

Code: IGBI
Adopted: April 10, 2008
Revised: September 8, 2016

English Language Learners

PURPOSE:

To develop uniform procedures for students designated as English Learners.

Definitions:

1. EL (English Learner): The term is used to refer to a student aged 3-21 enrolled in school, whose primary or home language is not English and who does not meet proficiency on a state approved language proficiency assessment in accordance with Title III of the Every Student Succeeds Act (ESSA).
2. EL Program (English Learner Program): The EL Program is a program that uses only English as the instructional language for eligible students and enables such students to achieve English proficiency and academic mastery of subject matter content. These students develop higher order skills including critical thinking so as to meet appropriate grade promotion and graduation requirements. The outcome of this instructional program will enable children to listen, read, write, speak, think, comprehend, and analyze in English.
3. ELPA (English Language Proficiency Assessment): Nevada's state-approved language proficiency assessment for students, developed by a state approved vendor.
4. ELD (English Language Development Curriculum Standards): Nevada's state-approved standards for EL Learners (e.g., WIDA standards).
5. ELAD or TESL endorsement (English Language Acquisition and Development or Teaching English as a Second Language): refers to an endorsement issued by the State of Nevada to certify a teacher is highly qualified to teach ELs.
6. Monitor Status: the first four years of exit.

The Board, under the general direction of the Superintendent/Designee will guide schools in implementing and monitoring programs and instruction for ELs. The District will implement and monitor programs aligned with the District EL Service Delivery Plan, offering targeted guidance and technical assistance, providing staff development opportunities and evaluating programs. The Superintendent/Designee will implement reasonable program requirements, including work performance standards and workload assignments.

The District will develop an EL Service Delivery Plan and detailed guidelines for implementing the policy. The EL program provided by the District will be:

- Based on a sound educational theory;
- Implemented effectively with sufficient resources;
- Evaluated to determine whether they are effective in helping students overcome language barriers;
- Designed to eliminate gaps in academic achievement and graduation rates;
- Informed by data in program design, resource allocation and instructional practices annually;

- Reviewed annually; and
- Encouraging parent participation

Sound Theoretical and Pragmatic Principles:

The EL Program will be founded on these sound theoretical and pragmatic principles:

- Language development is a natural progression.
- Language is viewed as an integrated whole, rather than as a separate skill.
- Social interactions support and enhance complex language development.
- Instruction in language takes into account students' learning styles, academic levels, and linguistic growth.
- Listening, speaking, reading, writing and comprehending are integrated.
- Language learning comes best through a variety of meaningful and challenging activities.
- Students' experiential and educational backgrounds will serve as the entry points for learning to listen and speak, and to read and write.

Implementation Practices:

The EL program will ensure the proper identification, placement and exit/reclassification of EL students through the use of an appropriate assessment so all students have access to effective programs and pathways to succeed academically.

The EL program will comply with State policy and guidance for EL student identification, placement and exit/reclassification, including use of the Home Language Survey and the State designated ELPA screening/placement tests.

Evaluation:

The EL program will provide for the periodic reassessment of each EL student. The EL program will comply with State policy and guidance for reassuring EL students, including annual reassessment using the ELPA, formative and summative proficiency assessments and evaluation, and classroom-based assessments.

- Students who have been identified as ELs will be reassessed annually by a certified test administrator, using the ELPA assessment instrument.
- ELs will be evaluated using appropriate and valid data-driven assessments that are aligned with federal, State, and local standards.
- Teachers will use a balanced assessment system using diagnostic, formative, interim, and summative language, literacy, and content area assessments provided by the State and the District.

Elimination of Gaps in Academic and Graduation Rates:

The EL program will be designed to eliminate any gaps in academic achievement and graduation rates between EL students and students who are proficient in English. Data will be properly collected and reported in accordance with State and federal guidelines. Teachers will use data to

drive instruction, employ best teaching practices, use all available resources and continually evaluate programs.

Training will be provided annually to school administrators to assist them in developing schedules for students and staff so as to provide equal access for students and effective use of staff resources. A culture of collaboration will be built, in which staff from different departments work together to meet the needs of EL students.

The EL program will promote the simultaneous delivery of language and literacy development and academic content instruction to close the achievement and access gaps, build 21st Century skills and capabilities, and achieve satisfaction and support. EL students will be provided instruction that enables them to attain proficiency in the English language as soon as possible and improve their overall academic and linguistic achievement and proficiency.

An effective language acquisition program has two components: (1) direct teaching of speaking, listening, reading and writing; and (2) assisting students to succeed within the general curriculum. Regular classroom or content area teachers will work cooperatively with a Learning Strategist to plan and deliver instruction through consultation, classroom support, or a combination of approaches, including sheltered instruction. Content, including texts, assignments and assessments, may be adopted to provide access to curriculum within the EL student's proficiency level.

The EL program will provide professional development at all levels in the District, giving teachers and leaders the skills and knowledge they need to support the language acquisition goals of EL students.

Once a student has met the exit criterion for the EL program, the student's progress will be monitored by the EL program for four years to ensure independent success.

Analyze Data to Inform Program Design, Resource Allocation and Instructional Practice Annually

The District will disaggregate the ELPA data for each site. The data will also reflect information about ELs with disabilities and ELs who have been identified as EL for five or more years. The Program Administrator will meet with the SPP team at each site to review the ELPA data in conjunction with interim and classroom data to ensure that the needs of the EL students will be addressed in the SPP.

Annual Review and Possible Revision of Policy and Regulation(s)

On an annual basis, prior to June 30, a review and summary of relevant research will be completed by the Superintendent/Designee. A committee composed of teachers from all school levels (Pre-Kindergarten, Elementary, Middle and High School), as well as at least two administrators and at least one parent of an EL student attending our school district will be consulted. Recommended changes to the policy will be forwarded to the Board of Trustees, and recommended changes to the regulations will be forwarded to the Superintendent.

Parent Participation at the EL Program

The District will provide opportunities for parents/legal guardians of EL students to participate in the program and will ensure that required information is properly communicated to those parents/legal guardians.

Parents will receive notifications as required by federal law and State policy/guidance. Insofar as plausible, communications will be provided in a language the parent can understand, using such tools as translations of important documents, and interpreters for conferences and other meetings.

The District will provide for meaningful community and parent engagement in our schools to provide communities and families with the tools to become advocates for the educational rights of students. This includes asking parents of EL students to serve as advisors on committees and other working groups.

On request, the District will provide parents/legal guardians of EL students with information regarding other programs that are designed to improve the language acquisition and academic achievement and proficiency of pupils who are English Learners, and assist those parents/legal guardians in enrolling their children in such programs.

REFERENCES:

Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981)

Nevada Revised Statutes (NRS), Section 388.407

NRS 388.405 & 389.011

Elementary and Secondary Education Act, Title III

Equal Educational Opportunities Act of 1974

LCSD English as a Second Language Program Manual/District EL Service Plan, 2012

Revisions: