

Hartford Board of Education (District)
OCR Complaint No. 01-07-1149
Resolution Agreement
February 13, 2013

To resolve the above-referenced complaint, the District agrees to take the actions described below:

Services for English language learners

1. The District will ensure that appropriate ELL services are provided to all ELL students, consistent with the Connecticut Board of Education's Position Statement on the Education of Students Who Are English Language Learners (attached). Appropriateness of ELL services is based on students' needs as determined by such data as the LAS Links, district benchmarks, CMT, CAPT, DRA2, and curriculum unit assessments. Schools will use a high quality ESL curriculum for grades K-12, newly aligned to the Common Core State Standards. ESL instruction in grades K-3 will support[s] the district's Strategic Operating Plan (SOP) Goal 1: Third Grade Promise, which aims to ensure that all students will be able to read at grade level by grade 3.
 - a. The District will ensure that all ELL students whose LAS Entry/LAS Links scores are levels 1-3 will be scheduled to receive the equivalent of at least 45-60 minutes of ESL instruction from an ESL-certified teacher daily. Language Transition Support Service (LTSS) students will be scheduled for ELL services that address the students' linguistic and academic needs. These services will be in alignment with the Connecticut State Department of Education (CSDE) Guidelines for LTSS services and determined by the school's LTSS team. LTSS students scoring at levels 1-3 will receive ESL unless the school's LTSS team determines, consistent with the Guidelines, that other support services are more appropriate for a particular student. The school's LTSS team will notify the Supervisor of ELL Services in writing of the support services to be provided to each LTSS student who does not receive ESL and, for LTSS students scoring at levels 1-3, the reason the LTSS team determined that those services were appropriate.



- b. At schools required to provide bilingual education under Connecticut state law, the District will ensure that students entitled to bilingual education will receive at least 45-60 minutes of bilingual support daily. Unless certified staff in the appropriate language are unavailable, bilingual support will be provided by a teacher with bilingual certification. If certified staff in the appropriate language are unavailable, the District will use bilingual tutors to provide native language support. Such bilingual tutors will work under the direct supervision of a certified teacher.
 - c. In addition to providing ESL instruction, the District will ensure that ELL students receive support in learning core content. This support will be provided by certified bilingual staff, by general education staff who have received adequate training in sheltering content for ELLs, by an ESL teacher (in addition to the services in 1.a), by an ELL tutor who has received adequate training in assisting ELLs, and/or from a native language tutor. Training of general education staff is “adequate” if it enables them to satisfy their responsibilities under the Connecticut State Board of Education’s “Position Statement on the Education of Students Who Are English Language Learners,” (attached) including planning and implementing lessons for each content area using best practices for ELLs to help ensure academic success in making content areas comprehensible for all ELL students in their class. To the extent that support is provided by tutors who are not certified teachers, such tutors will work under the direct supervision of certified teachers.
2. For students with interrupted formal education (SIFE) in their home countries, ELL Coaches will work with ESL teachers to identify students with SIFE. Once identified, ELL Coaches will work with ESL teachers and schools to evaluate the needs of these students in order to provide appropriate services, in addition to the services described in Section 1 of this Agreement.
3. Individual school plans are published in the Hartford Public School Profiles of English Language Learners.



Staffing

4. The District will use its best efforts to ensure that each school has enough qualified ESL- and bilingual-certified staff to provide the services described in #1 above. The District recognizes that “best efforts” includes promptly and actively recruiting qualified ESL- and bilingual-certified staff when there are vacancies as well as assigning ESL- and bilingual-certified general education staff to provide ESL and bilingual services.
5. To ensure that adequate staff are available to provide ELL services at the beginning of the 2013-14 school year and thereafter, the District will adhere to the procedures and timelines in the attached “Office of ELL Services Timeline to Address Staffing for Appropriate and Adequate ELL Services” for determining staffing needs.



6. To the extent that the District relies on professional development of general education teachers to provide the support in 1.c above, the District will develop and implement a system providing professional development to general education teachers to ensure that they are implementing best practices for ELLs. Hartford public school principals and teachers will receive professional development on cultural relevant pedagogy by October 2013. During the school of 2013-2014, ESL teachers and selected general education teachers will participate in professional development focusing on best practices for instruction of ELLs. In turn, these groups of teachers will provide professional development, with support from the Office of ELL Services, to teachers in their respective buildings. These teacher leaders will work with administration at the school levels to ensure that teachers are effectively implementing research-based strategies to support ELLs in the content areas. Each school will develop, with the Office of ELL Services, a system for determining whether teachers need extra coaching in implementing those strategies, and the Office of ELL Services will continue to work with teacher leaders to provide support to teachers who need extra coaching.
7. Using the data from the Effective ELL Services Continuum and the School Accountability Plan (attached), the Office of ELL Services will work with

schools to determine the need for and identify professional learning opportunities in effective ELL strategies.



Effective English
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Program Evaluation and Improvement

8. Consistent with the attached “Plan for Defining Best Practices in Teaching and Learning to Support ELL Achievement”, the District will conduct an initial evaluation of its program for ELL students, assessing the strengths and weaknesses of current services for ELL students in the District, researching best practices for serving ELL students, and developing a plan for improving services for ELL students in the District. In conducting this initial program evaluation, the District will request and consider input from parents, community groups, and other stakeholders. The District will implement the effective practices as defined in the plan.



ELL plan 1 30 12
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9. In addition to conducting the initial program evaluation described in Section 8 above, the District will develop a process for periodically evaluating the effectiveness of its services for ELL students no less than every two years and determining what changes, if any, should be made. This process will include requesting and considering input from parents, community groups, and other stakeholders.
10. In conducting program evaluations, the District will draw on different sources of information, which may include:
 - a. the goals and objectives for student achievement which are outlined in the Strategic Operating Plan;
 - b. information from monthly School Quality meetings held by the Superintendent, Assistant Superintendent, Directors of Elementary and Secondary Education in which they review school performance data including ELL data;

- c. District ELL data presented to the BOE at the BOE Retreat annually;
- d. Information from the ELL Coaches from their school site visits during the school year;
- e. The extent to which ELLs are gaining in English proficiency, as shown by ELL progress on the DRA2, CMT, CAPT, and LAS Links.
- f. Using the student outcome data from the Effective ELL Services Continuum, the Office for ELL Services will monitor progress made by ELLs toward English proficiency.
- g. ELLs and former ELLs' academic progress and dropout, graduation, grade retention rates compared to non-ELL peers:

The District goals and objectives for student achievement include ELL progress on the DRA2, CMT, CAPT, and LAS Links. Strategic Operating Plan (SOP) Goal 3 addresses college readiness in reading, writing, and math as well as increasing the number of students receiving required credits to move to each high school grade level. (See embedded SOP). Starting in the school year 2013-2014, the HPS will track all dropout, graduation and grade retention rates.

- 11. To assist schools in improving services for ELL students, using the data from the Effective ELL Services Continuum, the Office for ELL Services will identify schools that have effective ELL services as models for other schools to replicate. The ELL Coaches will meet with principals to determine if services meet the District's criteria for program effectiveness.

Identification and Placement of ELL Students

- 12. The District will ensure that entering ELL students are promptly identified, assessed, and provided ELL services. The District will ensure that home language survey information is obtained from parents/guardians at registration. If any of the responses to the home language survey indicate a language other than English, the District will ensure that the student is promptly assessed to determine whether the student is ELL.

13. The District will ensure that interpreter services are available to assist parents in choosing a school under the District's choice system, registering, completing the home language survey, and understanding and selecting ELL services.

14. ESL teachers and district testers administer all assessments for identification of students eligible for ELL services. District testers assigned by the Office of ELL Services will assist schools in the identification of ELLs by September 15.

15. The District uses the following criteria for determining whether a student qualifies for ELL services:

Kindergarten students whose home language is a language other than English based on the home language survey (HLS) results are administered the Pre LAS Oral English:

Level 1 = Non-English Speaker (eligible for ELL services)

Levels 2 and 3= Limited English Speaker (eligible for ELL services)

Levels 4 and 5= Fluent English Speaker (Not eligible for ELL services)

Grades 1 through 12 students whose home language is a language other than English based on the HLS results are administered the LAS Links Placement Test

NP = Not Proficient (eligible for ELL services)

AP = Approaching Proficiency (eligible for ELL services)

P = Proficient (Not eligible for ELL services)

16. The district's current registration procedures are being reviewed. A committee including the Chief Operations Officer, the Assistant Superintendent of PK-12 Education, the Director of Choice, and Office for ELL Services representatives will review registration procedures. The goal is to have more unified and effective procedures in place by the Fall of 2014. ELL identification will be included in this registration process. Additionally, upon recommendation of OCR, the ELL team will review the program options information to ensure that it is clear and comprehensive. The procedures, which include guidelines for registration and monitoring of the registration process, will also include clear procedures for identifying ELLs and training of personnel responsible for registration. Until the new procedures are rolled out, the current procedures for ELL identification will remain in place. The Office for ELL Services staff will meet with ESL teachers prior to the end of the year to ensure that each school has a system in place for the identification of ELLs. ESL teachers will submit these plans in writing to the Office for ELL Services. In addition, school

office personnel responsible for registration will attend training on the how to assist families in completing the Home Language Survey.

17. To ensure that identification and assessment procedures are consistently followed, the District will take the following steps:
 - a. Administering the Home Language Survey: The District will survey each school to identify staff that is responsible for this procedure at registration and to determine how ESL teachers are notified when newly-enrolled students must have their English proficiency tested. Home Language Survey information will be used to provide statistics on the number of ELL students who speak different languages, and this information will be included in the School Profiles for English Language Learners.
 - b. Reviewing Home Language Survey responses to determine whether student's proficiency should be assessed: ELL team will provide monthly data reports on missing Home Language Survey information and other ELL information, such as ELL program code, to the Supervisor of ELL Services. The Supervisor of ELL Services will ensure that schools obtain the missing information and perform any necessary English language proficiency assessments once the information is obtained.
 - c. Administering English Proficiency assessments: ELL Support Specialist performs monthly reports on student data to ensure that all students with a home language other than English are assessed for ELL eligibility. These monthly reports will be given to the Supervisor of ELL Services, who will ensure that schools assess any students who were not assessed for ELL eligibility and provide ELL services to eligible students.
 - d. ELL staff will perform spot checks at schools from September 15 to November 30 to verify appropriate initial placement of newly registered ELL students.
 - e. ELL staff will perform 4 spot checks per month from November 30 to May 15 to verify appropriate initial placement of newly registered ELL students.

- f. ELL Central Office staff will prepare monthly reports of the spot checking data and present them to the supervisor of ELL Services.
- g. ELL identification procedures will be reviewed in professional development sessions with ESL teachers annually. ELL identification procedures will be shared with principals at Principals' Conference annually.
- h. ELL registration documents will be added to the Hartford Public Schools website and the intranet website which is in the process of being developed.

Communicating with Parents with Limited English Proficiency:

18. The district's Guideline and Resources for Communications with Parents is in place for schools to follow in order to communicate effectively with parents who speak a language other than English. The Guidelines (attached) were communicated to principals at the Principals' Conference and by email. The Guidelines include, but are not limited to, the following resources:

- a. Language Line access information
- b. List of interpreters
- c. Translation services for school-generated documents
- d. Guidelines for how parents may request language assistance
- e. In schools where there are large numbers of students who speak Spanish, identification of school personnel to communicate with parents
- f. Avoidance of the use of students as interpreters



Interpreter Plan.doc

19. At the beginning of the 2013-14 school year, and at the beginning of every school year thereafter, the District will ensure that all staff are notified of the availability of translator and interpreter services and how to obtain them, the importance of communicating with parents in a language they can understand, and the need to avoid using students as interpreters. The District will ensure

that all front line staff at each school have readily available information on how to access the language line and other interpreter services.

20. The District will inform all parents of its procedures for communicating in languages other than English. This will be accomplished by creating and distributing a brochure explaining how language-minority parents can obtain information in their home or primary language regarding school activities. The brochure will be available in the top 10 languages of ELLs in the district. Brochures with additional languages will be made available to specific schools depending on their ELL School Profile. In addition, the Office for ELL Services will meet with various groups such as Family Resource Aids and the Welcome Center to share this information. This information also will be presented at the Parent Institute. The District will also provide this information to community groups who serve refugee and immigrant populations in the District.

21. In addition to making translation and interpreter services available to parents as described above, the District will ensure that schools notify parents in their native language when they are given school choice options, summer program options, access to services such as free and reduced lunch, notice of suspensions/expulsions, and notice of special education matters.

ELL Program Administration

22. The District's ELL Coaches oversee the ELL program and report directly to the Supervisor of ELL Services. The ELL Coaches will monitor the ELL program's compliance with federal law and this agreement and will notify the Supervisor of ELL Services of any compliance issues at the District and school levels. The Supervisor of ELL Services will ensure that compliance problems are remedied. The District shall ensure that there are sufficient ELL Coaches to carry out these functions.

23. ELL Coaches will prepare reports to share with the Supervisor of ELL Services on the progress, plans and procedures outlined by the District in this resolution. The duties of these facilitators include:

- a. Develop and support implementation of K-12 ESL curriculum
- b. Develop ELL strategies embedded in content area curricula

- c. Plan and support execution of staff development on effective ELL strategies in content area curriculum
- d. Support the integration of ELLs in other school based programs
- e. Support scheduling for effective ESL instruction, appropriate Native Language support
- f. Review student-based budget allocations and make recommendations based on changes
- g. Facilitate the development and implementation of professional learning to support schools with best practices for serving ELLs
- h. Plan and execute staff development around ESL curriculum
- i. Support and monitor ELL program effectiveness at schools
- j. Support programming effectiveness for LTSS (Language Transitional Support Services), including monitoring whether schools have established LTSS teams and reporting to the Supervisor of ESL services if LTSS teams have not been established
- k. Work closely with Supervisor of ELL Services and other program staff to manage Title III and Bilingual State grant reports and implementation of services outlined in these grants
- l. Act as liaisons to families and different language communities
- m. Reinforce community connections with Welcome Center
- n. Promote awareness of services for ELLs at community sites, including healthcare service locations, education-related services and refugee centers
- o. Ensure that interpretation/translation services are available for registration at the Office of School Choice and Welcome Center.

24. The District will prepare a handbook describing services for ELL students in the District, including administration of the Home Language Survey, ELL Identification Process, Evaluating Eligibility for ELL Services procedures, assessment of their progress until they become proficient in English, levels of services to be provided for ELL students, establishment and role of LTSS teams, and interpretation/translation procedures for LEP parents. The handbook will also contain procedures that the District will use to provide sufficient instructional materials and supporting technology at all grade levels to implement ESL and/or bilingual education programs effectively, including native language materials and resources for bilingual education program students. The handbook will include copies of forms used in the program and will describe how the District monitors databases and performs spot checks to ensure that the program is functioning as intended. The handbook will be distributed to school principals and ELL staff and made available on the District's web site by October 30, 2013. If OCR requests that changes be made to the handbook, the District will delay publishing the handbook until discussions over those changes are complete. Once published, before revising the handbook the District will consult with OCR. If OCR has objections to the proposed changes, the District will delay implementing those changes until discussions with OCR are complete.

Supplemental Summer and After-School Services

25. The District will offer supplemental summer services to ELL students who are performing below proficient as measured by the CMT and DRA2 for elementary students. For secondary summer sessions, students who did not pass courses and performed significantly below grade level on benchmark assessments. Elementary and secondary students may include SIFE (Section 2 of this Agreement) and ELL students who did not previously receive ELL services at the level described in Section 1 of this Agreement. Services will include small group instruction using research-based strategies to support ELL learning (See attached). The services will be provided by certified ESL or bilingual teachers, or by staff with adequate training in sheltered instructional methods or effective strategies for ELLs. The District will notify parents of ELL students, in a language they can understand, about the availability of these services and how they can ensure that their children participate.



Early Start Snapshot
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What do English
Language Learners n



Model 2 with ELL
teacher (2).docx

26. To the extent that the District offers after school programs to other students, it will also offer after school programs for ELL students, including SIFE students. Services in these programs will include small group instruction using research-based strategies to support ELL learning (see attached) and will be provided by certified ESL or bilingual teachers, or by staff with adequate training in sheltered instructional methods or effective strategies for ELLs. The District will notify parents of ELL students, in a language they can understand, about the availability of these services and how they can ensure that their children participate.

Reporting Requirements

27. By October, 2013, the District will provide the following to OCR:
- a. A description, including copies of any forms used, of its identification/assessment procedures (Sections 12-16 of this Agreement).
 - b. The numbers and types of ELL program staff, by school (Sections 4-5 of the Agreement).
 - c. A description of professional development opportunities for general education teachers and systems and evaluation forms used to ensure that general education teachers are implementing strategies that address the needs of ELLs in their content classes. (Section 6 of this Agreement).
 - d. A copy of its initial program evaluation (Section 8 of this Agreement) and its process for periodically conducting program evaluations (item 9 of this Agreement).
 - e. A description of how the District requested and considered input from parents, community groups, and other stakeholders, in conducting its initial program evaluation (Section 8 of this Agreement).
 - f. A copy of its plan for communicating with parents who speak a language other than English (Section 18 of this Agreement), a description of how it will notify parents who speak a language other than English of its procedures for communicating with them in languages other than English

(Section 19 of this Agreement), and a description of how it will make interpreter/translator services available (Sections 20-21 of this Agreement).

- g. A copy of its ELL handbook (Section 24 of this Agreement).
- h. A description of supplemental summer services offered to ELL students during the summer of 2014 (or in the reporting year), including how the District determined who was eligible for the services, the qualifications of staff for the services, how the availability of those services was communicated to parents, and a list of students who participated in those services (Section 25 of this Agreement).

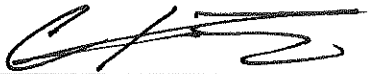
28. By December, 2013, the District will provide the following to OCR:

- a. For each of the District's schools:
 - i. A list of ELL students, including each student's LAS Links level
 - ii. A schedule for each ELL teacher, indicating which students are served at what times of the day
 - iii. A description of support services available for ELL students to access core content instruction
 - iv. If the school relies on general education teachers to shelter core content instruction for ELL students, a description of professional development to be provided in the 2013-14 (or in the reporting year) school year for general education teachers on how to shelter instruction for ELL students.
 - v. Identification of staff responsible for obtaining home language survey information and a description of how ESL teachers are notified when newly-enrolled students need English proficiency testing (Section 17(a) of this Agreement).
 - vi. A list of students identified as SIFE (Section 2 of this Agreement) and what additional services, if any, they will receive.

- b. A copy of Hartford Public School’s Profiles of English Language Learners (Section 3 of this Agreement).
 - c. A description of steps taken under Section 11 of this Agreement (ELL facilitators’ meetings with principals and identification of effective service models).
 - d. A copy of the monthly data reports required under Section 17(b) and 17(c) of this Agreement and the spot checking report required under Section 17 (f).
29. By December 13, 2013, the District will give OCR the information described in Section 27 & Section 28 above for the 2012-13 school year as well as a description of supplemental services offered during the summer of 2013. (Section 25 & Section 26 of this Agreement).
30. By December 13, 2014, the District will give OCR the information described in Section 27 & Section 28 above for the 2013-14 school year as well as a description of supplemental services offered during the summer of 2013-14 school year, including Summer 2014. (Section 25 & Section 26 of this Agreement).
31. By December 13, 2015, the District will give OCR the information described in Section 27 & Section 28 above for the 2014-15 school year as well as a description of supplemental services offered during the summer of 2014-15 school year, including Summer 2014. (Section 25 & Section 26 of this Agreement).
32. The District understands that OCR will not close the monitoring of this agreement until OCR determines that the District has fulfilled the terms of this agreement and is in compliance with the regulation implementing Title VI of the Civil Rights Act of 1964, at 34 C.F.R. Section 100.3, which was at issue in this case.
33. The District understands that by signing this agreement, it agrees to provide data and other information in a timely manner in accordance with the reporting requirements of this agreement. Further, the District understands that during the monitoring of this agreement, if necessary, OCR may visit the District, interview staff and students, and request such additional reports or

data as are necessary for OCR to determine whether the District has fulfilled the terms of this agreement and is in compliance with the regulation implementing Title VI of the Civil Rights Act of 1964, at 34 C.F.R. Section 100.3, which was at issue in this case.

Hartford Board of Education

By: 
Dr. Christina M. Kishimoto, Superintendent

3/14/13
Date