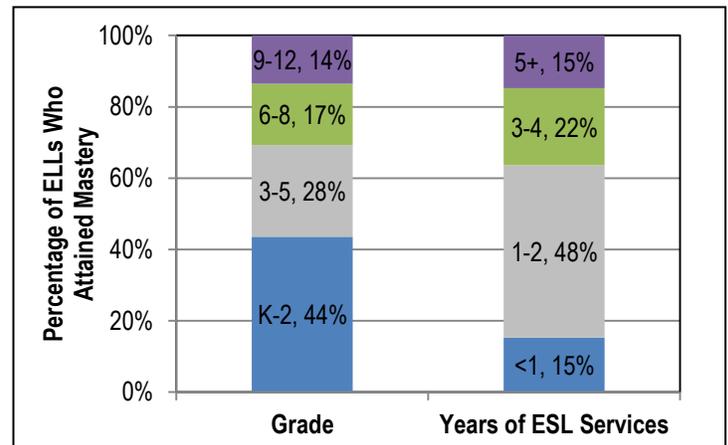
Following NCLB, the CSDE instituted an English mastery standard that all ELL students must meet before they can exit ELL status (table 7). It established grade-specific criteria, including indicators of English language acquisition and mastery of academic content.<sup>23</sup>

In the 2010-11 school year, the largest number of ELLs achieved English mastery (4,412) since data has been collected, and this was also the highest percentage of all those who completed the LAS Links to have attained mastery (14.5 percent). During the last four years, the number of ELLs who met the mastery standard increased by 12.4 percent.

ELLs in Grades K-2 were the largest group to attain English mastery (figure 9). First graders (25 percent) had the highest percentage of ELLs who attained mastery and second graders were also near the top (19 percent). In contrast, high school students accounted for 21 percent of all ELLs but they were just 14 percent of those who reached mastery. Tenth graders must take the CAPT and 24 percent of them attained mastery; however, only 2 percent of ninth- and 12th-graders achieved mastery.

ESL service time is an important factor in attaining English language mastery. The average service time of students who met mastery increased as the grade span increased: K-2 (1.2 years), Grades 3-5 (2.8 years), Grades 6-8 (3.4 years) and Grades 9-12 (3.2 years). For each of these grade spans, ELLs who achieved mastery had more average years of ESL services than those who did not, and these differences were statistically significant for Grades K-2 and 9-12. ELLs with disabilities were less than half as likely as all others to attain mastery (5.8 percent versus 15 percent).

**Figure 9: ELLs Who Attained English Mastery by Grade and Years of ESL Service, School Year 2010-11**



### Graduation Rate

The four-year graduation rate for ELLs in the class of 2010 was 60.1 percent, which was considerably below the rate for non-ELL students (82.7 percent). The ELL graduation rate was also lower than other AYP subgroups, such as special education students (62.5 percent) and students eligible for free or reduced-price meals (62.7 percent). In the 2010-11 school year, 11 percent of the ELLs from the class of the 2010 cohort were still enrolled in public schools, and this was similar to the percentage of students eligible for reduced-price meals (12 percent) but less than special education students (21.3 percent).

### Addressing the Achievement Gap

This bulletin has highlighted the significant achievement gap between ELLs and their peers. With the increased dispersion of the ELLs throughout Connecticut, narrowing this gap poses a significant challenge for an increasing number of LEAs. The CSDE is also committed to addressing this achievement gap.

**Table 7: CSDE English Mastery Standard**

Grade	English Language Proficiency	Mastery of Academic Content		
		Mathematics	Reading	Writing
K-2	LAS Links (Proficient or better: Levels 4 and 5)	—	Developmental Reading Assessment 2 (K: Level 4; Grade 1: Level 18; Grade 2: Level 28 Nonfiction Selection)	—
3-8	LAS Links (Proficient or better: Levels 4 and 5)	CMT (Proficient or better: Levels 3-5); MAS (Proficient or better: Levels 2-3)	CMT (Proficient or better: Levels 3-5); MAS (Proficient or better: Levels 2-3)	CMT (Basic or better: Levels 2-5)
9	LAS Links (Proficient or better: Levels 4 and 5)	School Secure CMT (Proficient or better: Levels 3-5)	School Secure CMT (Proficient or better: Levels 3-5)	School Secure CMT (Basic or better: Levels 2-5)
10-12	LAS Links (Proficient or better: Levels 4 and 5)	CAPT (Basic or better: Levels 2-5); MAS (Proficient or better: Levels 2-3)	CAPT (Basic or better: Levels 2-5); MAS (Proficient or better: Levels 2-3)	CAPT (Basic or better: Levels 2-5)

While effective bilingual and ESL programs are essential, an important approach to narrowing the achievement gap should focus on the general education classroom, where ELL students receive most of their instruction. ELLs in general education classrooms need to receive differentiated instruction and ongoing support so they may simultaneously acquire academic vocabulary and content, as well as English language skills. The Connecticut State Board of Education's 2010 adoption of the Common Core State Standards (CCSS) and the CSDE's implementation of them can facilitate these goals. Throughout the adoption, transition and implementation of the CCSS, the CSDE has solicited the involvement of ELL stakeholders to address the unique needs of ELLs. As part of the CCSS implementation process, the CSDE has been training general educators and administrators, as well as other district staff, in effective instructional strategies for ELLs, including making academic content comprehensible to these students. Furthermore, the CSDE created documents and resource materials, such as the CCSS-ELL framework linkages project, that identified instructional links between ELL framework indicators and all CCSS English/language arts standards and standards for mathematical practice. These documents were developed collaboratively by CSDE staff, ESL and bilingual education experts, and should be used for general education curriculum development and revision. Implementation of the CCSS continues, and two ESL consultants, who are members of the leadership team, are further ensuring that the needs of ELLs are addressed.

To address teacher shortages, the CSDE created the Alternate Route to Certification for Teachers of English Language Learners (ARCTELL) program, which includes courses and field work related to teaching ELLs. The certified teachers who complete this program become cross-endorsed in either bilingual education or TESOL. This is potentially very valuable for ELLs and particularly their mastery of academic content, as it brings experienced teachers with content knowledge into ESL and bilingual education.

In winter 2012, the CSDE applied to the U.S. Department of Education for a waiver regarding its NCLB requirements, including its methodology for AYP calculations. This will have implications for LEAs regarding both Title I accountability for the ELL subgroup and for Title III (AMAO 3). In its application, the CSDE affirmed its commitment to reducing the achievement gap.

The CSDE's Bureau of Data Collection, Research and Evaluation continues to analyze and make ELL-related data and analysis available to LEAs, stakeholders and the public. These data and analyses may inform LEAs' data-driven decision making. In the 2011-12 school year, the CSDE implemented the use of new, more descriptive ELL program codes in the Public School Information System (PSIS), which is Connecticut's public school student database. These codes were developed in cooperation with a committee of ESL program directors and will be used for further data analysis, including program effectiveness.

Although this bulletin has examined Connecticut's ELLs as a group and contrasted them with other students to highlight their unique characteristics, it is important to remember that ELLs are themselves a heterogeneous group of individual students with varying socio-cultural backgrounds and academic experiences. For example, some ELLs have experienced civic disorder, warfare or natural disasters and may suffer from post-traumatic stress disorder. ELLs also vary in their previous exposure to both conversational and academic English. Another crucial difference is their level of native language competence. Some ELLs have had limited, irregular or no access to education before enrolling in the U.S. school system.<sup>24</sup> In contrast, ELLs who are proficient in their native language may have an advantage in developing English language proficiency. Given all these potential differences among ELLs, some educators advocate differentiation or individualization of ESL instruction, assessment and expectations regarding the pace of student achievement.<sup>25</sup> In addition to building basic conversational and social skills, instruction of ELLs must foster the acquisition of academic English language skills because these are essential for long-term academic success and closing the achievement gap.<sup>26</sup>

## Endnotes

1. U.S. Department of Education: Title III of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act of 2001 (NCLB). Notice of Final Interpretation, Federal Register (V:73 N: 202) October 17, 2008.
2. Connecticut State Board of Education (2010). *Position Statement on the Education of Students Who Are English Language Learners*.
3. Totals for school years 2007-08 through 2009-10 combine students coded Mandarin and Chinese. Chinese was discontinued as language code as of the October 2011 PSIS collection, i.e. for the 2011-12 school year. In that collection, Mandarin grew from 181 students the previous October to 1,962 students. Similarly, the number of Cantonese speakers increased from 104 to 574.
4. The CSDE recommended a three-question home language survey to determine the dominant language, including: The first language spoken by the student; the primary language spoken by the student at home; and the primary language spoken by the parent(s) or guardian(s) at home. The dominant language is the answer to two of these questions. LEAs may also use student observation and/or testing to make the final determination of the dominant language. The identification procedure should be done within 30 days for students who have been enrolled since the beginning of the school year and two weeks for those who transferred in after the beginning of the school year.
5. Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly* 14(2).
6. Hakuta, K., Butler, Y.G., & Witt, D. (2000). *How long does it take English learners to reach proficiency?* Santa Barbara: University of California Linguistic Minority Research Institute Policy Report.
7. Scarcella, R. (2003). *Academic English: A Conceptual Framework*. Technical Reports, University of California Linguistic Minority Research Institute, UC Berkeley.
8. Schools identified for a bilingual program must offer one even if they no longer have 20 ELL students speaking the same language.
9. The teacher shortage area designation provides LEAs with greater flexibility to staff positions in shortage areas. Teachers in shortage areas may also qualify for mortgage assistance through CHFA and student loan deferral or forgiveness.
10. The median applicant pool rating for bilingual positions was 1: "Few or no minimally qualified applicants." For TESOL it was 2: "Some

acceptable candidates.” The median divides a distribution of numbers in half, i.e. half are higher and half are lower. See the CSDE’s *Fall Hiring Report, 2011-12*.

11. The CSDE stresses that ESL instruction is part of the Tier I core instruction and only those ELL students for whom Tier I and II interventions have failed should be referred for Tier III services. Each tier provides supports of increasing intensity. See CSDE SRBI document [http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI\\_full.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf).
12. The CSDE created DRGs or Districts Reference Groups, which is a systematic grouping of districts based upon similar demographic and socio-economic characteristics, for comparative educational analysis. DRG I includes Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury and Windham. DRG H includes Ansonia, Danbury, Derby, East Hartford, Meriden, Norwalk, Norwich, Stamford and West Haven.
13. For DRG membership, see [http://sdeportal.ct.gov/Cedar/Files/Pdf/Reports/db\\_drg\\_06\\_2006.pdf](http://sdeportal.ct.gov/Cedar/Files/Pdf/Reports/db_drg_06_2006.pdf)
14. Connecticut Administrators of Programs for English Language Learners. (2011). *English Language Learners and Special Education: A Resource Handbook*. <http://www.capelct.org/>.
15. CTB McGraw-Hill. (2005). *LAS Links Interpretation Guide*.
16. Collier, V., and Thomas, W. (2002). *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*. Final Reports, Center for Research on Education, Diversity and Excellence, UC Berkeley. Gottlieb, M. (2006). *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement*. Corwin Press, Thousand Oaks, CA. Hakuta, et. al. see footnote 6.
17. Scarcella, see footnote 7.
18. Service time is based upon the most recent, consecutive period of time students received services during their current registration with the LEA they were in when the student took the LAS Links. That is, ELL services received in other LEAs or during enrollments prior to the student’s current one are not included in the student’s service time. Interruptions in services, particularly depending upon their length, may affect students’ English language acquisition. ELLs who have been in multiple LEAs may have also received services that varied significantly by content, intensity and frequency. Therefore, in Title III accountability, the CSDE does not hold LEAs responsible for service time their students received in other LEAs. In Figure 5, two years of services was selected to divide the categories because national research has suggested the BICS proficiency generally takes two years (see Hakuta, et. al. footnote 6).
19. Under NCLB, ELL students in their first year of enrollment in a U.S. school (less than 12 months in attendance) may be exempt from taking the reading and writing subsections of the CMT and CAPT, but must take the math and science subsections. Schools in Puerto Rico are not considered to be U.S. schools. Schools can request such test accommodations for ELL students as readers, time extensions, word-to-word translation dictionaries or particular test settings. Based upon their IEP, ELL students who are also receiving special education services may take the Skills Checklist or the Modified Assessment. They may also be eligible for accommodations based upon their disabilities.
20. Hakuta, et. al., see footnote 6.
21. Every five years, the CSDE files an Accountability Plan with the U.S. Department of Education that establishes Title III Annual Measurable Achievement Objectives (AMAOs). Under Title III, AMAO targets must annually increase. The CSDE annually calculates AMAOs for all Title III subgrantees and, beginning in 2009, it incorporated ESL service time into its AMAO 1 and AMAO 2 calculations. Specifically, ELLs with less than one year of service who do not make Progress or Proficiency are weighted .2, and those with more than one year but less than 2 full years are weighted .4 in the denominators for calculating AMAO 1 and AMAO 2. These weights were selected based upon cohort analysis of LAS Links data which showed that typically 20 percent of first-year ELL students attained proficiency and 40 percent did so in their second year. This method was adopted based upon the U.S. Department of Education’s Notice of Final Interpretation of Title III Accountability Regulations. The CSDE annually reports the AMAO performance of its subgrantees and ELP results for all ELLs.
22. Following Title I AYP standards, Connecticut does not calculate AYP results for subgroups with fewer than 40 students. For AMAO purposes, districts with fewer than 40 students in the ELL subgroup that, therefore, had no AYP score are by default considered to have made AYP. Of the 20 districts whose ELL subgroup was considered to have met AMAO 3 (AYP), nine made AYP or Safe Harbor while 11 had fewer than 40 ELL students in their ELL AYP subgroup.
23. Students must meet both criteria in the same school year in order for the LEA to determine that they have met the Standard. Until they do so, students remain ELL and, as such, are entitled to receive language services and their English proficiency must be annually assessed. The exceptions to this are students who meet the CAPT requirement but are not proficient on the LAS Links. If these students achieve proficiency on the LAS Links in the next academic year, they can be considered to have met mastery without retaking the CAPT. The reason is that the academic content does not change by grade for those who retake the CAPT, unlike the CMT.
24. Gottlieb, see footnote 12.
25. Gottlieb, see footnote 12.
26. Scarcella, see footnote 17.

**Data Notes:** General public school data and ELL figures, program statistics and demographics are from the Public School Information System (PSIS) October collection. Teacher shortage area information is from the ED 156 Fall Hiring Survey. Special education data is from the Special Education Data Application and Collection (SEDAC). School discipline data is from the ED 166 Disciplinary Offense collection. LAS Links and English Mastery results are from the ELL database. CMT and CAPT data are from the CSDE’s official test files.

### Appendix A: AMAO One (Progress) and AMAO Two (Proficiency) Targets, School Years 2008-2013

School Year	AMAO 1 (Progress)	AMAO 2 (Proficiency)
2008-09	72%	22%
2009-10	74%	24%
2010-11	76%	26%
2011-12	78%	28%
2012-13	80%	30%

#### For Further Information, Contact:

Subject	Contact	Contact Information
ELL Instruction; Title III Grants; District Accountability; Technical Assistance	Bureau of Accountability and Improvement	860-713-6750 or <a href="mailto:marie.salazar.glowski@ct.gov">marie.salazar.glowski@ct.gov</a>
ELL Instruction; District Accountability; Bilingual Grants	Bureau of Accountability and Improvement	860-713-6786 or <a href="mailto:megan.alubicki@ct.gov">megan.alubicki@ct.gov</a>
CMT and CAPT Accommodations	Bureau of Student Assessment	860-713-6837 or <a href="mailto:janet.stuck@ct.gov">janet.stuck@ct.gov</a>
LAS Links Reporting; AMAO Scores; ELL Data Bulletin and General ELL Data	Bureau of Data Collection, Research and Evaluation	860-713-6856 or <a href="mailto:michael.sabados@ct.gov">michael.sabados@ct.gov</a>

# CULTURALLY RESPONSIVE EDUCATION IN MANCHESTER PUBLIC SCHOOLS

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Presented By: Rhonda Philbert,  
District Equity Trainer, K-12  
Manchester Public Schools,  
January 28, 2013

# Position Statement on Culturally Responsive Education State of Connecticut

- Supports students in developing a lifelong appreciation for understanding and valuing cultural differences.
- Will better prepare all students to enter a diverse workforce and compete for jobs with their counterparts in a global economy.
- Is a teaching approach that helps students use their cultural backgrounds to aid in the acquisition of knowledge, skills and attitudes.
- Sufficient, specialized and appropriate resources must be provided to close the achievement gaps between high-performing and low performing students.

## Why does Culturally Responsive Education matter in Manchester, Connecticut?

- Our student population has become more culturally and linguistically diverse.
- To eliminate the educational disparity.
- Issues of diversity play a vital role in the political and economic life of the U.S.
- Prepare students for a future that will involve a global community.

# Manchester Demographics

<u>Demographics</u>	<u>2008-2009</u>	<u>2012- 2013</u>
• F/R Lunch	43.1%	55.5%
• Disabilities	13.3%	14.7%
<hr/>		
• Native American	0.5%	0.4%
• Asian American	6.8%	7.9%
• Black	22.6%	21.8%
• Hispanic	20.7%	24.4%
• White	49.3%	41.2%
• Two or more races		4.2%
• Native Hawaiian/Pacific Islander		.01%
<hr/>		
• Total Minority	50.7%	54.7%

# Culturally Responsive Education District Responsibilities

- Recognize, respect and uphold the dignity and worth of students as individual human beings.
- Nurture in students lifelong respect and compassion for themselves and other human beings.
- Provide safe and effective learning environments to discuss cultural differences, race, religion and national origin at all grade levels.
- Promote efforts to improve school climate as a critical component for effective learning and school reform.
- Collaborate with all families, in the development of curriculum, instructional methods and expectation for student learning.

## Culturally Responsive Education School Responsibilities

- Provide opportunities for students to engage in activities that promote a school climate for learning about different cultures.
- Demonstrate a respect for students' identities and welcome diverse communities to participate in school activities.
- Invite parents and other community members to the school community.

## Culturally Responsive Education Teacher Responsibilities

- Maintain high expectations for all students regardless of cultural background and experiences.
- Focus attention on students from traditionally marginalized backgrounds.
- Develop and organize coherent and relevant units, lessons, learning tasks that build on students, prior knowledge, skills, and interests .
- Develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experience.

# Culturally Responsive Education in Manchester, Connecticut

## Successes

- NJHS
- Race Relations Program Expanded
- PD/Paradigm shift (Students, parents, lessons, curriculum, data practices, policies)
- The number of Culturally Responsive Teachers continues to increase.
- The number of schools in the district requesting Culturally Responsive Education Training continues to increase.

## Challenges

- Professional Development opportunities

## Recommendations

- Develop and implement policies and procedures that assist teachers and administrators in creating Culturally Responsive learning environments.
- Provide leadership to lead district wide efforts to increase recruitment and retention of teachers of color.
- Employ highly qualified teachers who are knowledgeable about Culturally Responsive Education content, methods, and pedagogy.
- Increase parental involvement for parents who are from historically marginalized groups.
- Develop a Culturally Responsive Education position statement for the Manchester School District.





A blue sign with a white border and a white background for the text, mounted on two yellow and white striped poles. The sign features two small bulldog icons on either side of the school name. The background shows a snowy landscape with bare trees and a building in the distance under a clear blue sky.

**BOWERS  
ELEMENTARY SCHOOL**

**PTA MTG FEB 12 6:30**

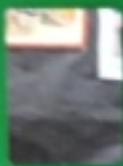
**CULTURAL NIGHT 6:45  
FEB 5 PHILIPPINES**





Look who goes to Bowers School!

An awesome author...



*A world-class listener...*



An important researcher...



An inspirational illustrator...



A famous speaker...

A profound prolific poet...







pledge to

Be nice to other  
people. Not mean.  
And if three brown  
black or white it does it  
matter. And if some one  
made a joke that was  
funny and you didn't like it  
cuz it was about you and  
now one saw you not  
laughing. Well tell the  
teacher. Ok. And to include  
everyone out of the school  
and in the school Ok.

**So that all of the students at my school will feel  
accepted and respected.**

**PERSONNEL****VIOLENCE IN THE WORKPLACE****4302**

The Manchester Board of Education maintains a zero tolerance on violence in the workplace. Any violent act, implied or actual, threatening, and the use of a deadly or dangerous weapon are strictly prohibited. Participating in, provoking, or otherwise contributing to any violent act in the workplace, including, but not limited to, abuse, battery, property damage, threats and/or harassment will result in disciplinary action up to and including arrest and discharge.

For the purposes of this policy "deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, blackjack, bludgeon, or metal knuckles.

In addition, "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted to be used, is capable of causing death or serious physical injury, and includes a "vehicle" as that term is defined in this section and includes a dog that has been commanded to attack, except a dog owned by a law enforcement agency of the state or any political subdivision thereof or of the federal government when such dog is in the performance of its duties under direct supervision, care and control of an assigned law enforcement officer.

Possession, use, or threat of use, of a deadly weapon and/or dangerous instrument, as defined by the State of Connecticut Penal Code, Section 53a-3, by a Manchester Board of Education employee, is not permitted at work, or on school property, including a Manchester Board of Education vehicle, or in a private vehicle when the vehicle is being used for school business, or if the private vehicle is parked on school property, unless such possession or use of a deadly weapon and/or deadly instrument is necessary and approved requirement of the job, as authorized by the Chief of Police and/or the Superintendent of Schools.

It is the shared obligation of all employees, law enforcement agencies, and employee organizations, individually and jointly, to act, to prevent, or defuse, actual or implied violent behavior at the workplace. The Manchester Board of Education will work with law enforcement agencies to aid in the prosecution of anyone who commits violent acts against employees or their property.

No employee, acting in good faith, who reports real or implied violent behavior, will be subject to retaliation or harassment based upon such report.

**Legal Reference:**

State of Connecticut Penal Code, Section 53a-3

ADOPTED: \_\_\_\_\_

**Personnel****Policy 4303****PROFESSIONAL RESPONSIBILITY – CONFLICT OF INTEREST**

The District recognizes that the education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. It expects its staff to practice the profession according to the highest possible degree of ethical conduct and standards. Accordingly, all certified staff are expected to be familiar with and to comply with the Connecticut Code of Professional Responsibility for Educators and the accompanying state regulations.

For purposes of this policy, the term “certified staff” refers to all staff who are required to have a certificate, authorization or permit or other credential from the State Board of Education as a condition of their employment with the Manchester Public Schools, including superintendents, administrators, teachers, special services professionals, and coaches.

1. Certified staff will not engage in or have a financial interest in any business or activity for financial remuneration that interferes with their ability to fulfill their professional obligations to the District.
2. Certified staff will not actively engage in any private business or non school related volunteer activity during school hours or on school grounds and shall not use school resources such as materials, supplies, equipment, facilities, clerical assistance, or other school services for any private business or non school related volunteer activity without advance written approval from the Superintendent except to the same extent and on the same terms as such resources are available to the general public.
3. Certified staff will not provide private diagnostic, therapeutic, counseling, instructional or remedial services to students attending the Manchester Public Schools, except as permitted in paragraph 4.
4. Certified staff may provide private tutoring or instructional services for profit at the request of a parent under the following conditions:
  - a. the student is not being taught by or under the direct supervision of that staff member and the staff does not have actual notice that the student will be taught by or under the direct supervision of that staff member during the next school year;
  - b. the District has not recommended the services as necessary for the student such as in an Individual Education Plan;
  - c. the staff member has not recommended the tutoring;

- d. the staff member has not solicited the student or the parent; or
- e. the tutoring does not occur on school grounds or with the use of school resources not otherwise available to the general public.

5. Certified staff will refrain from referring any student attending the Manchester Public Schools to specific providers of private tutorial, counseling, evaluative or other educational services. Nothing in this section shall be interpreted to prevent a staff member from providing a student or family with information about access to publicly available community resources.

6. Certified staff will not represent for profit a student, other than their own child, or the student's family in a private capacity with regard to seeking educational services.

7. Certified staff will not engage in the direct solicitation of students during the school day or at school sponsored activities to participate in non-school sponsored activities in which the certified staff member has a financial interest without advance written approval from the Superintendent. Any such solicitation that is approved shall be in writing.

Any certified staff employee who violates this policy may be subject to disciplinary action, up to and including, termination of employment.

Legal References:

- Connecticut State Regulation §10-145d-400a
- Connecticut State Regulation §10-145d-400b

ADOPTED: \_\_\_\_\_

January 28, 2013

## Applicability of the Code of Professional Responsibility for Teachers to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

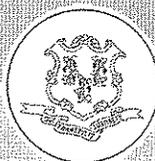
- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs  
[www.ct.gov/sde/cert](http://www.ct.gov/sde/cert)  
*Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."*
- Connecticut Common Core of Teaching  
[www.ct.gov/sde](http://www.ct.gov/sde)  
*Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."*
- NCATE  
[www.ncate.org](http://www.ncate.org)

## Connecticut State Department of Education



Mark K. McQuillan  
Commissioner

### Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

### FOR MORE INFORMATION:

Web: <http://www.ct.gov/sde/cert>  
E-mail: [teacher.cert@ct.gov](mailto:teacher.cert@ct.gov)  
Phone: (860) 713-6969  
(Noon-4 p.m., Monday, Tuesday, Thursday and Friday)  
Mail: Bureau of Educator Standards and Certification  
P.O. Box 150471, Room 243  
Hartford, CT 06115-0471

Printed August 2007

## Connecticut Code of Professional Responsibility

### For Teachers

Regulations of Connecticut State Agencies  
Section 10-145d-400a



### PREAMBLE

Subsection (a)

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

# Connecticut Code of Professional Responsibility for Teachers

## Regulations of Connecticut State Agencies Section 10-145d-400a

### (b) RESPONSIBILITY TO THE STUDENT

- (1) The professional teacher, in full recognition of his or her obligation to the student, shall:
- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
  - (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
  - (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
  - (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
  - (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
  - (F) Assist students in the formulation of value systems and worthy, positive goals;
  - (G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
  - (H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
  - (I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
  - (J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

- (2) The professional teacher, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Sexually or physically harass or abuse students;
- (C) Emotionally abuse students; or
- (D) Engage in any misconduct which would put students at risk.

### (c) RESPONSIBILITY TO THE PROFESSION

- (1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- (B) Uphold the professional teacher's right to teach effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Assume responsibility for his or her professional development;
- (F) Encourage the participation of teachers in the process of educational decision-making;
- (G) Promote the employment of only qualified and fully licensed teachers;
- (H) Encourage promising, qualified and competent individuals to enter the profession;
- (I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
- (J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

- (2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

- (A) Obtain licensure or employment by misrepresentation or fraud;
- (B) Misrepresent his, her or another's professional qualifications or competencies; or
- (C) Engage in any misconduct which would impair his or her ability to teach.

### (d) RESPONSIBILITY TO THE COMMUNITY

- (1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

- (A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all children.

- (2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

- (A) Exploit the educational institution for personal gain; or
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

**Manchester Board of Education  
Building and Sites Committee**

**Special Meeting January 3, 2013**

**Attendees:** Mike Crockett, Neal Leon, Kelly Luxenberg, Dr. Kisiel, Pat Brooks, Rich Ziegler

The committee met to discuss the status of Nathan Hale. Mr. Zeigler advised the committee that the building has been emptied of all furniture and equipment. The building was going to be drained and winterized in November.

Mr. Zeigler was informed that the Town wants to maintain minimum heat in the building to prevent damage to the building. In addition the Town intends to allow The Office of Neighborhoods and Families Winter Fest to be held in the gym and cafeteria on February 2<sup>nd</sup>. At a meeting on January 17<sup>th</sup> it was discussed that they intend on using the gym and café going forward on a regular basis and that there is a possibility of future use, of the gym, by the Recreation Department.

Mr. Zeigler advised the committee that costs for operating Nathan Hale, heat, maintenance, and custodian services are not included in this year's operating budget. The committee discussed the possibility of the Town assuming the operation of the building for their activities and transferring such operations and responsibility for the building back to the Town of Manchester.

The committee decided to refer this issue to the full Board of Education for its deliberation and possible action.

**Next meeting will be held on February 7, 2013 at 6:00 pm at Robertson**

Respectfully Submitted,



Richard E Ziegler  
Facilities Manager

**Manchester Board of Education  
Building and Sites Committee**

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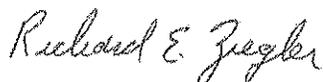
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**Next meeting will be held on February 7, 2013 at 6:00 pm at Robertson**

Respectfully Submitted,



Richard E Ziegler  
Facilities Manager

Manchester Board of Education  
Policy Committee  
January 14, 2013  
Meeting Minutes

In attendance: Maria Cruz, Ron Atwater, Jason Scappaticci, Deborah Hagenow:

Other Attendees: Richard Kisiel, Superintendent

Meeting began at 5:45 p.m. and adjourned at 6:50 p.m.

1. Dr. Kisiel proposed two new policies for the Committee's consideration.
  - a. Professional Responsibility – Conflict of Interest.

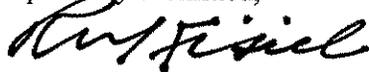
Dr. Kisiel explained that several professional employees in the district provide independent clinical other services in town. If these professional employees are evaluating or seeing a student in school that they are seeing privately or vice versa, or begin to take on clients that they are engaged with in school, some guidelines need to be in place to protect the student, the families and the professional employee from a possible conflict of interest.

The committee discussed the proposed policy and made some changes in the policy proposal.
  - b. Violence in the Workforce

The district has no policy statement regarding violence in the workplace including an employee's possession of a dangerous weapon. Also, Dr. Kisiel raised some concern that the events in Newtown might prompt an employee to be in possession of a dangerous weapon for self-protection. Dr. Kisiel explained that the proposed policy is similar to the town's approved policy.

The committee discussed the proposed policy and made some changes in the policy.
2. The Board agreed to postpone a presentation to the full board until they discussed the changes in both policies. They will be available to the full board at the January 28<sup>th</sup> meeting.

Respectfully submitted,



Richard Kisiel  
Superintendent of Schools