



Administrative Procedure 6716  
**IDENTIFICATION, ASSESSMENT AND ELIGIBILITY FOR  
ENGLISH LEARNER COURSES**

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**Responsible Office(s):** Office of Academics: Department of EL/WL Department

## **PURPOSE**

This administrative procedure shall establish procedures for providing school sites with guidance on the identification, assessment, and eligibility for English Learners as required by federal law in the Washoe County School District ("District").

## **PROCEDURE**

1. Identification of Students for English Learner (EL) Services
  - a. Upon entry into the District, each student's home and primary language will be identified through the Home Language Survey.
  - b. All students having a primary or home language other than English are to be referred by the school to the EL teacher for language proficiency identification.
  - c. Personnel from the Department of English Learners and the school EL teachers will conduct identifications of students' language proficiency at the EL office or at individual school sites.
2. Assessment of Students with a primary home or primary language other than English
  - a. All students identified as having a home or primary language other than English and/or potential candidates for EL instructional services will be assessed in the following manner:
    - i. English language proficiency will be assessed through the administration of the WIDA ACCESS Proficiency Test (W-APT) and/or other assessment instruments selected by the district.
    - ii. A review of previous schooling records or a parent or guardian/student interview will be conducted to assess the student's academic ability.
  - b. The student's performance on the W-APT and the academic evaluation will be interpreted to determine appropriate EL and/or other educational services.
3. Eligibility for EL Instruction
  - a. A student who scores below five on the age appropriate level of the W-APT shall be deemed sufficiently lacking in English skills and will be placed in the EL program.

4. Additional Student Needs

- a. Each teacher of a student in an English Learners Program will be notified of the student's placement and/or special needs and will take appropriate steps to meet those needs.
- b. Each teacher with a limited English proficient student or former English Learners student may refer these students for additional or special services using the district referral form.
- c. Students who are referred for special services will be assessed for further evaluation and possible special assistance.
- d. The additional services for a child will be determined by the standardized assessment instrument as well as the professional judgment of the EL teacher, general classroom teacher, EL office and building administrator.

5. District's Standardized assessment instrument

- a. The district's standardized assessment instrument, Assessing Comprehension and Communication in English State to State for ELs (ACCESS), will serve as both program proficiency level measurement as well as a program exit measurement. In addition to using the W-APT for initial placement in the EL program, the ACCESS test will be given to all identified EL students in the spring of each academic year for purposes of student language proficiency progress and program assessment.

6. Additional Federally Required Documents (filed in District Blue Folders)

- a. Initial Placement Letter (went only one time after student is identified by W-APT as qualifying for EL services)
- b. Yearly Continuing Placement Letter
- c. Yearly Designated Supports Form (until two years after exiting EL services)
- d. Original Home Language Survey Form
- e. ELPA Notification Letters
- f. Parent Refusal for Services Form, if appropriate
- g. Yearly dated, Yearly check off (by EL teacher or Department of EL Assessment Tech)
- h. Reclassification Letter (if appropriate)

## DEFINITIONS

1. English Learner (EL) ESSA 2015: The term is employed by the United States Department of Education to refer to a student learning English and lacking sufficient mastery of the English language to meet state standards and excel in an English-language classroom. Increasingly English Learner (EL) is used to describe this population, because it highlights learning, rather than suggesting that non-native-English-speaking students are deficient.
2. LEP (Limited English Proficient): The former term employed by the United States Department of Education to refer to a student learning English and lacking sufficient mastery of the English language to meet state standards and excel in an English-language classroom.
3. ELL (English Language Learner): The term that was formerly employed by Title III as a student age 3 - 21 enrolled in school whose primary or home language is not English and who does not meet proficiency on a state approved language proficiency assessment.
4. Short-term English Learners: Students that are new to the country or have attended U.S. schools for six years or less. Short-term ELs are typically Limited English Proficient in comprehension/speaking as well as in reading/writing.
5. Long-term English Learners: Students who have had six years or more of formal education in the U.S. Students may approach oral fluency criteria in English, but they are not yet proficient in all four domains (reading, writing, speaking, and listening). There may be several factors that may influence an EL student in becoming a Long-term EL (transiency, interruption in schooling, ineffective teachers). As a result, Long-term ELs generally have low academic skills resulting in poor academic performance. For many Long-term ELs, English is the dominant language.
6. Newcomer (EL): A new arrival to the country whose primary or home language is not English and who does not meet proficiency criteria on a state approved language proficiency assessment.
7. Incoming (EL): An out of state student transferring into the district as an EL. It may also be a student incoming to middle school from elementary school or incoming to high school from middle school.

## IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This Administrative Procedure reflects the goals of the District's Strategic Plan and aligns with the governing documents of the District, to include:
  - a. Administrative Regulation 6171, Limited English Proficiency

2. The following documents support the implementation of this procedure (available from the Department of EL 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
3. This document complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
  - a. Chapter 388, System of Public Instruction, and specifically:
    - i. NRS 388.405, Legislative declaration; duty of State Board to adopt regulations and submit certain evaluations required by federal law.
    - ii. NRS 388.407, Board of trustees required to develop policy for instruction to teach English.
    - iii. NAC 388.600 – 388.655, Instruction of Certain Pupils Whose Primary Language is Not English
4. This Administrative Procedure complies with federal laws and regulations, to include:
  - a. Elementary and Secondary Education Act (ESAEA), part A, English Language Acquisition, Language Enhancement, and Academic Achievement Act
    - i. Title III, Language Instruction for English Learners, Every Child 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.

## REVIEW AND REPORTING

1. This procedure will be reviewed bi-annually in even numbered years.

## REVISION HISTORY

Date	Revision	Modification
11/15/2006	1.0	Adopted as Accepted Practice
2/05/2012	2.0	Revised
07/14/2014	3.0	Revised: Converted to Administrative Procedure
11/16/2016	4.0	Revised: revised due to changes in federal law