



Administrative Procedure 6710
LATE ENTRY ENGLISH LEARNERS
(MIDDLE & HIGH SCHOOL)

Responsible Office(s): Office of Academics: Department of English Learners/World Languages

PURPOSE

This Administrative Procedure shall describe and define protocols for enrolling English Learner (ELs) students 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. Short-Term English Learner (EL): An EL who has attended U.S. schools for less than 6 years, regardless of English language proficiency.
 - ii. 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 AP 6711.
 - c. For procedures governing Course Placement of ELs see AP 6708 (High School) and AP 6709 (Middle School).
 - d. For procedures governing Incoming Credit Deficient ELs see AP 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. Long-term English Learners (EL) who arrive after the 20th day of the semester should be scheduled according to the guidelines described in AP 6231 (Late Entry) for earning credits in core subjects. EL Academic English 1 or 2 may be considered if the student meets course entry criteria.
 - b. Short-term English Learners (EL) who arrive late in any semester should be offered the following options:
 - 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 level) with 1-2 additional periods for EL support/enrichment; AND/OR

- ii. the opportunity to enroll in A+ courses to earn core academic credit; 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 opportunity to take an INC and repeat a course the following year. (Note that an F will appear on the transcript after 3 weeks unless the corresponding course is repeated, at which time the INC will be replaced with RP to indicated a repeated course.

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 EL, 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 English Learners 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 6171, Limited English Proficiency

- b. Administrative Procedure 6231, Late Entry
 - c. Administrative Procedure 6711, Initial Registration and Assessment of Incoming and Newcomer ELs (Middle & High School)
 - d. Administrative Procedure 6708, Placement of English Learners in High School Courses
 - e. Administrative Procedure 6709, Placement of English Learners in Middle School Courses
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
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