



ADMINISTRATIVE PROCEDURE 6709  
PLACEMENT OF ENGLISH LEARNERS  
in MIDDLE SCHOOL COURSES

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**Responsible Office(s):** Office of Academics: Department of English Learners/World Languages

## 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 the District 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 also 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, see Administrative Procedure 6711, Initial Registration and Assessment of Incoming and Newcomer ELs (Middle & High School).

- c. If enrolling after the 20<sup>th</sup> day of the school year, see also Administrative Procedure 6710, Late Entry ELs.
2. Orientation of Newcomer/Short-Term English Learner (EL)
    - 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 EL3s \*
      - iii. requirements for promotion to high school and opportunities to continue EL services at the high school level
      - iv. the Pathways 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 English Learners, will use initial assessment results and general information 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 (W-APT)
      - ii. prior EL course placement
      - iii. Middle School EL Placement Test (AG 2) \*
      - iv. math placement test results
      - v. existing transcripts and transfer credits
      - vi. academic, cultural and linguistic background
      - vii. enrollment in an educational program in the home country

viii. interviews with student and family

ix. late entry in second semester

2. Placement of Newcomer English Learner (EL)

- 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 District 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 English Learners should be placed in one of the following English course combinations, based on their English proficiency and academic history:
  - i. Beginning EL English (251) AND Beginning EL Reading & Writing (253)
  - ii. Intermediate EL English (252) AND Intermediate EL Reading & Composition (254)
  - iii. Advanced EL English (255) with English 7 or 8
- d. All Newcomers should also be enrolled in one semester of:
  - i. EL Multicultural Education (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 English Learner’s schedule should be filled with grade level general education courses, including Math (with support as needed).
- g. In general, Newcomer English Learners 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).

3. Placement of Incoming Short-Term English Learner (EL)

- 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 English Learner 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. Beginning EL English (251) AND Beginning EL Reading & Writing (253)
  - ii. Intermediate EL English (252) AND Intermediate EL Reading & Composition (254)
  - iii. Advanced EL English (255) with English 7 or 8
- c. 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.
- d. 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).

4. Placement of Incoming Long-Term English Learner (EL)

- 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 checklists:
  - i. EL Academic English 1 (256)
  - ii. EL Academic English 2 (257)
- c. Any student enrolled in EL Academic English 1 or 2 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 English 1 or 2 MUST NOT be concurrently enrolled in any mainstream language support or intervention

course (e.g. Read 180), a Special Education English course (e.g. Foundations English), or any other EL course.

- e. The remainder of a Long-Term English Learner's schedule should be filled with courses to meet promotion requirements, as well as at least 1 elective based on student interest.
5. Counselors, English Learner teachers, and other school staff will contact the Department of English Learners 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 ELLs (High School)
  - e. Administrative Procedure 6711, Initial Registration and Assessment of Incoming and Newcomer ELLs (Middle & High School)
2. This Administrative Procedure complies with the following federal regulations:
  - a. Title III, Language Instruction for English Learners, Every Student Succeeds Act ESSA 2015 (formerly 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 ELL 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 (AG 2)

**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