Responsible Office(s): Office of Academics: Department of English Language Development

PURPOSE

This Administrative Procedure shall describe and define protocols for enrolling English Learners (ELs) after the twentieth (20th) school day who have not been in attendance at any school since the beginning of the semester, in order to ensure equitable access to appropriate EL programs and courses leading to graduation and college and career readiness.

PROCEDURE

1. General
    a. English Learner (EL)
        i. 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.
        ii. Short-Term English Learner (EL): An EL who has attended U.S. schools for less than 6 years, regardless of English language proficiency.
        iii. 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. For procedures governing Initial Registration and Assessment of Incoming and Newcomer ELs (Middle & High School) see Administrative Procedure 6711.
    c. For procedures governing Course Placement of ELs see Administrative Procedure 6708 (High School) and Administrative Procedure 6709 (Middle School).

d. For procedures governing Incoming Credit Deficient and Age 18+ ELs see Administrative Procedure 6713.

2. The counselor/EL teacher/assistant will meet with the late-entry student and family to review initial EL assessment results, explain EL program options, and to develop an appropriate academic plan for English language acquisition (EL courses) and courses leading to promotion or graduation.

    a. Newcomer and Short-term ELs who arrive after the 20th day of the semester and who have not been in attendance at any school since the beginning of the semester should be offered the following options with the goal of earning as many credits as possible within the time available:

        i. The opportunity to make up missed EL content and take the EL common final exam for course credit through placement in the appropriate level of English language development courses (1-3 periods, depending on proficiency level) with 1-2 additional periods of EL support/enrichment to make up seat time; AND/OR

        ii. The opportunity to earn academic credit in core content other than English Language Arts in accordance with Administrative Procedure 6231, Late Entry, if the accredited educational program used to make up seat time offers content in the student's L1 or in (a) language(s) other than English, where the student feels more proficient; AND/OR

        iii. The option of taking an Incomplete (INC) in any course if the student has the possibility of acquiring enough language and content to pass the final exam within the time allowed; AND/OR

        iv. The option to AUDIT (AU) general education courses in order to acquire language and content without the risk of earning failing grades and incurring long-term harm to their GPAs.

            a. If this option is implemented, the student will <u>not</u> earn credit for audited courses; thus, every effort should be made to meet both seat time and academic requirements in order to earn at least 1-2 credits for EL and other courses.

    b. Long-term ELs who arrive after the 20th day of the semester should be scheduled according to the guidelines described in Administrative Procedure 6231 (Late Entry) for earning credits in core subjects. EL Academic Language Development may be considered if the student meets course entry criteria. (See *Middle/High School EL Program & Course Descriptions*.)

3. Special considerations:

    a. Student has never been enrolled in or has not been attending any credited educational program: May attend either their zoned school or an

appropriate Newcomer site; the counselor at the site, in collaboration with EL personnel as needed, will enroll the student in appropriate EL and general education courses.

b. Freshman-aged Newcomer entering late in semester 2 and has never attended 9th grade: In order to ease the transition to high school, the counselor may consider enrollment at an appropriate middle school Newcomer site for the remainder of the current year on the conditions that (1) the placement provides appropriate EL and general education options and a better initial U.S. school experience for the student, (2) an informational meeting takes place with the student and parent/guardian, and (3) the Department of Student Accounting, Department of ELD, and the receiving school are consulted.

c. See also Administrative Procedure 6711, Initial Registration and Assessment of Incoming and Newcomer ELs (Middle & High School), Sections 7-12, for Grade Level Classification information.

4. The counselor will contact the Department of ELD with additional placement questions.

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 6725, English Learners
    b. Administrative Procedure 6231, Late Entry
    c. Administrative Procedure 6711, Initial Registration and Assessment of Incoming and Newcomer ELs (Middle & High School)
    d. Administrative Procedures 6708 & 6709, Placement in High/Middle School EL Courses
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 ELD or at http://www.washoeschools.net/Domain/80):
    a. Middle School EL Program & Course Descriptions

b. High School EL Program & Course Descriptions

REVIEW AND REPORTING

1. This procedure and any accompanying documents will be reviewed bi-annually, in even-numbered years.

REVISION HISTORY

Date	Revision	Modification
11/15/11	1.0	Adopted as Accepted Practice
12/05/2013	2.0	Revised
3/15/14	3.0	Revised: converted to Administrative Procedure
11/16/2016	4.0	Revised: Clarified language, aligned with existing Administrative Procedures
7/27/2018	5.0	Revised: Updated department name; added Newcomer definition to Section 1; added AU option to Section 2; updated course titles in Section 2.b.
03/08/2021	6.0	Revised: (a) clarified requirements for seat time; (b) updated department abbreviation (c) added reference document