

1. EL/ML Bill of Rights

- [EL Bill of Rights \(resolution\)](#)-adopted 1/3/24
- Link to [Parent Bill of Rights for ELs/MLs page](#)
- Key Steps:
 - **Completed:**
 - Translated the Parent Bill of Rights for English Learners/Multilingual Learners (Arabic, Bengali, Chinese (Mandarin), French, Haitian Creole, Hindi, Pashto, Polish, Portuguese, Russian, Spanish, Tamil, Turkish, Ukranian, Urdu, Vietnamese, Gujarati, Telugu, Korean, Patois, Dari, Twi/Fante, Cantonese, Swahili, Nepali, Japanese, Khmer(Cambodian), Bosnian, Punjabi, Karen, Serbo-Croatian, Italian, Lao, Malayalam, Tagalog, Akan, K'iche' **(97.8%)**)
 - Created a page on the CSDE website portal
 - Created and distributed the [RFI](#); responded to and posted Q and A, reviewed RFI respondents and identified nine that will be on the CSDE list of translators and interpreters
 - [Presented the list of nine vendors to the CSBE](#); adopted list
 - **To Do:**
 - Continue to communicate about Parent Bill of Rights
 - Post informational brochure about the translation and interpretation vendors
 - Develop a process to monitor that the Parent Bill of Rights for English Learners/Multilingual Learners has been posted on district websites and distributed to parents and families; and
 - Develop a process for parents and families to reach out to the CSDE if they have questions or concerns related to the enactment of these rights.

2. Seal of Biliteracy

- Seal of Biliteracy Work Group convened to review and improve the [Connecticut Seal of Biliteracy Guidelines](#)
- Legislative proposal to change Seal statutory language was approved by Board in January
- Seal of Biliteracy report in EdSight secure was updated to include 2022-23 data
- Next year we will have three years of data and will be able to “link” passing other language tests and graduation to determine which students earned the Seal
- Reach out if there are questions about testing options
- Updated Seal of Biliteracy [infographic](#) including all 50 states
- Think broadly about potential Seal testers

3. Statewide Plan for ELs/MLs

- Development of draft document is nearly complete; interest holder engagement occurred in spring and summer with broad representation across diverse groups; public comment will occur soon
- Alignment to SBE's [5 Year Comprehensive Plan for Education](#) (key priorities: ensuring equitable access to education, ensuring safe and healthy learning environments, elevating CT's curriculum frameworks, creating opportunities for students to explore multiple career pathway options)

4. Upcoming Professional Learning Opportunity

- Advancing Multilingual Education: Illuminating the Linguistic and Cultural Assets of English Learners/Multilingual Learners
 - November 7th 8:30am-3pm at CCSU
 - [Register here!](#)
- ConnTESOL Conference
 - October 12 at Sacred Heart University

- o Theme: Celebrating the Languages, Knowledge, and Stories of Multilingual Learners
- o Keynote: Dr. Elizabeth Howard
- o [Register here!](#)

5. Guidance and Document Updates

- Changes to documents and guidance on EL/ML page to make sure content is up to date and relevant
- Translations will follow, but documents may look a bit different as they are updated; please use what's posted (I.e. parent notification letter)

6. Technical Assistance Needs

- Bilingual programs (planning and implementation)
- Home Language Survey
- Other topics? What kind of technical support is most helpful?

7. CSDE Projects and Updates

- World Language standards development work was successfully presented to subcommittee of the State Board of Education recently
- Adoption of [Position Statement and Policy Guidance on Personal Technology Use in Connecticut Schools](#)

8. Grant Updates

- Remember to sign up for the Title III and/or bilingual listservs at the top of the [Recent Communications tab](#)
- Bilingual grant due date: September 20, 2024
- Title III due date: October 15, 2024

9. SLIFE work and next steps

- [CalNEW Webinar Series 24-25](#) (Curriculum and Instruction, Law and Legal Services, Safe and Welcoming Schools, Health and Wellbeing, District Academic Programs)
- Current status/next steps
- Contact Your local RESC consultant and/or Jill Bessette at LEARN (jbessette@learn.k12.ct.us) for more information

10. Professional Learning Opportunities and Updates

- **National Center for Effective Literacy:** [podcast](#) (episodes include Dr. Laurie Olsen, Dr. Kathy Escamilla, Dr. Jody Slavick, Dr. Socorro Herrera, Dr. Ester DeJong, Jim Cummins, and many other people and topics), research (re: learning to read, bilingualism and biliteracy, effective instruction, debates on reading instruction), and resources (joint statement, early literacy development, comprehensive effective literacy), webinars and more.

11. New Toolkits and Publications

- [English Learners Who Speak Arabic as a Home Language](#)
- [Newcomer Toolkit \(NCELA\)](#)
- [Family Toolkit \(NCELA\)](#): intended audience is families; give chapters; plain language, available in Arabic, English, Chinese, Spanish
 - o [Family Engagement Learning Series Briefs](#) (on supporting student success, attendance and engagement, serving immigrant and multilingual families, mental health and well-being, early school success and college and career pathways)

12. Dually Identified Students:

- New: [Multilingual Learners with Disabilities: Services and Supports](#)
- [English Learners with Disabilities Infographic](#)

- New: [Multilingual Learners with Disabilities Services and Support Resource](#)
- Not New but Still Very Relevant: [English Learner Toolkit Chapter 6](#)

13. REMINDER: Translation and Interpretation Obligations

- Ensuring Meaningful Communication with Families ([Dear Colleague Letting page 37-](#); [English Learner Toolkit Chapter 10](#))

“Some examples of when the Departments have found compliance issues regarding communication with LEP parents include when school districts: (1) rely on students, siblings, friends, or untrained school staff to translate or interpret for parents; (2) fail to provide translation or an interpreter at IEP meetings, parent-teacher conferences, enrollment or career fairs, or disciplinary proceedings; (3) fail to provide information notifying LEP parents about a school’s programs, services, and activities in a language the parents can understand; or (4) fail to identify LEP parents” (39).

Connecticut State Department of Education		
<p style="text-align: center;">Academic Office</p> <p>Megan Alubicki Flick, English Learner Consultant</p> <p>Maribel Olivero, Director of Equity and Language</p>	<p style="text-align: center;">Performance Office</p> <p>Michael Sabados, Education Consultant</p> <p>Cristi Alberino, ELA Consultant</p> <p>Katie Seifert, Assessment Consultant</p>	<p style="text-align: center;">Talent Office</p> <p>Julianne Frost, Education Consultant/Compliance Coordinator</p>
<p><u>Resource Pages in CSDE Portal</u></p> <p>English Learners/Multilingual Learners page: English learner/Multilingual learner (EL/ML) (ct.gov)</p> <p>Special Populations Documentation and Resources page: https://portal.ct.gov/SDE/Student-Assessment/Special-Populations/Accommodations-on-State-Summative-Assessments</p> <p>English Language Proficiency Assessment: https://portal.ct.gov/SDE/English-Learners/English-Language-Proficiency-Assessments</p> <p>Research Library: (includes EL research) https://portal.ct.gov/SDE/Performance/Research-Library#ELPA</p> <p>Seal of Biliteracy Page: Seal of Biliteracy (ct.gov)</p> <p>EdSight data portal: https://portal.ct.gov/SDE/Performance/EdSight</p>		