



Administrative Procedure 6720  
ENGLISH LEARNER STUDENT SCHEDULING AT  
ELEMENTARY SCHOOL SITES

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

## **PURPOSE**

The administrative procedure shall provide direction for scheduling English Learner (EL) students at the elementary level in the Washoe County School District ("District"). In order for elementary schools to provide explicit language instruction or monitor student language development for all EL students on their campus regardless of their language proficiency level.

## **PROCEDURES**

1. English Learner students should be scheduled for explicit language instruction based on language proficiency data as well as their performance on academic assessments. Although input from the classroom teacher is crucial, it should never be the only factor in whether or not a child receives explicit language instruction.
2. Language proficiency levels are determined based on the results of a state approved English proficiency test (ELPA). Based on those levels and other academic and language assessments, students should be scheduled as follows:
  - a. Composite Overall Language Development Levels (1-4): These students receive explicit language instruction at a minimum of 45 minutes, 3-5 times per week in pull-out or team teaching setting.
    - i. Newcomers: For short term English Learner students who have been in the country less than 1 year, the English Learner teacher may pull them individually or in a small group for beginning language instruction. It may be appropriate to pull these students during Core and across grade levels.
  - b. Composite Overall Language Development Level (5-6): These students are to be examined individually to determine what level of explicit language instruction they should receive. The instructional time may vary depending upon the student's level of proficiency within each domain (listening, speaking, reading, and writing) as well as their performance on academic assessments.
    - i. Students at an overall ELPA development level 5 but who are 4 or below in any of the language domains and are not meeting standards in content area classes, should continue to receive explicit language instruction in the language domain of need. The instruction time may vary depending upon their need.

- ii. Students at an overall ELPA development level 5 who are a 5 or 6 in all language domains AND who are meeting standards in content area classes should be monitored closely by the English Learner teacher as well as the classroom teacher. The ELL teacher will assess these students multiple times throughout the year in all language domains using assessment such as: SOPA, QSI, writing samples and listening assessments. The English Learner teacher will also review content area data throughout the year to ensure that these students are continuing to make growth towards language proficiency. These students are still not fully in control of academic language and therefore all teachers need to continue to ensure that academic language is developed.
- c. Dual Certified Students (all proficiency levels): Dual certified (Special Education and English Learner) students must receive at least the minimum amount of English Learner Tier I instruction. the language development of these students must be monitored with language specific assessments in all four domains.
- d. Parent Refusal (all proficiency levels): If an English Learner student has a parent refusal of English Learner service signed and on record, then the English Learner teacher would not work with this student to deliver explicit language instruction. This does not mean that the child does not have linguistic needs. The school still has a responsibility to make sure this child receives the language instruction and support needed to be academically successful. This instruction and support should be provided by other teachers who work with the child. Additionally, English Learner students whose families have refused services are still required by law to take the yearly ELPA.

## **IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS**

1. This Administrative Procedure reflects the goals of the District's Strategic Plan and complies/aligns with the governing documents of the District to include:
  - a. Board Policy 6171, Limited English Proficiency
  - b. 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 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
07/14/2014	2.0	Revised: converted to Administrative Procedures
11/16/2014	3.0	Revised