



ADMINISTRATIVE PROCEDURE 6236 STUDENT ENROLLMENT

Responsible: Department of Student Accounting; Department of Counseling

PURPOSE

This administrative procedure shall describe the protocol for how students are enrolled in the Washoe County School District.

PROCEDURE

1. This practice refers to students who are new to a zoned school or who are reenrolling for other reasons. (Refer to "Late Enrollment" or "Extended Time between Enrollments" for other situations.)
2. Each "new to the school" student will meet with the school **registrar at the time of enrollment** (or at the elementary level, the school secretary) to:
 - a. Verify zone eligibility
 - b. Complete district and school notification and documentation information
 - c. Request records or acquire transcripts from previous schools
 - d. Determine grade level based on enrollment(s)
 - e. Identify relevant information, using an enrollment checklist (see attached suggested enrollment checklist) that assists administrators and counselors in determining appropriate placement. Relevant information may include: special education, 504 accommodations, MTSS classification, ELL classification, foster care, GT, juvenile justice/Jan Evans notification or other information from the cumulative folder or IC that may be a consideration for appropriate placement. An enrollment checklist will be given to administrators and counselors for all new students.
3. Each "new" student will meet with the school **nurse** (clinical aides or school secretaries will collect the documentation to provide to the school nurse if the school nurse is not present during enrollment. The nurse then has the number of days determined by Student Health Services to review the immunizations.) to:
 - a. Verify immunization
 - b. Review of school related medical considerations
 - c. Provide appropriate notification

4. Each "new" student will meet with a school **counselor** at the time of enrollment to:
 - a. Review "Late Enrollment" Accepted Practices with the student if the student is entering after the 20th day.
 - b. Review registrar/secretary enrollment checklist, cumulative folder and IC for appropriate placement and/or remediation
 - c. Provide requirements for advancement or graduation
 - d. Provide an academic plan for success
 - e. Provide options.
 - i. The first option will be an academic plan if the student desires to stay at zoned school (see memo below from Chief School Performance Officer dated September 5, 2011).
 - ii. The zoned school counselor will:
 - 1) If The Student Stays At The Zoned School:
 - a. Provide the student with a copy of the completed academic plan
 - b. Notify the Administrator of placements and pertinent information from the academic plan.
 - 2) If The Student Chooses An Alternative Setting:
 - a. Provide the student with the completed academic plan and enrollment checklist to take with the student to the alternative setting
 - b. Facilitate the transition by calling the alternative setting in which the student wishes to enroll and talking with the counselor to set an appointment for the student.
 - c. Other options may include: North Star, Washoe Innovations, AACT or charter schools.
 - d. Please Note: Students who first go to an alternative setting to enroll (North Star, AACT, etc.), bypassing the zoned school do not have to present the documents described above. The purpose of this accepted practice is to facilitate the enrollment of a student in either the zoned

school or an alternative setting. The school counselor at the alternative setting school will then follow these guidelines for enrollment and/or transition to other settings.

DESIRED OUTCOMES

1. This Administrative Procedure shall provide consistency with regard to enrollment of students.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This Administrative Procedure reflects the goals of the District’s Strategic Plan.

REVIEW AND REPORTING

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

REVISION HISTORY

Date	Revision	Modification
2/2012	1.0	Adopted as Accepted Practice
1/03/2014	2.0	Revised: converted to Administrative Procedure

ADDENDUM

1. Memo from Chief School Performance Officer dated September 5, 2011

Via email Monday, September 5, 2011

Dear High School Principals:

During our visits to schools this first week, we encountered a couple of instances in which students were apparently turned away from zoned schools as a function of severe credit deficiency issues. These were anecdotal accounts but they prompt an important reminder.

Any student who seeks enrollment in a zoned school is entitled to be served by that zoned school, regardless of credits. The one exception to this would be 5th year students that are at least 18 years of age. Those students can be referred to our adult high school program.

Just as a reminder, it is a system expectation that *all* students that are credit deficient have personalized plans that when followed put them back on track for graduation. It is clear that some students are far behind in their 11th and 12th grade years and so graduation with the traditional 4-year cohort is unlikely. These students still require an aggressive personalized plan even if graduation may require 5 years or even longer.

Students in the 11th and 12th grades who are severely credit deficient might be encouraged to concurrently enroll in Washoe Innovations High School. By doing this, the students personalized plan might include access to A-Plus so that credit recovery options over and above what can be typically provided in the traditional setting are available.

There are many students currently enrolled in our traditional schools who are severely credit deficient. There are many students who have been enrolled in our Re-engagement Centers as part of Washoe Innovations High School who need to be enrolled in their home school and many of these students may maintain concurrent enrollment. We also may have students who approach us to be enrolled and those students too must be enrolled in their zoned schools.

If a student is to be concurrently enrolled, the student must be enrolled full-time and it is critical that the home school (most typically the zoned school) enrolls the student in the majority of credit bearing classes (meaning that the academic load must account for more than 50% of the student's coursework at the home school). If this does not occur, the student cannot be counted as being enrolled in WCSD and this could negatively impact our allocations and funding in our Distributive School Account

Although the credit deficiency issue is in no way a new issue challenging our District, the Re-engagement Centers and the re-organization of Washoe High School, now titled Washoe Innovations High School, is new. As noted in the Superintendent's Friday Minute, the basic premise behind the Re-engagement Centers is to regain students who have lost their interest in school for a multitude of reasons. The five Centers serve to rebuild a foundation with the ultimate goal of re-engaging these students in our traditional high schools. While Washoe Innovations High School will continue to provide some of the services it has provided previously, including on-line learning through WOLF, the goal is to better serve these students in our traditional high school settings.

These students have not been consistently successful in the traditional setting. They have typically struggled academically and they often have struggled with having social-emotional needs met. As we work together to re-engage these students we cannot assume that we can put them

back into the same conditions within which they struggled. These students require a welcoming and safe environment.

Through the HSGI grant, counseling services, and other central office departments, we are working to build the necessary support services **you** need and these students need to be successful. We will be providing you with greater detail regarding our short-term plan for success, which we intend to be implemented immediately, and we will engage you in conversation as we build a longer term plan for success and sustainability of services and support needed for these students. Please be looking for more information early this week coming from Frank Selvaggio and Katherine Loudon. It will be shared with your counseling staff too.

We do greatly appreciate your immediate attention to the issue at hand, which involves serving our neediest students.

Paul M. LaMarca, Ph.D.
Chief School Accountability Officer
Washoe County school District