

Instruction

English Learners

The instructional and auxiliary goals for providing services and resources to English Learners are:

Objectives:

1. Proper identification of students of limited English Proficiency
2. English language proficiency through immersion and English language development
3. Academic success through access to the core curriculum utilizing the immersion technique English Language Development, Specially Designed Academic Instruction in English (SDAIE) and district support of personnel and materials.
4. Self-esteem through success in achieving English language acquisition.

Eligibility

Students identified as English Learners (EL) through a State-approved assessment procedure are eligible for services. The identification procedures include:

- Home Language Survey
- Assessment of English language proficiency, including, but not limited to, the state test of English language development.

English Language Proficiency

Students are designated English Learners when they fall below the threshold of level 3 on the English language proficiency (ELP) initial or summative assessments.

Instruction

English Learners (continued)

Students are considered fluent English proficiency when they meet the following four criteria:

- a) Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
- b) Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- c) Parent opinion and consultation; and
- d) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Academic Success

While English language acquisition is the primary objective of the English Language Development program, students are provided access to the core curriculum through individual and small group structures, SDAIE instructional techniques, multi-media materials and specialized reading and math programs. EL students fully access the core curriculum at their own level of comprehension, assisted by the classroom teacher, bilingual instructional assistants, and/or ELD teacher specialists. Longitudinal assessment data for each EL student is kept to monitor academic progress as students move through the various sequential programs. Transitional students are carefully monitored and receive assistance from an instructional assistant as appropriate.

Self-Esteem

Cross-cultural awareness is an integral part of the curriculum. Students are validated for their unique backgrounds and experience in their efforts to achieve English language fluency.

Regulation Approved: March 23, 1987; August 14, 2017

Regulation Revised: September 26, 2005; February 27, 2006; October 6, 2008