

## **Lincoln County School District Plan For Providing Educational Services to English Learner Students**

Lincoln County School District recognizes a significant and dynamic English Learner (EL) population. Included in the District's Vision and Mission is the commitment to English Learners to ".....receive rigorous, explicit, high-quality language instruction while being held to high expectations and standards in order to access content area curriculum, attain proficiency in the English language..." and "...improve their overall academic achievement and proficiency...." In keeping with these commitments, the following goals and plan have been developed by the District to provide educational services for EL students.

### **EDUCATIONAL GOALS:**

1. Ensure that EL students have access to an equal educational opportunity.
2. Ensure that EL students have the opportunity to become successful participants within the school setting and in society at large.
3. Ensure that EL students develop the ability to use English to communicate in social settings and in culturally appropriate ways.
4. Ensure that EL students develop the ability to use English to achieve academically in all content areas based on standards established by Lincoln County School District and the State of Nevada.

### **EDUCATIONAL THEORY AND APPROACH:**

Lincoln County School District will ensure that each school in the District will develop and enact an English as a Second Language (ESL) program that provides services for EL students and meets the procedures specified by the Office for Civil Rights (OCR)<sup>1</sup> as listed below:

1. Identify students who need assistance.
2. Develop a program that, in the view of professional educators, has a reasonable chance for success.
3. Ensure that needed staff, curricular materials, and facilities are in place and used properly.
4. Develop appropriate evaluative standards for measuring the progress of students, including program exit criteria.
5. Continue program assessment and modification where needed.

## **A) Identification of potential EL students:**

1. A Home Language Survey will be updated annually to all students upon registration and by the registrar. When possible, the school will provide an interpreter during the registration process. The survey will include the following questions:

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From OCR documents 1970, 1985, and 1991, clarifying Title VI of the Civil Rights Act of 1964.

- a. What is your child's first language? (English, Spanish, Other)
  - b. What language(s) is spoken in the home? (English, Spanish, Other)
  - c. What language(s) does your child speak with friends? (English, Spanish, Other)
  - d. I want information from school sent home in (English, Spanish, Both)
2. If any language other than English is indicated in questions one through three, the student must be assessed by the appropriate Language Assessment Scales (LAS) Placement exam within thirty (30) school days from the beginning of the school year. If a student registers after the first 30 days of school they will be assessed within ten (10) school days. The LAS exam will be administered by the school's designated English Language Assessment Specialist, and will follow the test publisher's guidelines.
    - a. Students who qualify for EL services shall be immediately placed into the appropriate support service program.
    - b. All students in the EL Program will be tested with the Access for ELLs 2.0 (WIDA) annually by the English Language Assessment Specialist as directed by the Nevada Department of Education.
  3. Additionally, with administrative approval and parental approval, a student may be referred for testing as potentially EL by the classroom teacher, qualified staff members, or parent/guardian of the student.
  4. Students' eligibility for the EL Program will be determined based on their LAS Placement test results in accordance with criteria established by the Nevada Department of Education. Additionally, with parental consent, students who were exited may be reclassified into the EL program, if the site administrator, EL personnel, classroom teacher, and relevant specialists determine it is necessary for the student's adequate progress.
  5. Placement should be grade appropriate by age. The option of any other placement should only be considered when it is clearly evident to the site administrator, EL personnel, the classroom teacher, and relevant specialists that the student will benefit across time from this placement.
  6. All results of the Home Language Survey and current testing shall be maintained in the student's permanent file by the registrar.

7. Students will be reclassified (exited) from the EL program based on their ELPA results in accordance with criteria established by the Nevada Department of Education.

**B) Program Guidelines:**

1. District plan, under Federal law, will provide for the education of children with limited English proficiency; the recommended models of instruction must be consistent with accepted practices based on fundamental principles of language acquisition theory.
2. Each school will develop and implement one or a combination of the following types of programs supported by the District's EL Curriculum based on factors such as demographics, personnel/staff resources, funding and community support:
  - a. Sheltered English Instruction (Inclusion): An instructional approach that includes subject matter development along with second language acquisition techniques to make academic instruction in English understandable to EL students. The curriculum is developed by the classroom teacher and implemented in the regular classroom with participation and support from EL personnel as needed.
  - b. Content-based EL: A second language program which makes use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is the medium of instruction.
  - c. EL Pull-Out: Students are pulled-out from the mainstream classroom a couple of periods per school day or week to receive small group or one-on-one instruction in English language skills which may and should include listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. EL instruction is usually in English with little use of native language.
  - d. Where resources are available, elements of other state-approved instructional models may be developed and utilized.
  - e. All reclassified students' academic performance will be monitored by EL personnel for a minimum of two years.
3. The purpose of pull-out instruction is to facilitate students' participation in the sheltered English instruction of the regular classroom. EL Personnel, in consultation with the regular classroom teacher, will utilize instructional strategies and resources in the school to meet the individual needs of the students. EL pullout should be at a minimal level, with no student being pulled out more than 30% of the available instructional minutes. If necessary, the final decision of instructional services shall be determined by the site administrator in accordance to Lincoln County School District policy.

## **C) Resources and Staff Development:**

### **Staff:**

1. EL students will be served by regular Classroom Teachers. They will also receive services from an endorsed EL Teacher. The Assistant Superintendent will coordinate with Principals, Superintendents and the State Title III Coordinator to oversee EL services for ESL students.

2. Regular classroom teachers will be responsible to:

- a. Provide content instruction appropriately aligned with the selected model(s) for ESL students;
- b. Collaborate with ESL personnel regarding EL students' specific instructional needs;
- c. Modify instruction to provide EL students comprehensible input of content material;
- d. Prepare EL students for mandated tests and assessments.
- e. Provide appropriate accommodations for EL students to access the curriculum.

The following basic accommodations may be applied independently or in combination:

- i. Extra Time – Arrange for EL students to have extra time for class work, projects, and classroom tests.
- ii. Open Notes/Book – Allow the EL student to use written materials during classroom tests and other closed book assignments.
- iii. Translation – Arrange for instruction and/or examination to be provided or clarified in the EL student's native language.
- iv. Native Language Material – As appropriate and available, material in the EL student's native language may be utilized.
- v. Workload Expectations – Adjustments may be made according to the EL student's level of academic English proficiency.
- vi. Evaluation Methods – Adjustments shall be made according to the EL student's level of academic English proficiency. This may include alternative evaluation strategies (e.g. oral projects, native language testing) and grading modifications, i.e. Pass/Fail.
- vii. Tutoring – EL students may be tutored by instructional aides, teacher cadets, volunteers, other teachers or peers.
- viii. Any other best practice as agreed by ESL teacher and classroom teacher for the need of the student.

3. ESL personnel will be responsible to:

- a. Coordinate and collaborate with the regular classroom teacher to support the EL students within the regular classroom;
  - b. When needed and in collaboration with the classroom teacher, provide appropriate instruction aligned with the selected model(s) for EL students;
  - c. Participate in the administer of the WIDA and other high-stakes assessments overseen by the Assistant Superintendent;
  - d. Prepare reports;
  - e. Maintain records;
  - f. Facilitate communication between the school and parents/guardians;
4. The Assistant Superintendent will be responsible to:
- a. Oversee the implementation of this policy and state and federal mandates for Title III;
  - b. Coordinate and train personnel to administer the WIDA;
  - c. Prepare District, State, and Federal reports;
  - d. Oversee that accurate ESL data is maintained on Infinite Campus and maintain a District EL database;
  - e. Insure that required EL information is communicated to parents;
  - f. Provide training for EL personnel as needed and staff development as requested.
  - g. Oversee professional development of all EL personnel.
5. Each school will develop in their School Improvement Plan professional development to assist teachers in providing instruction for EL students.

**Curricular Material:**

Current and appropriate curricular materials, in keeping with accepted practice for language acquisition, will be acquired and maintained for sheltered English content instruction and pull-out.

**Facilities:**

The Lincoln County School District schools will provide a positive learning and testing environment for all EL students.

**D) Evaluative Standards:**

- 1. Student Progress (English-language Development and Academic Performance)
  - a. Each school must monitor EL student progress based on annual WIDA scores and annual growth.

- i. If a student is meeting expected minimal annual growth, the classroom teacher will monitor academic and social growth and work with EL personnel to address any concerns.
    - ii. If a student does not meet expected minimal progress, EL personnel, the classroom teacher, and site administration will review all available multiple measurements to ensure the student is making consistent progress in acquiring English-language skills. Consideration for intervention and the appropriate use of accommodations will be reviewed.
  - b. Records of student progress reviews and accommodations will be kept in students' EL files, and shall be kept on file for a minimum of two years after students exit the EL Program. This will require cooperation of schools as students move from one school to another.
  - c. All schools will follow state guidelines for administering and applying accommodations for EL students taking state level assessments.
  - d. EL personnel will record information regarding students qualifying for EL, not qualifying for EL, qualifying as Immigrant under Title III, and potentially qualifying for Migrant under Title I. They will submit this data to the school registrar as it is acquired to update Infinite Campus.
2. Program Exit Criteria are based on the WIDA results as designated by the Nevada Department of Education: Students scoring Level 5 Overall exit ESL.

Exception: If a student meets the exiting criteria or is on monitor status, but the staff team feels the student needs continued services, the student may continue to receive services from the EL Program. All students shall be monitored for a minimum of two years after being exited from the EL Program. EL personnel will be responsible to maintain record of progress of all exiting EL students in the student cumulative folder.

### 3. Special Education Testing:

If, after receiving ESL services for a minimum of two years, a student does not meet expected minimal progress after intervention, he/she may be referred for Special Education evaluation. Exception: If it is determined by the classroom teacher, relevant staff, ESL personnel, and the site administrator that it is in the student's best interest to be referred earlier, the student may be evaluated for Special Education at that time. All referrals will be subject to Special Education Evaluation Policy.

### 4. Retention:

The option of retention should only be considered when it is clearly evident that the student needs to be retained for reasons beyond just language. Language proficiency cannot be the sole determiner for retention.

**E) Program Assessment and Modification:**

1. After the WIDA scores are reported each school site will verify that appropriate accommodations have been discussed for students that did not meet minimal growth.
2. In accordance with state and federal guidelines defined under No Child Left Behind, Lincoln County School District will evaluate and report EL students' performance annually regarding:
  - a. Annual Measurable Achievement Objectives (AMAO);
  - b. Annual Yearly Progress (AYP)
  - c. Reclassification ratios;
  - d. Special Education and EL crossover student ratios;
  - e. Retention ratios.
3. The District will calculate and report AMAO annually for each site.
4. The District will evaluate and review AMAO, AYP, and EL student performance annually at each site, and, if necessary, recommend changes for each of the following program components:
  - a. Assessment Procedures
  - b. Monitored/Reclassification Procedures
  - c. Instructional Programs
  - d. Instructional Materials
5. The Assistant Superintendent will ensure that each SPP will address the needs of EL students according to the procedures outlined within the scope of this plan.
6. School sites must review and update their SPP throughout the year.
7. When possible, parents/guardians of EL students will receive school office notices in their native language, if requested. Parent conferences will be conducted in the parents' native language, or translated when necessary, in order for them to make a well-informed educational decision for their children. The Lincoln County School District is an Equal Opportunity/Affirmative Action agency and does not discriminate on the basis of race, color, religion, gender, national origin, age, political affiliation, or disability.

8. Parents of newly enrolled EL students will be notified that their child has been identified for EL. They will be informed regarding the model of services their child will receive, the expected time their child will be in the program, the goals and objectives of the program, and the parents' right for refusal of services. Regardless of whether or not services are received, the child will be identified as an ESL student until they meet program exit requirements.
  
9. This plan will be reviewed and updated annually.