

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 219
PROGRAMS**

ENGLISH LEARNER PROGRAM

Consistent with Nevada and federal law, and pursuant to the authority conferred by Policy No. 219 requiring action to overcome language barriers that impede equal participation by all students in instructional programs as mandated by 20 U.S.C. §1703(f), and in furtherance of that objective, the Superintendent has adopted the following reasonable requirements, work performance standards, and workload factors for staff and administration of the District:

Definitions:

1. “EL” refers to English Learners
2. “TESL” means Teaching English as a Second Language
3. “TESL endorsement” means an endorsement issued by the State of Nevada to a teacher’s license
4. “EL Designee” refers to the District employee at each school site who is TESL endorsed and responsible for the identification, instruction, and monitoring of the ELs assigned to that school.
5. “Director” refers to the District employee at the District Office who is responsible for implementing the District’s EL Program and monitoring the District’s compliance with the EL program.
6. “English Learner Program” (EL Program) refers to the District’s method of providing language acquisition services to all of the District’s ELs.
7. “English as a Second Language” (ESL) refers to English as a Second Language instruction; a language acquisition service designed to provide English instruction to ELs. In the District, ESL is taught by teachers who are TESL endorsed.
8. “High Quality Sheltered Instruction” (HQSI) is the protocol which the District has adopted as its Sheltered Instruction Observation Protocol (SIOP). A crosswalk of the SIOP walkthrough tool has been aligned with the District’s classroom walkthrough protocol. HQSI training consists of forty-five (45) classroom hours, as well as Model Classroom and Make-n-Take, which are refresher workshops and coaching sessions.
9. “Core Content” refers to English Language Arts, Math, Science, and Social Studies.
10. “Sheltered Instruction” (SI) refers to a language acquisition service designed to teach grade level content to ELs by integrating language and literacy development into the instruction of content areas (e.g., math, science, and social studies). SI is an instructional model that incorporates an array of teaching strategies to make content more comprehensible to ELs while promoting their English language development (e.g.,

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grouping students by proficiency level; adapting materials and texts to assist ELs; and using visual displays, cooperative learning, native language support, and/or clarification).

11. World-class Instructional Design and Assessment (WIDA) refers to the English language development standards adopted by the State of Nevada.

Scheduling ELs to Classes, including Guidance Staff:

1. All employees who are involved in assigning/scheduling ELs must complete the following training requirements within the first two (2) months of employment with the District:
 - a. The ESL and SI services that ELs are entitled to receive at each school;
 - b. The use of proficiency levels, assessment scores, and teacher recommendations to determine proper classroom assignments for ELs;
 - c. The use of faculty with HQSI training and/or TESL endorsements and the lists of classes they teach to ensure ELs are assigned to appropriate TESL endorsed and adequately trained SI core content teachers;
 - d. Confering with the EL Designee regarding classroom assignments to ensure ELs are properly assigned and EL staff time is effectively utilized, and
 - e. Review the requirements of Policy and Regulation 219.

Hiring ESL Certified Staff:

Any ESL teacher employed by the District shall be required to have his or her TESL endorsement upon the date of hire.

Training/Monitoring:

1. Annually, the District shall provide grade appropriate training to every Administrator, EL Designee and ESL teacher on the District's EL Handbook, K-12 WIDA Standards, ESL K-12 curriculum guides and assessment requirements.
2. The District shall allocate sufficient funds in the District's professional development budget to provide training and incentives for HQSI and TESL endorsement.
3. If necessary, and subject to availability of funding sources, the District shall hire an outside consultant to provide the HQSI and TESL training.
4. The District shall reimburse the cost paid by certified staff to the State to renew their TESL endorsements.
5. Subject to any required negotiations with applicable collective bargaining units, the District shall provide a financial incentive for tuition reimbursement in an amount not exceeding \$500 for any teacher who enrolls in and successfully completes twelve (12)

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credits toward his or her TESL endorsement.

6. The District's HQSI course curriculum, when taken after contracted hours, shall include an option for three (3) credits that may be used toward Nevada's teacher recertification.
7. All new K-12 certified staff must complete training in HQSI within eighteen (18) months of being employed by the District, except that any newly hired teacher who is not required to complete first year training on the District's general curriculum map and classroom management must complete training in HQSI by the end of the first year of employment. Such training in HQSI is a condition of continuing employment for all teachers hired after February 8, 2011.
8. Training shall be prioritized so that teachers who have large numbers of ELs in their classes receive HQSI training prior to teachers with fewer EL students.
9. All SI core content teachers must complete a minimum of forty-five (45) hours of mandatory training in HQSI and twelve (12) hours of subsequent observation and coaching. Toward that end, the District shall:
 - a. Offer multiple opportunities for training in HQSI, and
 - b. Grants may require certified staff to be HQSI trained.
10. EL designees shall provide school-based coaching to teachers of ESL who are new to the subject or have not taught it in at least two (2) years. EL designees shall also provide to SI core content teachers school-based coaching and instruction on best practices for providing instruction to ELs at least once every school year.
11. The District will provide training by September 1 of each year, to administrators of each school on the following topics:
 - a. The requirements of Policy and Regulation 219 and any District grant requirements that relate to the education of EL students;
 - b. How to properly schedule students and staff to ESL and SI classes while maximizing instructional time, including the use of mid-year reassignment of students when such actions are appropriate;
 - c. How to assign HQSI trained staff to SI classes to maximize instructional time;
 - d. Strategies for leveraging and incentivizing teachers to complete training in their TESL certification;
 - e. Strategies to ensure SI teachers complete training on HQSI, and
 - f. How to communicate with parents/guardians of ELs about the benefits and availability of EL services.

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Evaluations, Disciplinary or Other Corrective Action:

1. District employees, who evaluate teachers of ESL and SI core content classes, including school administrators, shall be adequately trained regarding ESL instruction and sheltering techniques to perform a meaningful evaluation of such instruction.
2. The EL Director shall provide to such employees at least one (1) hour of annual in-person, in-building, follow-up and coaching focused on how to conduct ESL and SI classroom observations.
3. The District shall require all new administrators and any other employees who are responsible for evaluating ESL and SI teachers to complete the training within the first three (3) months of employment with the District unless this period is extended in writing for an individual administrator by the District for good cause as determined by the District.
4. Administrators shall appraise teachers on their effective use of the techniques when evaluating and coaching teachers on their performance using the District's framework for Effective Teaching evaluation rubric.

When conducting classroom walkthroughs, the observer must ensure:

- i. Speech is appropriate for the EL proficiency level(s);
 - ii. Supplementary materials support the content objectives and contextualize learning;
 - iii. Vocabulary is relevant to the subject matter;
 - iv. Adapted content, including texts, assignment, assessments and presentation of content is within the EL's proficiency level;
 - v. ELs are afforded regular opportunities to practice and apply new language and content knowledge in English, and
 - vi. Academic tasks are clearly explained to ELs.
5. If an administrator or other employee who evaluates teachers of ESL and SI core content classes fails to complete the training requirements set forth in Regulation 219, the employee's failure to do so shall be reflected on his/her performance evaluation, and the District shall consider taking disciplinary action against the employee.

Employees found to have violated the requirements of this Regulation shall be subject to discipline.

Adopted: March 8, 2011
Revised: August 12, 2014
November 8, 2016