



Foundational Principles for English Learner Policy and Programs

The foundational principles for English learner (EL) policy and programs and the vision for success for ELs has been developed by the OSSE EL working group and has been reviewed by stakeholders including the State Title III Advisory Committee. The purpose is to use these statements as grounding principles for OSSE's EL work and for providing high-quality education to ELs in the District.



Value the cultural and linguistic backgrounds of English learners (ELs).



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

Vision for Success for English Learners

- All English learners (ELs) will have equitable, meaningful access to high-quality academic and linguistic programs in an inclusive, welcoming environment.
- Schools will include EL students specifically as a valued part of their vision for the school and students' success.
- Schools will provide high-quality education that equips ELs with the knowledge and skills necessary for language proficiency, grade-level content mastery, higher education, and career readiness.
- Schools will continuously evaluate and improve programs for ELs in partnership with key stakeholders.



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1. Value the cultural and linguistic backgrounds of EL students.

Students come to school with assets: language, culture, families, and communities. All students identified as ELs will be provided an asset-based language instruction educational program. ELs are encouraged to draw from their entire linguistic repertoire, including languages other than English.

2. Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.

School staff take collective responsibility for EL students as *our* students and set high expectations for EL programs and services. EL supports are effective, aligned to research, and evaluated regularly. English language development teachers, general education teachers and school leaders are trained in English language development instruction and culturally responsive teaching and receive ongoing professional development to continuously hone their practices.

3. Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.

Stakeholders collaborate to serve EL students. Schools engage families and communities of EL students to cultivate inclusive, collaborative relationships. Schools, families and communities are united in the goal of helping *all* EL students, including those who have disabilities, to unlock their full potential.

4. Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

Data are used to ensure equitable opportunity and achievement for EL students at the individual and program level. Both formative and summative data are analyzed to develop fuller understanding of EL students' strengths and to develop purposeful language and academic plans. Data related to attendance, course enrollment, extracurricular participation, graduation, achievement, language development, and school climate, are used to evaluate programs and improve opportunities and services for EL students.