



Department of English Learner Services Office of Academics

Position Statement

Hartford Public Schools (HPS) believes that high-quality, comprehensive and effective English to Speakers of Other Languages (ESOL) and Bilingual education programs are essential to the acquisition of English and academic language proficiency for students who are English Learners (ELs). Research-based instructional practices that support ELs in general education classrooms are essential while students are acquiring English and well after they have exited these programs. Federal courts have ruled that English language learners have a right to equitable access to education. HPS is mandated by the United States Civil Rights Act of 1964 and the Connecticut Bilingual Statute to ensure that ELs receive specialized services to meet their language and academic needs.

The Connecticut Bilingual Statute (<https://portal.ct.gov/SDE/English-Learners/Bilingual-Education/Regulations>) requires Bilingual education programs be provided in schools that have 20 or more speakers of the same native language who are identified as ELs. These programs enable students to become proficient in English and core academic content areas through the instructional use of both English and the student's native language. Bilingual instruction provides a foundation to enhance students' native language 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 language to succeed academically.

ESOL programs, taught exclusively in English, strive to help ELs to acquire high levels of English proficiency in listening, speaking, reading and writing. The type of program and amount of services students receive are determined by considering the language proficiency levels of the students and time of participation in the program. ESOL programs recognize the native language is an asset that enriches learning and may be used to support academic instruction. Acceptance within the school community and a climate that promotes social and emotional well-being enhances student learning.

Source: CT State Board of Education, Education of English Learner Students

K-12 Program & Service Delivery Models

Elementary K-5	Secondary 6-12
Emergent Bilingual Classes	New Arrivals Program
<ul style="list-style-type: none"> • Taught by Bilingual certified teacher in self-contained classroom • Instruction in Spanish and English • 15 or more students dominant in same grade level • Students eligible up to 30 months (extensions up to 60 months granted on a case by case basis by CSDE) • General education curriculum and content same as in monolingual classrooms • Content-based ESOL and cultural competence development • Language allocation by grade (contact Director of EL Services) 	<ul style="list-style-type: none"> • Taught by certified Bilingual teacher in self-contained classroom • Instruction in Spanish and English • 15 or more students dominant in Spanish in same grade level • Content-based ESOL and cultural competence development • Length of time in program varies per students' linguistic and academic needs and levels; typically lasts 1-2 years • Students transition to sheltered/co-taught classes when an intermediate, oral level 3 is achieved • General education curriculum and content instruction adapted for students' beginning levels of English proficiency
Sheltered/Co-taught Content Classes	Sheltered/Co-taught Content Classes
<ul style="list-style-type: none"> • Taught by Elem Ed & Bilingual or TESOL-certified teachers • Native language support provided • Students at LAS levels 1 or 2 scheduled in clusters • Both teachers trained in Sheltered Instruction • Common planning time required 	<ul style="list-style-type: none"> • Taught by content area & Bilingual or TESOL-certified teachers • Native language support provided • Students at levels 1 and 2 scheduled in clusters • Both teachers trained in Sheltered Instruction • Common planning time required
ESOL Classes	ESOL Classes
<ul style="list-style-type: none"> • Taught by TESOL-certified teacher • Pull-out Instruction conducted in English for grades 4 and 5 • Scheduled around literacy and math tier 1 blocks • Scheduled according to students' English language proficiency levels of 1 or 2 • Curriculum focused on language acquisition and CELP standards 	<ul style="list-style-type: none"> • Taught by TESOL-certified teacher • Instruction in English • Course levels for I, II, and III • Scheduled course according to students' English language proficiency levels • Curriculum focused on language acquisition and CELP standards
Push-in Support	Push-in Support
<ul style="list-style-type: none"> • Bilingual/ESOL-certified teacher or tutor • Students scheduled in clusters for linguistic and academic content support • Students at levels 3 and 4 	<ul style="list-style-type: none"> • Bilingual /ESOL-certified teacher or tutor • Students scheduled in clusters for linguistic and academic content support • Students scheduled at levels 3 and 4

Recommended Guidelines for Language Support				
LAS LEVEL	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-12
Newcomer	120-150 mins/wk	225-300 mins/wk	400-600 mins/wk	600-800 mins/wk
Level 1	90-120 mins/wk	150-225 mins/wk	300-450 mins/wk	500-600 mins/wk
Level 2	90-120 mins/wk	150-225 mins/wk	300-450 mins/wk	300-450 mins/wk
Level 3	45-60 mins/wk	60-90 mins/wk	90-120 mins/wk	225-300 mins/wk
Level 4		60-90 (grade 3)	60-90 mins/wk	90-120 mins/wk

Source: U.S. Dept. of Education for Office of Civil Rights