Responsible Office(s): Office of Academics: Department of English Language Development

PURPOSE

This administrative procedure establishes protocols related to placement of English Learners (ELs) in structured and sequenced EL courses in order to provide students with the opportunity to acquire proficiency in English and ensure equitable access to courses leading to promotion, graduation, and college and career readiness in the Washoe County School District (District).

PROCEDURE

1. General
    a. English Learner Defined
        i. Incoming English Learner (EL): An EL who is transferring into WCSD from another U.S. school district (Nevada or other state).
        ii. Newcomer English Learner (EL): An immigrant/New in Country (NIC) student who has attended U.S. schools for less than 1 full school year, and whose primary or home language is not English, regardless of English language proficiency.
            1) For the purposes of this document, a student who has spent the previous 4 years or more out of U.S. schools AND whose primary or home language is not English AND who scores below 2.0 on all four domains of the English language proficiency placement test is considered a Newcomer EL.
            2) In accordance with federal laws and regulations, schools must administer a state approved English language proficiency assessment to determine if the student is EL.
        iii. Short-Term English Learner (EL): An EL who has attended U.S. schools for less than 5 years, regardless of English language proficiency.
        iv. Long-Term English Learner (EL): An EL who has attended U.S. schools for 6 years or more and may exhibit poor academic performance in core subject areas and/or on standardized achievement tests.
    b. Before proceeding to placement of an English Learner (EL), refer to Administrative Procedure 6711, Initial Registration and Assessment of Incoming and Newcomer ELs (Middle & High School).

c. If enrolling after the 20th day of the semester, refer to Administrative Procedure 6710, Late Entry English Learners.

d. In order to accelerate language acquisition by maximizing interactions between students and allowing teachers to provide more individualized instruction, class sizes for Newcomer/Short-Term EL courses should not exceed 15 students, and class sizes for Academic Language Development should not exceed 20 students[1].

2. Orientation of Newcomer/Short-Term ELs

a. The EL teacher, assistant, or Department designee (at sites without an EL teacher) - with help from an interpreter as needed - will explain assessment results and program options to student and parents/guardians, and assist with registration as needed.

b. The counselor at the Newcomer site or zoned school – with help from an interpreter and EL teacher as needed - will explain and clarify promotion and graduation requirements, including but not limited to the following:

i. High School EL Program & Course Descriptions

ii. Sample Schedule Plan for Short Term MS-HS ELs

iii. The Pathway (formerly Gateway) and diploma options

iv. General school support services

v. Alternative and credit recovery options

vi. Requirements/opportunities to continue at the high school past the age of 18 and/or be granted additional year(s) to reach graduation (see also Administrative Procedure 6707, Credit Deficient & Age 18+ English Learners)

c. The counselor at the Newcomer site or zoned school, with input from the EL teacher and/or Department of ELD, will use initial assessment results and student educational history to determine the most appropriate EL and general course placement for the Newcomer or incoming Short-Term English Learner. Placement data points may include:

i. English proficiency results on the state-approved initial assessment

ii. Prior EL course placement

iii. Existing transcripts and transfer credits

[1] https://www2.ed.gov/about/inits/ed/lep-partnership/newcomers.pdf

iv. Academic, cultural, and linguistic background

v. Enrollment in an educational program in the home country

vi. Interviews with student and family

vii. High School EL Placement Test

viii. Math placement test results

ix. Late entry in second semester

3. Placement of Newcomer ELs:

   a. Refer to "Sample Schedule Plan for Short Term MS-HS ELs" for a more comprehensive list of scheduling suggestions. See also Administrative Procedure 6714, Secondary EL Newcomer Services, and Administrative Procedure 6705, HS Earning Credit for EL Courses.

   b. Upon registration, the registrar at the Newcomer site or zoned school will ensure that home country transcripts are sent to the Department of Student Accounting for evaluation and possible transfer as WCSD equivalent courses. After transcript evaluation is completed, The Department of Student Accounting will notify the school counselor or registrar directly to ensure the student's course schedule can be adjusted if needed to reflect credits awarded from the school in the home country. (See also Administrative Procedure 6707, Credit Deficient ELs.)

   c. Newcomer ELs should be placed in <u>one</u> of the following English course combinations, based on their English proficiency and academic history:

      i. EL Beginning English (7611/7612) <u>AND</u> EL Beginning Reading/Composition (7621/7622)

         1) In most cases, newcomer ELs with a composite proficiency level of 2.0 or less should be placed in these courses.

         2) Newcomer English Learners who show evidence, through diagnostic procedures and conferencing, that they will require additional time for acquiring sufficient English to advance to EL Intermediate English and beyond, may, in order to earn credit for repeating EL Beginning courses:

            a) have their enrollment changed from EL Beginning English to EL Fundamentals of English Language (7663/7664), and

b) have their enrollment changed from EL Beginning Reading/Composition to EL Fundamentals of English Literacy (7665/7666)

ii. EL Intermediate English (7613/7614) AND EL Intermediate Reading/Composition (7625/7626)

1) In most cases, newcomer ELs with a composite proficiency level of 2.1-3.0 should be placed in these courses.

iii. EL Advanced English (7615/7616) AND English 1-2 or 3-4 (for EOC Exam content)

1) In most cases, newcomer ELs with a composite proficiency level of 3.1-4.4 should be placed in these courses.

d. All Newcomers should also be enrolled in one semester of:

i. EL Cultures and Communities (7651)

1) Computer Literacy (8350) is recommended for the second semester slot.

e. Newcomers should be placed in the following two courses on an as-needed basis; see "High School EL Program & Course Descriptions" for course descriptions and enrollment criteria:

i. EL Literacy Skills (7623/7624)

ii. EL Mainstream Support (7661/7662)

f. The remainder of a Newcomer EL's schedule should be filled with general education courses leading to graduation. See also Administrative Procedure 6711, EL Initial Registration and Assessment (Middle & High School).

i. Although New in Country students entering high school are enrolled in 9th grade until education records are received and evaluated, the most appropriate course placement may not be 9th grade courses.

ii. Counselors and/or EL teachers should consult with the student and family to determine best course placement based on the student's educational history.

g. In general, Newcomer ELs should not be placed in any reading or language support classes intended for native English speakers (e.g. Read 180, interventions based on AIMSweb).

4. Placement of Incoming Short-Term ELs

    a. Refer to "Sample Schedule Plan for Short Term MS-HS ELs" for a more comprehensive list of scheduling suggestions. See also Administrative Procedure 6705, HS Earning Credit for EL Courses.

    a. When possible, students should be placed in EL courses equivalent or sequential to those taken at the previous school, based on their English proficiency and academic history:

        i. EL Beginning English (7611/7612) AND EL Beginning Reading/Composition (7621/7622)

        ii. EL Intermediate English (7613/7614) AND EL Intermediate Reading/Composition (7625/7626)

        iii. EL Advanced English (7615/7616) AND English 1-2 or 3-4 (for EOC Exam content)

        iv. EL Mainstream Support (7661/7662)

    b. The remainder of a Short-Term EL's schedule should be filled with courses to meet graduation requirements, as well as at least 1 elective based on student interest.

    c. In general, Short-Term ELs should not be placed in any reading or language support classes intended for native English speakers (e.g. Read 180, interventions based on AIMSweb).

5. Placement of Incoming Long-Term ELs

    a. See also Administrative Procedure 6705, HS Earning Credit for EL Courses.

    b. The counselor, in collaboration with the EL teacher if needed, will review all available data to determine if the student meets specific criteria for enrollment in one of the following courses; see High School EL Program & Course Descriptions for course descriptions and enrollment criteria checklists:

        i. EL Academic Language Development 1-2 (7619/7620)

        ii. EL Academic Language Development 3-4 (7927/7628)

    c. Any student enrolled in EL Academic Language Development 1-2 or 3-4 MUST be concurrently enrolled in a grade-level English course that fulfills graduation and/or EOC preparation requirements.

d. Any student enrolled in EL Academic Language Development 1-2 or 3-4 MUST NOT be concurrently enrolled in any mainstream language support or intervention course (e.g. Read 180) or any other EL course.

e. The remainder of a Long-Term EL's schedule should be filled with courses to meet graduation requirements, as well as at least 1 elective based on student interest.

6. Counselors, EL teachers, and other school staff will contact the Department of ELD if questions arise regarding placement of students in EL or core content courses.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This Administrative Procedure reflects the goals of the District's Strategic Plan and aligns with the following WCSD governing documents:

    a. Administrative Regulation 6171, Limited English Proficiency

    b. Administrative Procedure 6231, Late Entry

    c. Administrative Procedure 6405, Final Test Guidelines: High School and Middle School

    d. Administrative Procedure 6710, Late Entry ELs (High School)

    e. Administrative Procedure 6711, Initial Registration and Assessment of Incoming and Newcomer ELs (Middle & High School)

2. This Administrative Procedure complies with the following federal regulations:

    a. Title III, Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107-110)

    b. Civil Rights Act of 1964, Title VI, which prohibits discrimination based on race, color, or national origin

3. The following documents support the implementation of this procedure (available from the Department of English Language Development or at http://www.washoeschools.net/Domain/80):

    a. High School EL Program & Course Descriptions

    b. Sample Schedule Plan for Short Term MS-HS ELs

    c. High School EL Placement Test

REVIEW AND REPORTING

1. This procedure and any accompanying documents will be reviewed bi-annually in even numbered years.

REVISION HISTORY

Date	Revision	Modification
12/20/2006	1.0	Adopted as Accepted Practice
02/05/2012	2.0	Revised
07/14//2014	3.0	Revised: converted to Administrative Procedure
11/16/2016	4.0	Revised: Clarified language, omitted redundancies, and aligned with existing Administrative Procedures and course offerings
7/27/2018	5.0	Revised: Updated department name; updated and clarified Section 2; added proficiency levels and new course offerings to Section 3; updated Section 5 with new course title and enrollment requirements
03/08/2021	5.1	Corrected course and department names, corrected typos.