

Master Plan for Providing Services to English Learners

Language and Culture Services

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www.lcs.jordandistrict.org

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Jordan School District Board of Education Mission, Vision and Beliefs

Mission

Our mission is to lead, inspire and educate so students in Jordan School District will reach their potential to achieve academically, prosper economically, and contribute responsibly to society.

Vision

1. Increasing Student Achievement
2. Empowering Employees
3. Delivering High Quality Customer Service
4. Ensuring Safety and Security

Beliefs

We believe it is our duty and responsibility to:

1. Increase student achievement
2. Provide parents with the choices they deserve and desire
3. Support educators with resources and strategies
4. Empower school leaders through policy governance and professional development
5. Communicate with the public, legislators, business leaders, cities and parents

Language and Culture Services Mission, Vision and Beliefs

Mission

The mission of Language & Culture Services (LCS) is to provide culture and language support to schools, families, and communities of diverse backgrounds for the success of all students.

Vision

Our vision is to maximize educational success in inclusive environments where all students and families needs are met, empowering them to achieve at the highest level.

Title III Programs

Programs

Title III is the umbrella for the programs listed below. It is the responsibility of the Educational Support Services 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 learners
- Ensuring and supporting English language development
- Monitoring of English learners – Levels 5 and 6
- Diploma Now – Graduation program for English learners
- Multicultural Evaluation of English learners being considered for Special Education
- McKinney-Vento/Homeless Education (Equity and Compliance Department)
- Refugee Education
- Immigrant Education
- Migrant Education (Equity and Compliance Department)
- Indian Education (Equity and Compliance Department)
- Parent and Family Engagement
- Family Resources for Diverse Populations
- Translation Services
- Professional Development:
 - PD Bites (Virtual - On Demand)
 - ESL Endorsement
 - Customized School and District Training
 - Teacher Consultations
 - Staff/Student Presentations on Culture and Diversity

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.”

Castañeda 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 "Castañeda 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 students access to education based on their immigrant status.

ESSA - (from <https://www.transact.com/blog/essa-basics-what-are-title-i-and-title-iii>)

“The largest funding allocation (in ESSA), Title I, earmarks funds to improve basic programs and ensure economically and socially disadvantaged students receive equal opportunity for access to a quality education.

Examples of programs eligible for Title I funding include academic support for low performing students, additional teachers and paraprofessionals that focus on mathematics and English language arts support, and preschool programs.

Title III provides funding to support EL students and their families. This funding has three main requirements related to MLs:

1. Provide programs for MLs to attain English proficiency and acquire content knowledge.
2. Provide professional development to teachers and school leaders in the area of educational strategies to best meet the academic and language needs of MLs.
3. Deliver activities that promote EL parent, family and community engagement.

OCR Policy

The program must ensure that EL students are provided the opportunity to learn English in a timely manner, and have meaningful access to the district's educational programs. The following components are essential:

Identification, Assessment, Placement and Program Participation, Transition and Exit, Monitoring and Program Evaluation.

Identification of English Learners

Identification

- The local school is responsible for the initial identification of all students who have a Primary Home Language Other Than English.
- Students must be identified immediately upon enrollment.
 - A list of students who need to be identified is sent within the first week of school.
 - After that time, students will need to be identified as they enroll.
- If the answer to any of the questions on the Home Language Survey is anything other than English, an English Learner Identification Form¹ should be completed immediately upon enrollment, and sent to the Language & Culture Services Department.
- Please note: Students can only be referred for identification based on the answers to the Home Language Survey questions, and not on surname, ethnicity or personal knowledge or opinion.
- When the identification form is received in the Language and Culture Services, testers will be sent to administer the placement test.
- This test will give the student a language proficiency level which will identify students in need of English services.

Language Assessment

There are two types of assessment that are given:

- Placement/WIDA Screener Test (currently W-APT)
 - Administered upon receiving an identification form from the local school
 - Assessment team sent to test the new student

¹ Appendix 2: Identification Form

- Tests are scored by LCS specialists
- Results are sent to schools and entered into Skyward
- School provides services
- Test results are sent to schools and entered into Skyward
- Results for the assessment are mailed to parents
- Annual Language Testing (WIDA ACCESS)
 - Administered under the direction of the Evaluation, Research and Accountability Department
 - School annually administers between January and March
 - Test given following all guidelines for USBE testing
 - Assessment results provided to teachers and parents annually per the USBE schedule

Communication with Parents/Guardians

Parents receive notification from the Language and Culture Services as follows:

- Yearly Notification of Participation²
 - 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 WIDA scores.

Best Practice for English Language Development

Elementary Grade Levels

- ML Students are placed in the classroom all day with a teacher who is ESL endorsed. The teacher targets specific English language development and academic language in all content areas; or
- ML Students are placed with a teacher who is not ESL endorsed and rotates to an ESL endorsed teacher for the required amount of time for English language development. Homeroom teacher also works on academic language during content areas.
- *Best Practice Indicates a Minimum:*
 - *Grade K: Level 1 - 40-60 minutes*
 - *Grade K: Levels 2-4 - 20-30 minutes*
 - *Grades 1-6: Level 1 - 80-120 minutes*
 - *Grades 1-6: Levels 2-4 - 40-60 minutes*

Secondary Grade Levels

- Students are placed with a Language Arts teacher who is ESL endorsed and who targets skills specific to English language development. Student is also placed with ESL endorsed content area teachers to further develop academic language skills; or
- If a student is placed with a Language Arts teacher who is not ESL endorsed, the student will be placed in an English Language Development class taught by an ESL endorsed teacher to work on targeted language acquisition skills. Students are also placed with ESL endorsed content area teachers to further develop academic language skills.
- Time requirements are as follows:
 - *Grades 7-12: Level 1 - 80-120 minutes*

² Appendix 4: Annual Notifications

- *Grades 7-12: Levels 2-4 - 40-60 minutes*

Individualized Language Development Plan (ILDP)³

- All ILDPs must be completed in ELLevation and may be reviewed by the Title III teacher specialists.
- A student may be placed on an ILDP only when extraordinary circumstances apply. These extraordinary circumstances are reviewed on a case-by-case basis. These circumstances may include when a student would otherwise be unable to participate in a dual immersion program, gifted and talented programs, concurrent enrollment courses, or special education self-containment for students with severe disabilities.
- See [Appendix 3](#) for examples.

Opt-Out/Refusal⁴ with Individualized Language Development Plan (ILDP)

- Parents have the right to decline direct English language development services.
- Opt-out/refusals are now included on the Yearly Notification to Parents letter.
- If this is returned to the school, an ILDP needs to be initiated and a copy of the refusal sent to Educational Support Services.
- Students will then receive services ONLY using an ILDP- no rotation/pullout to another teacher.
- State language proficiency assessment is given annually.

ELD Task Force

Purpose

- The purpose of the ELD Task Force is to help schools build capacity and to ensure shared responsibility with all staff for the academic success of all culturally and linguistically diverse students.

Members

- Each elementary task force should include:
 - Administrator
 - ELD lead teacher
 - Upper grade teacher
 - Lower grade teacher
 - Other advocates as needed (instructional coach, school psychologist, secretary, etc.)
- Each secondary task force should include:
 - Administrator
 - ELD lead teacher
 - Counselor
 - ELA teacher
 - Math teacher

³ Appendix 3: ILDP and Refusal Forms

⁴ Appendix 3: ILDP and Refusal Form

- Science teacher
- Other advocates as needed (instructional coach, school psychologist, secretary, etc.)

ELD Task Force Responsibilities:

- Task force members will be trained twice each year
- Roles and responsibilities are determined by each school and should include:
 - Ensuring quality Tier 1 instruction for all culturally and linguistically diverse students
 - Ensuring multilingual learners are receiving appropriate services
 - Monitoring of English learners
 - Preparation for annual testing
 - Other responsibilities as determined by individual schools

ELD Lead's Role

- ELD leads:
 - Ensure that all teachers know how to access the WIDA Scores on Skyward
 - May be a resource to counselors with scheduling for MLs
 - Should be part of a team that supports classroom teachers through brainstorming ideas, scaffolding assignments, and sheltering instruction
 - Assist your school in gauging the progress of MLs at all levels (1, 2, 3, 4, 5/6).
 - Encourage ML focused conversations during PLCs and other relevant meetings.
 - Attend quarterly networking meetings and report appropriate information back to administrators and staff
 - Provide relevant PD to staff
 - Contact District specialists for support
 - Will receive a \$300 stipend from Educational Support Services
- ELD leads are not:
 - Responsible for completing the Compliance and Assurances document
 - Expected to teach or redesign content area curricula
 - Responsible for all English learners as this is a school-wide effort

Struggling English Learners

Consultation Process

- Any teacher, team, or administrator is encouraged to contact their LCS teacher specialist for strategies, RtI support, professional development, etc.
- The RtI process must be completed with consultation with the LCS teacher specialist before moving towards a special education referral.

Referring English 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 skill-based interventions.
- All interventions and the student's responses to interventions should be documented. Students who have shown minimal improvement with interventions may be referred for a special education evaluation.
- In order to ensure that culturally and linguistically diverse students are appropriately identified and served in special education programs, the LCS specialists and the bilingual school psychologists are 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 will 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 school psychologist has indicated the time frame for obtaining such permission.

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 or communicated to the parent in the primary language of the parent/guardian.
- Once obtained, the bilingual school psychologist and the local special education team conduct the appropriate testing.
- The bilingual school 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 language whenever appropriate and possible.
- The use of non-verbal tests is also appropriate when tests are unavailable in the student's primary language.
- The use of a translator to translate a test from English into the student's primary language is discouraged; however, a translator may provide subjective information to supplement other objective data (not to be used as qualifying 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 and the bilingual school psychologist collaboratively make eligibility and classification decisions.

Post Referral and IEP Process

- If the student qualifies for special education, an Individualized Education Program (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 ELD programs and the special education program. Exceptions must be done collaboratively with the Title III teacher specialists and the IEP team.

Placement of English Learners in Accelerated Learning Program

Types

- 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, International Baccalaureate (IB) program, Concurrent enrollment, JATC, Honors classes, selective classes in the fine and performing arts, etc.

Implementation

- 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.
- Teachers and counselors must consider English learners for all accelerated and CTE programs.
- For students who qualify, fee waivers must be applied to all programs.

Screening

- 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. 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.
 - When screening English 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, Monitoring, and Transition to Mainstream

Exit Criteria

- Students enter the monitoring phase of service when they have tested to a Level 5 or 6 on the language proficiency test as determined by the Utah State Board of Education.
- During a student's first year of monitoring, an exit interview from direct services involving school, parents, and students, will be conducted no later than the first parent teacher conferences in the year monitoring begins and documented on ELLevation.
- A monitoring plan is created on ELLevation for all MLs in the monitoring phase.

Monitoring Process

- Students are monitored each grading period via ELLevation.

- Language Arts, Math, and Science teachers fill out a Monitoring Form for each student being monitored. These forms are initiated at the district level through ELLevation.
- Students are monitored for four years.

Transition to Mainstream

- ML students transition from monitoring after four years.
- ML Students will be identified as a T on the LPL report when transitioned out of monitoring.

Professional Development

ESL Endorsement in Partnership with Southern Utah University

- One-year program
 - Hybrid format: classes are held in both a traditional setting and an online setting. Traditional classes are held one night each week.
 - Online format: classes are asynchronous and completely online.
- 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.
- Visit <https://lcs.jordandistrict.org/pd/#ESL> for more information

PD Bites - A Buffet of Learning - Anytime | Anywhere | 30 Minutes

- PD Bites are mini professional development modules that can be completed in a variety of ways and on the teacher's own schedule.
- Teachers can complete these on their own or PLC Teams can complete modules together during PLC meetings.
- Administrators can use modules as a part of faculty meetings or school-wide professional development.
- Register for modules through [JPLS](#). Modules are completed using the [JordanPD Canvas](#) site and participants receive 0.5 relicensure points per module.
- Contact Tammy Fulmer (tamra.fulmer@jordandistrict.org) with questions regarding PD Bites.

Custom PD

- Principals may contact their teacher specialist to schedule professional development based on the needs of the school.

Title III Program Evaluation

A program evaluation of the ELD program is conducted annually by Language and Culture Services and the Evaluation Research and Accountability Department of the district. It includes data for a minimum of three years.

- Subgroups to be included in the program evaluation comparison:
 - ML students receiving direct services

- Students who have never been identified as an ML
- Former ML 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
 - Graduation rates
 - Discipline
- Data Analysis Expectations:
 - Attendance rates similar to non-ML students
 - Drop-out rates similar to non-ML students
 - Retention rates similar to non-ML students
 - Special Education services proportional to non-ML students
 - Gifted and Talented participation similar to non-ML students
 - Graduation rates similar to non-ML students

Appendices

Appendix 1: Identification Form

Contact Nicole Woodburn in Language & Culture Services

- nicole.woodburn@jordandistrict.org
- 801-567-8124

Appendix 2: Individualized Language Development Plans and Refusal Forms

- Contact:
 - Krista Mecham krista.mecham@jordandistrict.org (Elementary schools in Copper Hills, Mountain Ridge and Riverton Feeder Systems and Kauri Sue)
 - Tammy Fulmer tamra.fulmer@jordandistrict.org (Elementary schools in West Jordan, So Jordan, Herriman Feeder Systems)
 - Katrina Kennedy katrina.kennedy@jordandistrict.org (All middle schools)
 - Letitia Vigil letitia.vigil@jordandistrict.org (All high schools, River's Edge, South Valley, JATC, Southpointe)
 - Shasta Burton shasta.burton@jordandistrict.org (All virtual academies)
- ILDP: Use ELLevation Meeting Center to document ILDP
 - Secondary [Example](#)
 - Elementary [Example](#)