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.
            a) 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.
            b) 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 6 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. Middle School EL Program & Course Descriptions

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

      iii. Requirements for promotion to high school and opportunities to continue EL services at the high school level

      iv. The Pathway Curriculum (formerly Gateway) and diploma options

      v. General school support services

      vi. Alternative and credit recovery options

   c. The counselor at the Newcomer site or zoned school, with input from the EL teacher and/or Department of EL, 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 EL. 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

      iv. Academic, cultural and linguistic background

      v. Enrollment in an educational program in the home country

      vi. Middle School EL Placement Test

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

vii. Math placement test results

viii. Interviews with student and family

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 6706, MS 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.

   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 (251) <u>AND</u> EL Beginning Reading/Writing (253)

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

         b) 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:

            1) have their enrollment changed from EL Beginning English to EL Fundamentals of English Language (716), and

            2) have their enrollment changed from EL Beginning Reading/Composition to EL Fundamentals of English Literacy (717).

      ii. EL Intermediate English (252) <u>AND</u> EL Intermediate Reading/Writing (254)

         a) 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 (255) <u>AND</u> grade-level ELA (6, 7, or 8)

a) 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 (763)

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

i. EL Literacy Skills (250)

f. The remainder of a Newcomer EL's schedule should be filled with grade level general education courses, including Math (with support as needed).

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, Systems 44, 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 6706, MS Earning Credit for EL Courses.

b. 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 (251) AND EL Beginning Reading/Writing (253)

ii. EL Intermediate English (252) AND EL Intermediate Reading/Writing (254)

iii. EL Advanced English (255) AND grade-level ELA (6, 7, or 8)

a. The remainder of a Short-Term EL's schedule should be filled with grade-level academic courses, including Math and possibly Science, 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, Systems 44, interventions based on AIMSweb).

5. Placement of Incoming Long-Term ELs:

a. See also Administrative Procedure 6706, MS 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 "Middle School EL Program & Course Descriptions" for course descriptions and enrollment criteria:

i. EL Academic Language Development 6 (267)

ii. EL Academic Language Development 7 (256)

iii. EL Academic Language Development 8 (257)

c. Any student enrolled in EL Academic Language Development 6, 7, or 8 MUST be concurrently enrolled in a grade-level English course that fulfills requirements for promotion to high school.

d. Any student enrolled in EL Academic Language Development 6, 7, or 8 MUST NOT be concurrently enrolled in any mainstream language support or intervention course (e.g. Read 180, Systems 44) or any other EL course.

b. The remainder of a Long-Term EL's schedule should be filled with courses to meet promotion 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 English Language Development 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:

   a. Elementary and Secondary Education Act (ESAEA), part A, English Language Acquisition, Language Enhancement, and Academic Achievement Act

      i. 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 EL or at http://www.washoeschools.net/Domain/80):

   a. Middle School EL Program & Course Descriptions

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

   c. Middle 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
08/2008	1.0	Adopted as Accepted Practice
5/19/2012	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 Sections 3, 4, and 5 with new course title and/or enrollment requirements.
03/08/2021	6.0	Revised: Added course 267, corrected course and department names, corrected typos.