



Administrative Procedure 6719
ENGLISH LEARNER TIER I –
ELEMENTARY PROGRAM IMPLEMENTATION

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

PURPOSE

This administrative procedure shall provide guidance for English Learner (EL) Tier I program implementation at the elementary level in the Washoe County School District ("District").

PROCEDURE

1. General
 - a. Elementary Schools provide English Learner (EL) Tier I language instruction that is explicit to the development of language in all 4 domains (reading, writing, listening and speaking) to EL students in addition to other core content areas.
 - b. Time scheduled for explicit language instruction, regardless of the program model, should be at least 45 minutes, 3 – 5 times per week. The explicit language instruction is recommended by Nevada Department of Education (NDE) to provide English Learner students with the opportunity to process the language at their proficiency level.
 - i. Proficiency 1 and 2 will need language instruction in reading, writing, listening and speaking at least 4 – 5 times a week.
 - ii. For English Learner students at a higher language proficiency level (3, 4, and 5), Nevada Department of Education recommends explicit language instruction in the four domains of language at least 45 minutes, three times a week.
 - c. Language instruction is not considered Tier 2 or Tier 3 interventions. Schools are encouraged to collaborate with the Department of English Learners to structure a process for monitoring former English Learners.
 - d. Federal law requires that former English Learners are monitored for four (4) years after exiting the English Language Proficiency Assessment (ELPA).
2. The following shall ensure services are provided to English Learners in the District:
 - a. The master schedule shall be designed to ensure equitable access to explicit language instruction as well as Core instruction for all English Learners;
 - b. Clear communication from site administration with school staff about the English Learner program at the school;

- c. Proper identification of students who qualify for English Learner services;
 - d. Clear communication with parents/guardians about the English Learners program at the school, the type of English Learner instruction their child is receiving and on-going language development progress;
 - e. Instructional materials that provide explicit instruction in all 4 domains of language (reading, writing, listening and speaking);
 - f. Language development monitoring through language specific assessment in all 4 domains of language;
 - g. Data analysis using English Language Proficiency Assessment (ELPA) student data to design language instruction appropriate for and scaffold for language proficiency; and
 - h. Long-term graduation goal for English Learner students.
3. Schools have the option to implement different English Learner models:
- a. The Sheltered English Immersion model is recommended that provides students with instruction using collaborative model for inclusion, push in or pull out model or a combination of both provided they meet the minimum time requirements for explicit language instruction.
 - b. Collaborative Inclusion Model: English Learner teacher and general education teacher collaborate to co-teach using the team teaching and/or station to station model (recommended for kindergarten and first grade) to provide explicit language through content instruction.
 - i. In order to successfully implement the inclusion model to include explicit language instruction, the following 3 features must be in place:
 - 1. Student scheduling follows responsible scheduling guidelines;
 - 2. Both general education and English Learner teachers have a clear understanding and training in the co-teaching models. This training is offered through the Department of English Learners and can be done in collaboration with the Office of Student Support Services and/or Department of Gifted and Talented; and
 - 3. Collaboration and planning time between general education and English Learner teacher must be provided on a daily and/or weekly basis during professional contract time/days.

- ii. If the above conditions are not in place for explicit language instruction to happen within this time, then the collaborative inclusion model should not be implemented at the school site.

c. Pull-out Model:

- i. English Learner teacher takes students out of the general education classroom to provide explicit language instruction. This language instruction should be based on language objectives and targets that are aligned to the Nevada Academic Content standards and English Language Development Standards.

- ii. In order to be successfully implemented, the school should consider the following:

1. School Intervention Blocks, as well as Core times, should be staggered throughout the day so that the English Learner teacher will be able to see all grade levels during an appropriate time.
2. Students cannot be pulled out of the classroom for explicit language instruction during Core Reading or Math time (Newcomers may be the exception during their Core Reading time if language development level is 1 – 2).
3. Explicit language instruction should be tied to content standards and English Language Development Standards (ELD) being taught in the general education classroom and frontload and/or reteach concepts with scaffold language opportunities.
4. Collaboration and planning time between general education and EL teacher must be provided on a daily and/or weekly basis during professional contract time/days.
5. Schools should consider this model for sites that have one or two teachers assigned to teach EL students or do a combination of push-in and pull-out.

- iii. If the above conditions are not in place for explicit language instruction to happen within this time, then the push-in model should not be implemented at the school site.

- d. **Push-in Model:** EL teacher pushes into a general education teacher's classroom and pulls a selected group of EL students to a designated area of the classroom for explicit language instruction. This language instruction

should be based on language objectives and targets that are aligned to the Nevada Academic Content Standards and English Language Development Standards.

- i. In order to be successfully implemented, the school should consider the following:
 1. School Intervention Blocks, as well as Core times, should be staggered throughout the day so that the EL teacher will be able to see all grade levels during an appropriate time.
 2. Students need to be flexibly grouped for language proficiency needs.
 3. Explicit language instruction should be tied to NVAC standards being taught in the general education classroom, as well as aligned with the ELD standards and frontload and/or reteach concepts with scaffold language opportunities.
 4. Collaboration and planning time between general education and EL teacher must be provided on a daily and/or weekly basis during professional contract time/days.
 5. Schools should consider this model for newcomers and/or sites that have one or two teachers assigned to teach EL students or do a combination of push-in and pull-out.
- ii. If the above conditions are not in place for explicit language instruction to happen within this time, then the pull-out model should not be implemented at the school site.

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

REVISION HISTORY

Date	Revision	Modification
03/2013	1.0	Adopted as Accepted Practice
07/15/2014	2.0	Revised: converted to Administrative Procedure
11/16/2016	3.0	Revised: to comply with revision to federal law