

**BOARD OF TRUSTEES  
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 219  
PROGRAMS**

**ENGLISH LEARNER PROGRAM**

Consistent with Nevada and federal law, it is the Policy of the Board of Trustees to take action to overcome language barriers that impede equal participation by all students in instructional programs, including students who are limited English proficient. The Carson City School District (CCSD) shall provide instruction that enables them to attain proficiency in English and improve their overall academic achievement and proficiency. The Board authorizes the Superintendent to adopt regulations in furtherance of this objective.

Students who are limited English proficient shall be identified through the use of an appropriate assessment prescribed by the Nevada Department of Education.

Students who are classified as limited English proficient shall be reassessed periodically as prescribed by the Nevada Department of Education.

**PURPOSE**

The purpose of the CCSD English Learner Program (ELP) is to provide English language acquisition for all English Learners (ELs) at a level that ensures equal participation in all educational programs and mastery of English literacy skills in order to meet the requirements for high school graduation.

**ALIGNMENT**

The Vision and Mission for the CCSD ELP are in alignment with the District Strategic Plan, Empower Carson City, 2017, as the same may be updated and refreshed, and in accordance with state and federal laws, regulations, policies, and guidance. Such alignment is reflected in all ELP procedures as outlined in the CCSD ELP Handbook.

**VISION STATEMENT**

CCSD ELP designees and classroom teachers will be prepared to provide high quality research based instruction to all ELs in every subject area every day.

CCSD ELs will work together as partners each day with their teachers and will be empowered to reach their highest potential in all academic areas. They will establish their own vision to set themselves on a journey to success to fulfill their hopes and dreams for their future.

CCSD EL families will be an integral part of our home-school partnership whereby parents, students, and teachers all pursue the goal of academic excellence for all students, thereby ensuring all students graduate from our schools college and career ready.

## **POLICY 219 – CONTINUED**

CCSD school leadership will foster an atmosphere of empowerment for all students in their schools. In doing so, our schools will be communities where all cultural identities and languages are celebrated, for, as stated by R. Rueda (2011) in his review of current research with students from diverse cultures and language backgrounds, "...the connections between literacy and culture are deep" R. Rudea, Cultural Perspectives in Reading at p. 84 (2011).

### **MISSION STATEMENT**

The mission of the Carson City School District is to provide opportunities for all students to achieve academic excellence through high quality instruction, rigorous standards, and accurate assessment. The Carson City School District is committed to providing equal access to a high quality education to all English Learners by means of appropriate, inclusive, and, as needed, supplemental instructional programs that are consistent with the District Strategic Plan and state and federal regulations.

### **DESIRED OUTCOMES**

- The CCSD ELP services will fully align and integrate with District priorities, goals, and plans to ensure equal access to the educational opportunities afforded all students.
- All ELs will attain proficiency in the English language.
- All ELs will benefit from the District's educational programs.
- All ELs will graduate from our schools college and career ready.
- All ELs will excel to high standards as a result of the implementation of a research-based, comprehensive, and aligned English language development curriculum.
- All teachers of ELs will utilize sheltered instruction strategies, when appropriate, to ensure mastery in content areas as a result of participation in ongoing, professional development for implementing sheltered instruction strategies in core content instruction.
- All ELs will achieve fluency in English and mastery of content area curriculum by being afforded ample time and academic support as recommended by prevailing research.
- All ELs will develop their bicultural and bilingual capabilities as a result of participation in classrooms and schools where a positive, supportive socio-cultural educational environment is provided.
- All parents of EL students will consider themselves partners in the education of their children as a result of regular communication with the schools and ample opportunities for input on educational issues relevant to their families.

### **CARSON CITY SCHOOL DISTRICT COMMITMENTS TO ENGLISH LEARNERS**

- CCSD is committed to the academic achievement for ELs at the highest levels.
- CCSD is committed to actively recruiting Teaching English as a Second Language (TESL) endorsed teachers and administrators.

## **POLICY 219 – CONTINUED**

- CCSD is committed to providing TESL endorsement classes to teachers who aspire to become endorsed.
- CCSD is committed to sufficient staffing of the ELP with elementary school ratios of 28 ELs to 1 TESL endorsed classroom teacher and a minimum of one EL designee per site (to provide direct instruction and monitor the site EL program).
- CCSD is committed to sufficient staffing of the ELP with secondary school ratios of 28 ELs to 1 TESL endorsed classroom teacher and 1 EL designee to 80 students (to provide direct instruction and monitor the site ELP).
- CCSD site administrators are committed to assuring all ELs are placed with a TESL endorsed teacher for a daily English Language Arts (ELA) lesson and are placed with High Quality Sheltered Instruction (HQSI) trained teachers for Math, Science, and Social Studies instruction.
- CCSD is committed to the monitoring of classroom instruction for adherence to best instructional practices for ELs.
- CCSD is committed to the provision of appropriate supplemental programming that will ensure academic success for ELs.

### References:

Rueda, R. (2011). Cultural perspectives in reading. In M.L. Kamil, P.D. Pearson, E.B. Moje, & P.P. Afflerbach (Eds.), *Handbook of Reading and Research, Volume IV* (pp. 84-104). New York, NY: Routledge: Taylor & Francis Group  
NRS 388.407  
20 U.S.C. §1703(f)  
English Learner Program Handbook

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