**District English Learner (EL) Policy Criteria Recommendations**

***Approved by Nevada English Mastery Council – December 2, 2014***

***Adopted by the State Board of Education – December 11, 2014***

Nevada Revised Statute *NRS 388.411(1)* states “The English Mastery Council created by NRS 388.409shall: Make recommendations to the State Board for the adoption of regulations concerning criteria for the policies to teach English to pupils who are limited English proficient that are developed by the board of trustees of each school district pursuant to [NRS 388.407](http://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-388.html#NRS388Sec407).

Accordingly, the English Mastery Council (EMC) respectfully submits the following recommendations for English Learner (EL) Program Policies to be developed by the board of trustees of each school district:

1. Process Criterion: the process for the development of this policy must include evaluation of relevant research and consultation with teachers, school administrators and parents. [NCLB 3116(b)(5)]
2. Minimum Component Criteria:
	1. Vision/Purpose/Philosophy Statement that describe the district’s overarching approach to serving its English Learner (EL) students:
		1. Statement addresses alignment and integration of EL services with district priorities, goals and plans
		2. Statement is consistent with state and federal regulations, policies and/or guidance
	2. Desired Outcomes/Expectations, including:
		1. EL student attainment of proficiency in the English Language
		2. EL student academic achievement
	3. Definitions of Terms and Acronyms:
		1. Consistent with Federal and State regulations, policies and/or guidance
	4. Associated Documents:
		1. Corresponding (or Integrated) District EL Service Delivery Plan and/or Operational Guide
3. Minimum Content Criteria (NRS 388.407; relevant DOJ, OCR and Title III Law); the policy must:
	1. Provide for the identification of pupils who are limited English proficient [NRS 388.407 (2)(a)] including, as defined by federal or state law or regulation, or a policy adopted by the State Board of Education:
		1. Home Language Survey
		2. Screening Instrument
		3. Exit/Reclassification from EL status [NCLB 3121(a)(3)]
	2. Provide for the periodic reassessment of each pupil who is classified as limited English proficient [NRS 388.407(2)(b)] and the appropriate assessment of ELs (Federal Register Vol. 76, No. 75 4-19-11 and Castañeda v. Pickard) including:
		1. English Language Proficiency Assessment (ELPA) as defined by federal or state law or regulation, or a policy adopted by the State Board of Education
		2. Interim Proficiency Assessment/Evaluation**:**
			1. Formal (Interpret results of district/school tools relative to EL students’ English proficiency levels
			2. Informal (Evaluate EL students’ Academic Language Acquisition progress
		3. Classroom assessment of ELs
			1. EL specific practices/accommodations
			2. Criteria to apply EL specific practices/accommodations
	3. Be designed to eliminate any gaps in achievement between those pupils who are limited English proficient and pupils who are proficient in English [NRS 388.407(2)(c)] and ensure equitable access to and participation in program services (Castañeda v. Pickard) including:
		1. Use of data to inform program design, resource allocation and instructional practice:
			1. Federal and State accountability measures for current and former ELs
			2. Program participation:
				1. Gifted and Talented (ensure access to programs)
				2. Special Education (protect against over and under identification)
		2. Leadership and Staffing: infrastructure, roles and collaboration
		3. Curriculum: Research based selection of curricula that consider language development needs of ELs:
			1. ELD Curriculum**:** High quality, rigorous instructional materials and practices that align with:
				1. The Nevada Academic Content Standards
				2. District identified program Model(s) of Instruction/Instructional Delivery Method(s)
			2. Content Curriculum***:*** High quality, rigorous instructional materials and practices that provide ELs concurrent expectations for and access to:
				1. Academic English Development
				2. Grade-level Content Instruction
			3. Integrate cultural relevance, the building of background knowledge, and the acquisition of academic language into all content area and language development curricula**.**
		4. Professional Development/Learning
		5. Models of Instruction/Instructional Delivery Methods
	4. Provide opportunities for the parents or legal guardians of pupils who are limited English proficient to participate in the program [NRS 388.407(2)(d)] and ensure proper communication of required information (NCLB 3302) including:
		1. Notifications as required by federal or state law or regulation, or a policy adopted by the State Board of Education
		2. Communications provided (insofar as plausible) in a language the parent can understand
		3. Parent advisory participation
		4. Family engagement
	5. Provide the parents and legal guardians of pupils who are limited English proficient with information regarding other programs that are designed to improve the language acquisition and academic achievement and proficiency of pupils who are limited English proficient and assist those parents and legal guardians in enrolling those pupils in such programs. [NRS 388.407(2)(e)]

**District English Learner (EL) Policy Criteria Recommendations**

***NDE Supports for LEA District Policy Implementation***

Nevada Revised Statute NRS 388.411(2) states “The English Mastery Council created by NRS 388.409 shall: Review annually each policy to teach English to pupils who are limited English proficient that is developed by the board of trustees of each school district pursuant to NRS 388.407 and make recommendations for improvement to the State Board and the applicable board of trustees. ”

Accordingly, the English Mastery Council (EMC) respectfully requests the Nevada State Board of Education to Direct the Nevada Department of Education to:

1. Provide Districts with written guidance for the development of District EL Program Policies in accordance with Board of Education approved criteria for these policies.
2. Provide the English Mastery Council with a checklist/rubric checklist for the annual evaluation of districts’ EL Program Policies.
3. Prepare a Nevada State Policy/Implementation Plan for EL Programs to be adopted by the State Board of Education