

Alternative Language Services

Master Plan for Providing Services to English Language Learners

Reviewed and Updated March 2014

This document is available for download.

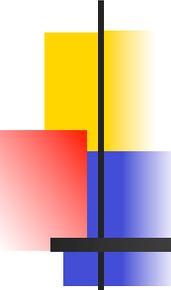
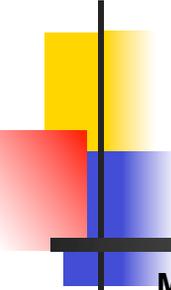


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Jordan School District

Mission, Vision and Beliefs

Mission

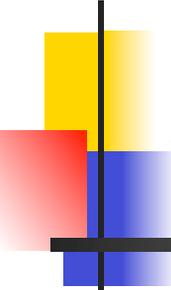
- Provide excellent educational opportunities for all students and ensure quality teachers, administrators and support staff.

Vision

- Continually improve student instruction and learning while maintaining accountability for results.
- Provide safe and appropriate schools.
- Reduce class size.
- Proactively address issues related to changes in student enrollment.
- Build trust, respect, and confidence through effective communication.
- Value and appreciate employees.

Beliefs

- Increasing student scholarship and achievement is an attainable goal of the Board of Education.
- The Board is accountable to its constituents for the expenditure of public funds in a prudent and responsible manner.
- The Board is receptive to creative and progressive thinking that leads to improved student achievement, strengthened character, and acceptance of civic responsibility.
- Every child can learn.
- Appropriate student behavior is essential to a positive school culture and reflects respect for self and others.
- Parental support is a critical force for student achievement.
- The views, opinions and participation of our communities are valued and encouraged.
- Quality teaching promotes quality student learning.
- The principal is the school's leader and assumes responsibility for its success.
- District Office personnel provide leadership and services that support schools in accomplishing their goals.
- The education provided must be relevant and responsive to the ever-changing world.
- Technology is an essential tool for learning in the 21st Century.



Alternative Language Services Mission Statement and Programs

Mission Statement

The mission of the Alternative Language Services Department is to provide awareness of and advocacy for culturally competent educational support to schools, families, and communities of diverse cultural and linguistic backgrounds through program services, professional interaction, effective communication, and community collaboration.

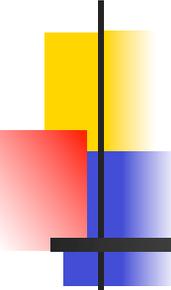
Programs

Alternative Language Services is the umbrella for the programs listed below. It is the responsibility of the ALS Department to ensure that students within these programs receive all services to which they are entitled under the various state and federal laws.

- Placement and State Language Proficiency Testing for English language learners
- Monitoring of English language learners
- Multicultural Evaluation of English language learners being considered for Special Education

- McKinney-Vento/Homeless Education
- Refugee Education
- Migrant Education
- Indian Education
- Translation Services

- Professional Development: ESL Endorsement
- Professional Development: Post-Endorsement Networking
- Professional Development: Customized School Training
- Professional Development: Teacher Consultations
- Professional Development: WIDA Training
- Professional Development: REACH Diversity Training – Licensed
- Professional Development: REACH Diversity Training – Classified
- Professional Development: Sheltered Instruction Academy (SIOP)
- Professional Development: School Family and Community Partnerships



State and Federal Laws and Guidelines

Title VI of the Civil Rights Act of 1964

“No person shall, on the basis of race, color, or national origin, be excluded from participation in the educational program offered by the school district.”

Lau v. Nichols

A 1974 United States Supreme Court case in which the Court held that *“students who understand little or no English are denied equal opportunities when English is the sole medium of instruction and there are no systematic efforts to teach that language to non-English speaking children or language assistance to enable them to participate in the instructional program of the district.”*

Equal Education Opportunities Act of 1974

This civil rights statute prohibits states from denying equal education opportunity to an individual on account of, *“his or her race, color, sex, or national origin.”* It specifically prohibits states from, *“denying equal educational opportunity 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.”*

Casteñeda Standards (<http://www.ncela.gwu.edu/expert/faq/07court.html>)

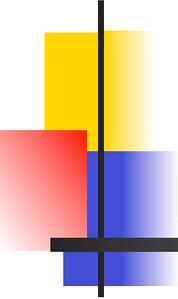
This case is reputed to be the most significant court decision affecting language minority students after Lau. In responding to the plaintiffs' claim that Raymondville, Texas Independent School District's language remediation programs violated the Equal Educational Opportunities Act (EEOA) of 1974, the Fifth Circuit Court of Appeals formulated a set of basic standards to determine school district compliance with EEOA. The "Casteñeda test" includes the following criteria: (1) Theory: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy; (2) Practice: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality; (3) Results: The school must not persist in a program that fails to produce results.

Plyler v. Doe

In accordance with Plyler v. Doe, a Supreme Court ruling in 1982, public schools are prohibited from denying immigrant students access to a public education. The ruling states that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Public schools are prohibited from adopting policies or taking actions that would deny student access to education based on their immigrant status.

OCR Policy

The program must ensure that ELL students are provided the opportunity to learn English in a timely manner, and have meaningful access to the district's educational program. The following components are essential: Identification, Assessment, Placement and Program Participation, Transition and Exit, Monitoring and Program Evaluation



Identification

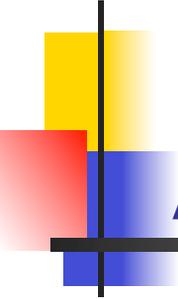
- The local school is responsible for the initial identification of all students who have a **Primary Home Language Other Than English (PHLOTE)**.
- Students must be identified **immediately** upon enrollment.
- This is accomplished by printing the “Home Language Survey” or “Skyward Student Language Survey Report” that is included in the registration process.
- This survey includes the following questions:
 - What was the first language the student learned to speak?
 - Which language is used most by the student?
 - Which language is spoken most often in the student’s home?
- If the answer to any of the above questions is anything other than English, an ALS Classification Form should be completed immediately upon enrollment, and sent to the ALS Department.

Please note: Students can only be referred for classification based on the answers to the above questions, and not on surname, ethnicity or personal knowledge or opinion.

- When the classification form is received in the ALS Department, a tester will be sent to interview the students and administer the placement test.
- This test will give the student a temporary language proficiency level which will allow the school to begin providing services to the student.

See Appendix 1

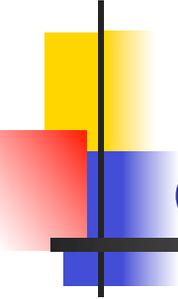
See Appendix 2



Assessment

There are two types of assessment that are given are:

- Placement Test
 - This test is given upon receiving a classification form from the local school.
 - An ALS tester is sent to interview and test the new student to determine his/her temporary language proficiency level, allowing the school to begin providing services to the student.
 - Results for this assessment will be available on your monthly ALS report shortly after the test is processed.
- Annual Language Testing
 - This test is given annually during the testing window as determined by the Utah State Office of Education (USOE).
 - This test is administered under the direction of the Evaluation, Research and Accountability Department.
 - This test is given following all guidelines for USOE testing.
 - Results for this assessment will be available annually per the USOE schedule.

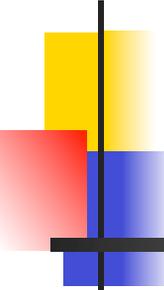


Communication with Parents/Guardians

Parents receive two types of notification from the Alternative Language Services Department.

- Notification of Entry
 - Parents/guardians are notified when their student qualifies to receive ESL services.
 - This notification is generated after the student has been given the placement test and a temporary language proficiency level is determined.
- Annual Notification of Participation
 - Parents receive this letter each year while their student is participating in the ESL program.
 - This letter updates the student's progress and provides parents with the current scores from the state language proficiency assessment.

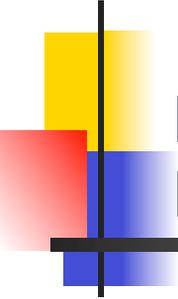
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Service Patterns for English Language Development

Service Patterns

- **Elementary Grade Levels**
 - Student is placed in an ESL endorsed teacher's class all day. During class the teacher targets specific language acquisition skills during language arts and academic language during other content areas; or
 - Student is placed with a teacher who is not ESL endorsed and rotates to an ESL endorsed teacher for the required amount of time for targeted language acquisition. Homeroom teacher also works on academic language during other content areas.
- **Secondary Grade Levels**
 - Student is placed with a Language Arts teacher who is ESL endorsed and who targets skills specific to English language acquisition. Student is also placed, where possible, with ESL endorsed content area teachers to develop academic language skills; or
 - Student is placed with a Language Arts teacher who is not ESL endorsed. Student is also placed in an English Language Development class taught by an ESL endorsed teacher to work on targeted language acquisition skills. Student is also placed, where possible, with ESL endorsed content area teachers to develop academic language skills.
- **All Grade Levels**
 - **Opt-Out/Refusal with Individualized Language Development Plan (ILDLP)**
 - Parents have the right to decline direct English language development services.
 - Students receive services using ONLY an ILDP - no rotation/pullout to another teacher.
 - Opt-out/refusals can only be initiated by parents and must be approved through the ALS department.
 - Refusal forms must be signed annually. Contact the ALS department for the appropriate paperwork.
 - Signed refusal form and completed ILDP must be submitted to ALS at the same time.
 - State language proficiency assessment is given annually.
 - **Schools with fewer than 10 students and only if necessary.**
 - Student is placed on an Individualized Language Development Plan. This plan targets language acquisition skills that will be taught by the classroom teacher with follow-up by an ESL endorsed teacher.

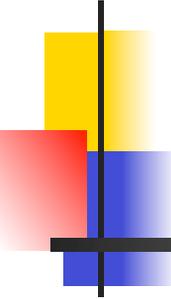


Required Amount of Time for English Language Development

Amount of time required for English Language Development

- **Level 1**
 - Kindergarten: 40-60 minutes each day
 - Grades 1-12: 80-120 minutes each day
- **Levels 2, 3, 4**
 - Kindergarten: 20-30 minutes each day
 - Grades 1-12: 40-60 minutes each day

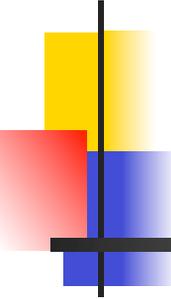
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Referring English Language Learners for Special Education Programs

General Information

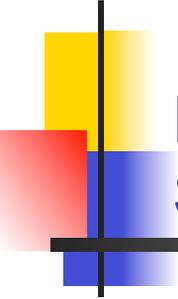
- Any student who is being referred for special education programs must have been properly identified and served, with fidelity and over time, as previously outlined in this document (see Identification, Assessment, Service Patterns for English Language Development and Amount of Time Required for English Language Development).
- Classroom teachers will have implemented, with fidelity and over time, **supplemental** targeted instruction and interventions that are scientifically research based.
- All interventions and the student's responses (both positive and negative) to such interventions should be documented.
- Students who have shown minimal improvement with the above interventions may be considered for referral to special education programs.
- In order to ensure that culturally and linguistically diverse students are appropriately identified and served in special education programs, the Alternative Language Services (ALS) Department and the Bilingual Psychologists must be involved in all aspects of the referral process.
- The local special education team and the classroom and ESL teachers are responsible for gathering the data from the intervention process.
- Information and data should be used to inform the special education evaluation.
- **Permission to test should not be obtained until the pre-referral process is complete and the bilingual psychologist has indicated the time frame for obtaining such permission.**



Referring English Language Learners for Special Education Programs

Referral/Testing Process

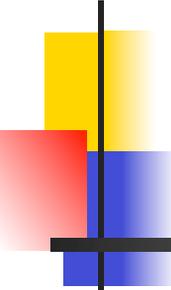
- The parent/guardian will be notified that a Prior Notice and Consent for Evaluation form must be signed. This will be sent in or translated into the primary language of the parent/guardian.
- Once obtained, the bilingual psychologist and the local special education team conduct the appropriate testing.
- The bilingual psychologist makes the test selection to ensure that appropriate assessment instruments and norms are used with each student and that the tests are administered in the student's primary home language whenever appropriate and possible.
- The use of non-verbal tests is also appropriate when tests are unavailable in the student's primary home language.
- The use of a translator to translate a test from English into the student's primary home language is discouraged; however, a translator may provide subjective information **not** to be used as qualifying data to supplement other objective data.
- The examiner must identify any test translation used along with any results invalidated by the translation.
- Upon completion of the multicultural evaluation, the special education team, including the bilingual psychologist, makes a classification decision.



Referring English Language Learners for Special Education Programs

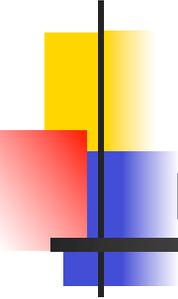
Post Referral and IEP Process

- If the student qualifies for special education, an Individualized Education Plan (IEP) meeting is scheduled with the parents/guardians to develop the student's program.
- This meeting must be conducted in the primary language of the parent/guardian.
- All documentation must be provided in or translated into the primary language of the parent/guardian.
- Students should receive services in both the school's ESL programs and the special education program.



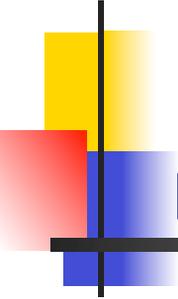
Placement of English Language Learners in Accelerated Learning Programs

- Jordan School District implements its accelerated learning programs in two ways:
 - Magnet schools with Accelerated Learning Programs (ALPS) for elementary and middle school students.
 - Advanced classes and programs that are standard in many schools i.e. Advanced Placement (AP) classes, Concurrent enrollment, JATC, Honors classes, selective classes in the fine and performing arts, etc.
- Jordan School District has consultants and teacher specialists that provide assistance to local schools in the implementation of gifted programs.
- Acceptance into such programs is determined by application and/or audition or other screening process as appropriate.
- Screenings are conducted yearly to ensure access to new students for the limited number of slots available.
- Participation in such programs is optional.
- Magnet schools are often not the neighborhood schools of the student. There is equal access to such programs for all students. The family is responsible for transportation to magnet schools.
- Magnet school programs are full-time programs while programs at the local schools would be part-time programs.
- **Since parents of English language learners are often unaware of special full-time programs, materials have been developed in target languages. These parents are contacted directly by the District.**
- **When screening English language learners for inclusion in the full-time magnet school programs, the process is modified to take into consideration the limited English proficiency of such students. This allows the screeners to redistribute the weighting of criteria to ensure fairness and appropriate placement.**



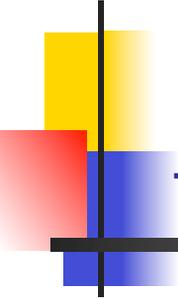
Exit to Monitoring Criteria

- Students are exited to the monitoring phase of service when they have tested to a Level 5 on the USOE language proficiency test.
- This criterion is determined by the state and may change.



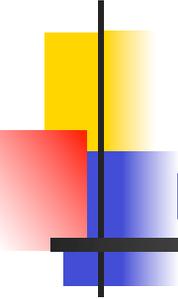
Monitoring Process

- Students will be monitored twice yearly.
- Language Arts teachers will fill out a rating form for each student being monitored.
- Ratings will be given on each of the Language Arts Core Curriculum Standards. Students will be rated according to the following scale:
 - 4 - Advanced
 - 3 - Proficient
 - 2 - Basic
 - 1 - Below Basic
- This information will be collected by the ALS department. Additional information may be requested when more data is needed.
- The ALS department will follow-up with the classroom teacher when necessary to assist with the monitoring of each student.
- Students will stay in the monitoring phase for two years.
- [Utah Core Standards – Download from UEN](#)



Transition to Mainstream

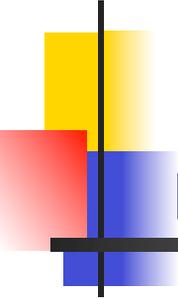
Students will transition out of monitoring after they have shown success in the classroom and been monitored for two years.



Professional Development

ESL Endorsement in Partnership with Southern Utah University

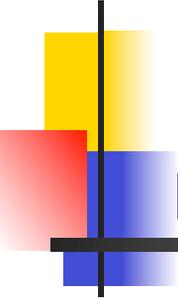
- One-year program - modified online format - classes will be held in both a traditional setting and an online setting. Traditional classes will be held one night each week. There are multiple options for beginning the series.
- The courses are graduate level courses, and may apply directly to the Master's of Education degree at Southern Utah University as well as other universities (contingent on acceptance of credit and matriculation into the Master's program).
- The endorsement program is open to K-12 contracted licensed personnel in Jordan School District.



Professional Development

Sheltered Instruction Observation Protocol (SIOP)

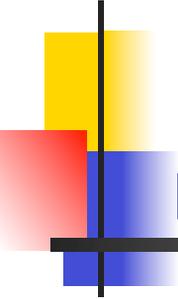
- A Workshop on the SIOP™ Model of Lesson Planning and Observation
- This workshop will teach participants the Sheltered Instruction Observation Protocol (SIOP™) as well as provide general information and current research regarding English language learners. This workshop will benefit:
 - teachers who have never been ESL endorsed by providing them with tools on how to shelter instruction for their English language learners; and
 - teachers who have already obtained an ESL endorsement by reviewing and updating information obtained in the ESL endorsement program.
- Content to be covered may include:
 - Lesson Planning
 - Building Background
 - Comprehensible Input
 - Strategies
 - Interactions
 - Practice and Application
 - Lesson Delivery
 - Indicators of Review and Assessment
 - Guidelines for students who may qualify for both English language instruction and special education



Professional Development

Respecting Ethnic and Cultural Heritage (REACH)

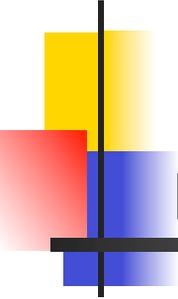
- **REACH** is a multicultural education program designed for infusion into all areas of the regular Core Curriculum. The program intent is to increase knowledge and understanding related to cultural diversity in the United States while simultaneously reducing social distance between groups.
- **REACH** is a nationally recognized multicultural education program being disseminated throughout the United States, Canada and Australia. It consists of a two-day training and an optional follow-up one-day training about 10 weeks later.
- Participating teachers are trained by Project **REACH** staff or certified **REACH** trainers before using the materials in their classrooms. Each participating teacher will receive one Teacher's Manual, and one set of the Ethnic Perspective series, which includes a view from the European American, Native American, African American, Hispanic/Latino American, Asian American perspective and Pacific Islander American perspective.
- Participating teachers will have their substitute paid for by the ALS Department, if they attend during a regular school day. Teachers who choose to attend while off track, can either receive inservice pay for their time, or if they are attending in accordance with their school's CSIP, they may use this time for professional development as directed by their principal.



Professional Development

World Class Instructional Design and Assessment (WIDA) Standards Training

- **WIDA (World Class Instructional Design and Assessment)** advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.
<http://www.wida.us/aboutUs/mission.aspx>
- The standards training takes place in one of many delivery models:
 - One-day training at the district level
 - Over several days (as determined by local needs) at the school level
 - As part of the second course of the ESL Endorsement program
- Training may include the following:
 - Identification and placement of English Learners in Jordan School District.
 - Service patterns for English Learners in Jordan School District
 - How to access language development information on English Learners in Jordan School District.
 - Guiding Principles of WIDA
 - The five standards of WIDA
 - Grade levels and clusters
 - Features of Academic Language
 - Performance Definitions
 - Can Do Descriptors
 - Standards Matrix including writing strand of performance indicators
- All trainers have participated in the TOT sponsored by WIDA.



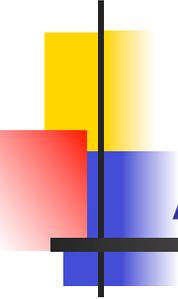
Program Evaluation

A program evaluation of the ELL program will be conducted annually by the ALS Department and the Evaluation Research and Accountability Department of the district. It will include data for a minimum of 3 years.

- **Subgroups to be included in the program evaluation comparison:**
 - ELL Students receiving direct services
 - Non-ELL students who have never been an ELL
 - Former ELL students who have been exited from the program

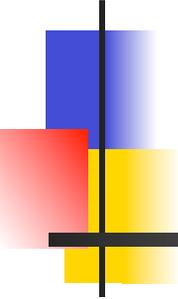
- **Areas to be included in the program evaluation:**
 - Attendance
 - Drop-out rate
 - Retention rates
 - Special Education services
 - Gifted and Talented programs

- **Data Analysis Expectations:**
 - Attendance rates similar to non-ELL students
 - Drop-out rates similar to non-ELL students
 - Retention rates similar to non-ELL students
 - Special Education services proportional to non-ELL students
 - Gifted and Talented participation similar to non-ELL students



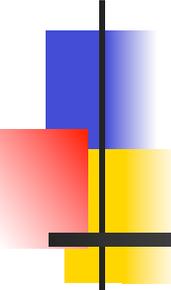
Appendices

1. ALS Classification Form
2. Elementary Registration Card with Home Language Survey English/Spanish
Secondary Registration Card with Home Language Survey English/Spanish
3. Notification of Entry Letter English
Notification of Entry Letter Spanish
Annual Notification of Participation English
Annual Notification of Participation Spanish
4. Individualized Language Development Plan
5. Semi-Annual Monitoring Form - Elementary
Semi-Annual Monitoring Form – Secondary



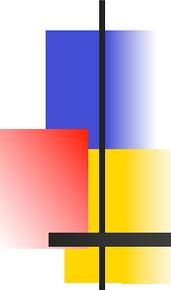
Appendix 1

Classification Form



Appendix 2

Elementary Registration with Home Language Survey - English/Spanish
Secondary Registration with Home Language Survey - English/Spanish



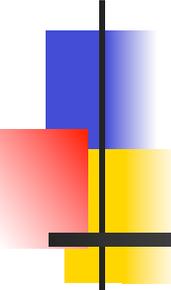
Appendix 3

Notification of Entry Letter - English

Notification of Entry Letter - Spanish

Annual Notification of Participation Letter - English

Annual Notification of Participation Letter - Spanish



Appendix 4

Individualized Language Development Plan
Refusal Form English
Refusal Form Spanish