

By Mr. Paleologos of Woburn, petition (accompanied by bill, House, No. 3840) of Nicholas A. Paleologos, Patricia A. Walrath and Salvatore R. Albano for legislation to strengthen transitional bilingual education. Education.

The Commonwealth of Massachusetts

In the Year One Thousand Nine Hundred and Eighty-Seven.

AN ACT TO STRENGTHEN TRANSITIONAL BILINGUAL EDUCATION.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1. Section 49 of chapter 15 of the General Laws,
2 as added by section 6 of chapter 188 of the acts of 1985, is hereby
3 amended by inserting after the second paragraph the following
4 paragraph: —

5 Each school committee required to provide a program of
6 transitional bilingual education under chapter seventy-one A of
7 the General Laws shall file the following information with the
8 department every year, broken down by school, grade and
9 language, regarding limited English proficient students: (a) the
10 type of transitional bilingual education program; (b) the number
11 of students in each program; (c) the number of students enrolled
12 in English as a second language courses who are not enrolled in
13 a program of transitional bilingual education; (d) the results of
14 basic skills, curriculum assessment, achievement and language
15 proficiency testing, whether administered in English or in the
16 students' native language; (e) absentee, suspension, exclusion,
17 dropout and promotion rates; (f) the number of students enrolling
18 in institutions of higher education; (g) the academic progress in
19 regular education of students who have completed a program of
20 transitional bilingual education; (h) for each limited English
21 proficient student receiving special education, the number of years
22 in the school district prior to special education evaluation and the
23 movement in special education program by program prototype.

24 Each school committee required to provide a program of
25 transitional bilingual education under chapter seventy-one A of
26 the General Laws shall also file the following information with
27 the department every year: the name, national origin, native
28 language, certificates held, language proficiency, grade levels and
29 subjects taught of each bilingual or English as a second language
30 teacher, aide or paraprofessional, guidance or adjustment
31 counselor, and school psychologist responsible for the provision
32 of education or other services or limited English proficient
33 students.

1 SECTION 2. Chapter 15 of the General Laws is hereby
2 amended by inserting after section 57 the following section: —

3 Section 57A. The board shall establish a transitional bilingual
4 education grant program to assist public school districts providing
5 programs of transitional bilingual education under chapter
6 seventy-one A in meeting the educational needs of limited English
7 proficient students. The board may award grants under this
8 section to school committees, public institutions of higher
9 education, or educational collaboratives established under section
10 four E of chapter forty of the General Laws, for the purpose of
11 meeting the bilingual personnel, training, and professional and
12 curriculum development needs of the public schools.

13 The board shall give priority to proposals for discretionary
14 grants under this section to meet the personnel and curriculum
15 needs of students enrolled in transitional bilingual education,
16 including, but not limited to, the recruitment and professional
17 development of certified bilingual education teachers and
18 bilingual aides, bilingual guidance counselors, bilingual school
19 adjustment counselors, bilingual psychologists and certified
20 English as a second language teachers. The board shall collaborate
21 with the board of regents to develop program of teacher training
22 and professional development for bilingual and English as a
23 second language teachers and other bilingual school personnel.
24 Said programs shall be offered at no cost to public school
25 personnel.

26 In considering whether to award a discretionary grant to a
27 school committee the board shall consider whether the school
28 district is making per public expenditures for programs of

29 transitional bilingual education commensurate with the pupil
30 weights for state aid to education under chapters seventy and
31 seventy A; will use such grant to supplement not supplant its
32 expenditures for transitional bilingual education at least by the
33 amount of the grant; and, will use the grant for procuring
34 language proficient public school personnel in order to provide
35 bilingual guidance and adjustment counseling and psychological
36 services for limited English proficient students to the same extent
37 as such services are provided for English proficient students.

1 SECTION 3. The fourth paragraph of section 6 of chapter 71A
2 of the General Laws, as appearing in the 1984 Official Edition,
3 is hereby amended by adding the following sentence: —

4 Effective September 1, 1990, no person shall be eligible for
5 employment by a school committee as a teacher of transitional
6 bilingual education who has not had training in bilingual teaching
7 methodologies, such a bilingual child development, first and
8 second language acquisition theory, methods and materials of
9 bilingual education, bilingual education and literacy theory and
10 practice, multicultural curriculum design, an understanding of
11 United States culture and history, and understanding of the
12 culture and history associated with the language other than
13 English.

1 SECTION 4. The second sentence of section 8 of chapter 847
2 of the acts of 1973, as most recently amended by chapter 865 of
3 the acts of 1977, is hereby further amended by adding the
4 following clause: —

5 Notwithstanding any general or special act or regulation to the
6 contrary, effective September one, nineteen hundred ninety, no
7 person shall be eligible to be employed by a school committee to
8 teach English as a second language, unless that person meets the
9 board's standards for certification as a teacher of English as a
10 second language under the board's regulations for teacher
11 certification which took effect September one, nineteen hundred,
12 eighty-two.

The first of these is the fact that the
 population of the country has increased
 very rapidly since the year 1850. This
 has been due to a number of causes,
 the most important of which are the
 discovery of gold in California and
 the opening of the Pacific coast to
 commerce.

The second cause is the fact that the
 country has been opened up to
 settlement by the discovery of gold
 in California. This has led to a
 large influx of population from
 other parts of the world, and has
 led to a rapid increase in the
 number of inhabitants.

The third cause is the fact that the
 country has been opened up to
 settlement by the discovery of gold
 in California. This has led to a
 large influx of population from
 other parts of the world, and has
 led to a rapid increase in the
 number of inhabitants.

The fourth cause is the fact that the
 country has been opened up to
 settlement by the discovery of gold
 in California. This has led to a
 large influx of population from
 other parts of the world, and has
 led to a rapid increase in the
 number of inhabitants.

The fifth cause is the fact that the
 country has been opened up to
 settlement by the discovery of gold
 in California. This has led to a
 large influx of population from
 other parts of the world, and has
 led to a rapid increase in the
 number of inhabitants.