

William S. Hart Union HSD

Board Policy

Education For English Language Learners

BP 6174

Instruction

~~To help English language learners become productive members of society, the district will work in partnership with parents and community to:~~

- ~~1. Provide instruction that develops proficiency in oral and academic English as rapidly and effectively as possible,~~
- ~~2. Provide a rigorous and challenging core curriculum, and~~
- ~~3. Promote the involvement of students in all areas of the school culture.~~

~~The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers.~~

~~To ensure that the district is using sound methods that effectively serve the needs of English language learners, the superintendent or designee shall annually examine program results, including reports of the students' academic achievement and their progress towards proficiency in English. The superintendent shall ensure that schools compile data on programs for English language learners to help determine program effectiveness.~~

~~(cf. 4112.22/4212.22 – Staff Teaching Students of Limited English Proficiency)
(cf. 6190 – Evaluation of the Instructional Program)~~

~~The Board encourages staff to exchange information with other districts and the county office of education about programs, options, and strategies for English language learners that succeed under various demographic conditions.~~

~~The superintendent or designee shall maintain procedures which provide for the identification, assessment, and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.~~

~~Students who are English language learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's sheltered English immersion program shall be in English. (Education Code 305, 306)~~

~~In the structured English immersion program, classroom instruction shall be in English.~~

~~However, clarification, explanation, and support, as needed, may be in a student's primary language.~~

~~An English language learner shall be transferred from a structured English immersion classroom to an English mainstream classroom when the student has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments. (Education Code 305; 5 CCR 11301)~~

~~A student has acquired a "reasonable level of English proficiency" when he/she has achieved the following:~~

- ~~1. Oral English skills at an intermediate proficiency as measured by a state-approved test of oral language skills;~~
- ~~2. English reading and writing scores at or above the 35th percentile on a nationally-normed, standardized test; and~~
- ~~3. Passed one or more district proficiency tests and is making progress toward promotion/graduation in sheltered and mainstream academic classes.~~

~~(cf. 6011 Academic Standards)~~

~~(cf. 6162.5 Student Assessment)~~

~~(cf. 6171 Compensatory Education Programs)~~

~~After an English language learner has acquired a reasonable level of English proficiency, the student must be placed in an English language mainstream classroom. Pursuant to Education Code 306, the language of instruction in the English language classroom must be overwhelmingly in English. For the Hart District, overwhelmingly is defined as four periods of a six-period instructional day.~~

~~Parental Exception Waivers~~

~~Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)~~

~~The district may grant parental exception waivers from the structured English language immersion program and the English mainstream classroom in narrowly defined circumstances: students who already know English, students over the age of 10, and students with special needs. These waiver requests shall be granted unless there are some circumstances when the principal and educational staffs determine that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the student or the program requested by the parent/guardian is not offered at the school.~~

~~If the waiver requested by the parent/guardian is granted, and less than 20 students at the same school receive a waiver, the student shall be allowed to transfer to another public school in which~~

~~such a class is offered. (Education Code 310)~~

~~Students wishing to transfer shall be subject to the district's intradistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to receiving the district's interdistrict attendance policies and administrative regulations.~~

~~(cf. 5116.1 Intradistrict Attendance and Open Enrollment)~~

~~(cf. 5117 Interdistrict Attendance)~~

~~If the superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the superintendent's decision shall be final. If the Board hears the appeal, the superintendent shall send the Board's decision to the parent/guardian within seven working days.~~

~~Any parent/guardian who applies for a waiver may request that the State Board of Education (SBE) review the district's guidelines or procedures. The SBE shall review the guidelines only to make a determination as to whether the guidelines comply with 5 CCR 11303. In addition, the SBE may also request that the Board submit the guidelines for review.~~

~~Legal Reference:~~

~~EDUCATION CODE~~

~~330-340 English language education for immigrant children~~

~~33308.5 CDE guidelines not binding~~

~~44253.5-44253.10 Certification for bilingual crosscultural competence~~

~~48985 Notices to parents in language other than English~~

~~52130-52135 Impacted languages act of 1984~~

~~52160-52178 Bilingual Bicultural Act especially:~~

~~52164.6 Reclassification criteria~~

~~52169 Requirements for establishment of program~~

~~52171 Evaluations of student progress~~

~~52171.6 Annual report to legislature~~

~~52177 Administration of article~~

~~52180-52186 Bilingual teacher training assistance program~~

~~54000-54028 Programs for disadvantaged children~~

~~62000-62005.5 Evaluation and sunseting of programs~~

~~CODE OF REGULATIONS, TITLE 5~~

~~4301-4320 Bilingual education program requirements~~

~~11300-11305 English language education for immigrant children~~

~~UNITED STATES CODE, TITLE 20~~

~~1701-1705 Equal Educational Opportunities Act~~

~~COURT DECISIONS~~

~~Valeria G. v. Wilson, C 98-2252-CAL (July, 1998)~~

~~Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698~~

~~Casteneda v. Pickard (5th Cir. 1981) 648 F.2d 989~~

~~Management Resources:~~

~~CDE PROGRAM ADVISORIES~~

~~0408.98 Policy for English Language Learners~~

~~0125.09 Procedures for requesting guidance from the US Department of Education~~

~~0515.89 Limited English Proficient Programs~~

~~CSBA ADVISORIES~~

~~0812.98 Proposition 227 Advisory~~

~~WEB SITES~~

~~CDE: <http://www.cde.ca.gov>~~

~~CSBA: <http://www.csba.org>~~

Policy WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

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