

**Guiding Principles of Practice**

By law, BCS is required to provide an instructional program for all English Language Learners (ENGLISH LANGUAGE LEARNERS). An English as a Second Language (ENGLISH AS A SECOND LANGUAGE) Program is a systematic program of English Language instruction in listening, speaking, reading and writing, using second language acquisition methodologies and providing access to content area instruction through the use of various instructional supports.

**A. High Quality Programs for ELL**

1. Rigorous programs for ELL using sound instructional practices as shown by research in the field of second language acquisition;
2. Staffing by highly qualified teachers and other personnel;
3. Appropriate and adequate instructional time according to student needs and program model implementation;
4. Professional development to prepare and upgrade the skills of the highly qualified staff;
5. Provision of instructional materials needed for high-quality programs;
6. Instructional interventions for students who are not succeeding;
7. Outreach to, support for, and inclusion of English Language Learners' parents, immigrant, refugee, and migrant communities.

**B. Standards** – The same high standards will be addressed for all ELL. Standards will be aligned with state English as a Second Language/World-Class Instructional Design and Achievement standards and the North Carolina Standard Course of Study and BCS core curriculum.

**C. Curriculum** – Curricula will be developed for each approved model of English as a Second Language instruction; will be aligned to the grade span curriculum, when appropriate; and will include:

1. Recommended methodologies, shown to be effective by research, for achieving standards,
2. Materials to be used for instruction,
3. Procedures for formative and summative assessment of achievement of standards.

**Procedures**

Intake, Identification, Placement, Program Exit, and Monitoring

- A. District and school staff will ensure accurate and timely assessment for initial placement screening, level-to-level movement, and exiting the ENGLISH AS A SECOND LANGUAGE Programs.
- B. District-wide procedures will be specified for:

1. New student intake process that complies with the legal rights of immigrant and refugee families, and provides appropriate data collection and screening for language needs, including the Home Language Survey;
2. Assessment of language proficiency of new students for possible placement in an ENGLISH AS A SECOND LANGUAGE programs and in levels within the program;
3. Movement from level to level, including uniform descriptions of English as a Second Language levels to be used in BCS;  
Exiting from ENGLISH AS A SECOND LANGUAGE programs as set by the State
4. Monitoring of student progress through ENGLISH AS A SECOND LANGUAGE levels to ensure timely interventions;
5. Monitoring of exited ELL for two years after exiting from ENGLISH AS A SECOND LANGUAGE the program, with potential for provision of and/or other services if needed.

C. Access to School and District Programs

1. ELL are entitled to equitable access to all programs available to their English-speaking peers including, but not limited to, special admissions programs, gifted and talented programs, vocational programs, extended school activities, college credit accumulation, and extracurricular activities.
2. Collaboration between educators and support staff in the ENGLISH AS A SECOND LANGUAGE and Exceptional Children (EC) fields will ensure that English Language Learners with disabilities are identified appropriately and can access a continuum of both ENGLISH AS A SECOND LANGUAGE and EC services that meet their language and disability needs.

**Accountability**

1. ENGLISH LANGUAGE LEARNERS Student Achievement

- A. Schools are responsible for ensuring that ELL not making adequate progress are provided the necessary interventions and supports to help them to achieve.
- B. School and District staff will be accountable for the periodic monitoring of academic progress and changes in the content and organization of instruction to meet the needs of ELL.
- C. Accordingly, ENGLISH AS A SECOND LANGUAGE staff will ensure the proper placement of ELL in programs and ENGLISH AS A SECOND LANGUAGE levels; adequate provisions for monitoring exited ELL; and accurate record keeping on the District's student database.
- D. The academic achievement of ELL will be measured by multiple indicators, such as:
  - Standardized tests
  - Formative assessments
  - Report card grades
  - Graduation and promotion rates
  - Level-to-level movement
  - Individual Education Plans (IEP) and At-Risk folders

District departments responsible for the development and implementation of ENGLISH AS A SECOND LANGUAGE and core curriculum will use District-wide data to drive instruction to make curricular revisions and plan interventions for the ENGLISH AS A SECOND LANGUAGE student population;

- E. Schools will use school-wide data to plan their ENGLISH AS A SECOND LANGUAGE programs and be accountable for the delivery of high quality rigorous content in ENGLISH AS A SECOND LANGUAGE and content areas to English Language Learners through effective instructional strategies;
  - F. The ENGLISH AS A SECOND LANGUAGE department will collaborate with other departments to ensure that marking guidelines, promotion and graduation requirements, and other programmatic criteria applied to ELL are fair and take into account the specific circumstances of ENGLISH LANGUAGE LEARNERS subgroups.
2. ELL and Standardized Assessments
- 1. ELL will be included in State assessments with accommodations allowed by State regulations; LIMITED ENGLISH PROFICIENT students who are in their first year in US schools and score below a 4 on their latest ELP reading subtest are exempt from the ENGLISH/LANGUAGE ARTS END OF GRADE and the English 2 END OF COURSE assessments.
  - 2. District offices will provide technical assistance to schools to assist them in meeting the accountability goals for ELL under the Elementary and Secondary Education Act (ESEA) of 2002 including any revisions to the Act.
3. Reports to Stakeholders
- A. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LIMITED ENGLISH PROFICIENT) children identified for participation in a language-instruction educational program:
    - i. the reasons for the child's identification;
    - ii. the child's level of English proficiency;
    - iii. methods of instruction;
    - iv. how the program will help the child;
    - v. the exit requirements for the program;
    - vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
    - vii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of an LIMITED ENGLISH PROFICIENT program

- viii. initiatives and program changes, and other matters of importance.
- B. Reporting on the progress of ELL to families of ENGLISH LANGUAGE LEARNERS students, communities, and other stakeholders including information on the academic progress of ENGLISH LANGUAGE LEARNERS students, ENGLISH AS A SECOND LANGUAGE exit rates, the availability of language programs, interventions, and support services, new initiatives and program changes, and other matters of importance.
- C. The District will strive to increase the representation of parents of ELL in home and school associations, school and District councils, school improvement teams and other decision-making bodies, with the support of translation and interpretation services to ensure meaningful participation.
- D. BCS will develop and maintain a means of securing regular feedback from a body of parents and caregivers representative of the language and ethnic groups within the ENGLISH LANGUAGE LEARNERS student population.

### **Translation and Interpreting**

1. The board recognizes that there are many students and parents in the school system for whom English is a second language. The board further recognizes the importance of communicating the policies of the school system to all students and parents and is committed to providing meaningful access to their child's school. As funds permit, to the extent practicable, and as otherwise required by law, the school system will provide translations of pertinent school system information and policies to those students and parents who speak English as a Second Language. The superintendent may explore additional options for providing translations or interpretations of student and parent policies.
2. For prominent language groups, as determined by the District through its annual student count, and in accordance with federal regulations, the District will provide, to the extent feasible, written translations to language minority parents of those vital notices that are sent to other parents. Oral translations or written summaries in the parent's primary language will be provided when feasible to parents who do not speak one of the prominent languages.
3. Interpreters will be provided for parent-teacher conferences and meetings and school events.
4. Schools will be informed of the procedures for arranging for translation and interpreting services.
5. The District will regularly evaluate the translation and interpreting services.
6. BCS will maintain updated lists of interpreters who are proficient in the prominent languages and ensure that all staff members are aware that these interpreters are available. Further, the District will contract or make other arrangements with professional agencies/organizations to provide qualified interpreters when needed for other languages.

7. The District will develop and implement a procedure for assessing and evaluating the competency level for all persons who are employed as interpreters, including volunteers and District employees. The District will ensure that all persons on its list of interpreters receive training regarding the role of interpreter, the ethics of interpreting, and the need to maintain confidentiality. The District will maintain a log of interpreter services requested.

Administrative procedures will reference in detail the provisions of mandates and policies, present and future, that regulates and pertains to the education of English Language Learners.

Legal References:

Elementary and Secondary Education Act 20 U.S.C. 6316, 6318; G.S. 115C-36, -47  
No Child Left Behind Act  
Title VI of the Civil Rights Act of 1964  
1991 Policy Update on Schools' Obligations toward National Origin Minority Students with Limited-English Proficiency  
NCSBE Policy 16 NCAC 6D.0106 Policy establishing guidelines for Limited English Proficient Programs  
16 NCAC 6D.0507 Accountability Standards for Students and Limited English Proficiency

Cross References:

Policy 1310/4002 Parental Involvement

Takes the place of Administrative Regulation 416R

**History of 416R**

Adopted February 4, 2010

NCSBA wording and revisions replacing 416R were adopted: March 7, 2013

Revised: February 4, 2016

Revised: April 4, 2019