

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

Note: California law requires that 11th and 12th grade students be notified about the California High School Proficiency Examination each year. The following policy and accompanying regulation cover this requirement.

The Governing Board desires that every student have the opportunity to earn a high school diploma through successful completion of class work and examination. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows him/her to obtain an equivalent certificate.

Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, Board policy and administrative regulation.

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

Legal Reference:

EDUCATION CODE

48400-48403 *Persons subject to compulsory continuation education*

48410 *Persons exempt from continuation classes*

48412 *Certificate of proficiency; examination fees*

48413 *Enrollment in continuation classes*

48414 *Reenrollment in district*

51420-51427 *High school equivalency certificate*

CODE OF REGULATIONS, TITLE 5

11520-11523 *Proficiency examination and certificate*

11530-11532 *High school equivalency certificate (GED)*

Management Resources:

CDE PUBLICATIONS

Adult Education Handbook for California, 1997

WEB SITES

CDE, GED Office: <http://www.cde.ca.gov/ged>

CDE, High School Proficiency: <http://www.cde.ca.gov/statetests/chspe>

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

Certificate of Proficiency

Note: Pursuant to Education Code 48412, the State Board of Education will award a “certificate of proficiency” to persons who pass a high school proficiency examination which assesses standards of competency developed by the California Department of Education (CDE). This certificate is equivalent to a high school diploma and the CDE will keep a permanent record of the issuance of all certificates.

Any student may apply to have his/her proficiency in basic skills verified by examination according to criteria established by the California Department of Education if he//she meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Is enrolled in the second semester of the 10th grade

The principal of each school maintaining 11th and/or 12th grades shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination. When announcements from the California Department of Education or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (Code of Regulations, Title 5, Section 11523)

If a student receives the proficiency certificate, the district shall indicate the student’s accomplishment and the date of the proficiency certificate award on the student’s official transcript. (5 CCR 11521) Receiving the high school proficiency certificate does not exempt students from attending school unless they are at least 16 years old and have verified parent/guardian permission.

Upon request, the Superintendent or designee shall provide a form for obtaining parent/guardian consent for exemption from compulsory school attendance by students ages 16 and 17 who have demonstrated proficiency. The form shall contain at least the following information: (5 CCR 11522)

1. A general explanation of the student’s rights of exemption from compulsory attendance and of reenrollment in the public schools.
2. The date of issuance of the certificate of proficiency.
3. The signature of the parent/guardian and the date.
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date.

Instruction**CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)**

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enrollment in the district with no adverse consequences. If he/she subsequently terminates enrolment again, he/she may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

High School Equivalency Certificate/GED

Note: Education Code 51420-51427 provide that eligible persons may take the general educational development (GED) test at any official testing center approved by the CDE. To receive a high school equivalency certificate, a person must receive a score at least ass high as that determined by the State Board of Education to be equal to the standard of performance expected from high school graduates.

Any person is eligible to take the General Educational Development (GED) test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California, has not completed high school, and meets one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or within 60 days of his/her 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school and he/she remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution or a prospective employer
4. Is 17 years of age, is incarcerated in a California state or county correctional facility and meets other criteria listed in 5 CCT 11532

RECIPROCITY OF ACADEMIC CREDIT

To determine whether students transferring into the district have met district course requirements, the Superintendent or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school or nonpublic nonsectarian school or agency. (Education Code 48645.5)

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade placement. The district will evaluate coursework satisfactorily completed at a nonpublic sectarian school or agency to determine whether credits shall be accepted for transfer into the El Monte Union High School District.

Transferring students shall be subject to the same standards and assessments required of other students in the district.

- (cf. 5118 - Transfers)*
- (cf. 5121 - Grades/Evaluation of Student Achievement)*
- (cf. 6011 - Academic Standards)*
- (cf. 6143 - Courses of Study)*
- (cf. 6146.1 - High School Graduation Requirements)*
- (cf. 6146.11 - Alternative Credits Toward Graduation)*
- (cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

Legal Reference:

EDUCATION CODE

- 35160 Authority of governing boards*
- 35160.1 Broad authority of school districts*
- 47612.5 Charter schools operations, general requirements*
- 51003 Statewide academic standards*
- 51225.3 Requirements for graduation*
- 51228 Minimum curriculum standards*
- 52017 Additional elements for secondary school plan*
- 60605 Academic content and performance standards; assessments*
- 60641-60647 Standardized Testing and Reporting Program*
- CODE OF CALIFORNIA REGULATIONS, TITLE 5
- 3070 Graduation*

Instruction**RECIPROCITY OF ACADEMIC CREDIT****Definitions**

An "accredited" school is one that has received accreditation by the Western Association of Schools and Colleges (WASC) or other statewide or regional commissions or, in the case of a school outside California, by the equivalent governmental or other regional accrediting agency in that jurisdiction.

Transfers from Accredited Schools

Students transferring into the district from an accredited school shall receive full academic credit for previously completed courses when the sending district verifies that the student has satisfactorily completed those courses. Students wishing to transfer credits from an accredited school while enrolled in a District school shall obtain written permission from the principal of designee prior to enrolling in the course.

(cf. 5118 - Transfers)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Transfers from Non-Accredited Schools

When a student transfers from any non-accredited private, public, alternative, on-line, home or charter school, academic credit shall be subject to approval by the principal or designee at the enrolling school. Credits transferred from these schools shall be fully accepted when there is evidence that the course work completed is equivalent to similar courses offered in this district.

(cf. 0420.4 - Charter Schools)

(cf. 6181 - Alternative Schools)

The principal or designee at the enrolling school shall be responsible for determining which of the student's credits are equivalent to district requirements. Guidelines for determining equivalency shall be developed by representative certificated staff familiar with the district's academic standards and graduation requirements. Students wishing to transfer credits from a non-accredited school while enrolled in a District school shall obtain written permission from the principal or designee prior to enrolling in the course.

RECIPROCITY OF ACADEMIC CREDIT (continued)

In determining equivalency, the principal and/or designated certificated staff representative may consider one or more of the following:

1. A review of the description of academic content and time requirements of the course work completed by the student compared to academic content and time requirements at the enrolling school
2. An examination of the student's portfolio of work, papers, completed projects, graded tests or other documents demonstrating the student's level of skill and knowledge

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6146.11 - Alternative Credits Toward Graduation)

3. An opportunity for the student to demonstrate skill by his/her performance on appropriate course-challenging examinations, comprehensive final examinations and/or other culminating exercises used at the enrolling school

(cf. 6155 - Challenging Courses by Examination)

4. Verification by teacher observation, once the student has been placed in a course, that the student has reached a level of preparation consistent with his/her placement in that course

Appeals/Due Process

If a student's parent/guardian disagrees with the school site staff's judgment on grade-level placement, course placement and/or equivalency of academic credit, the parent/guardian may appeal to the Superintendent or designee.

Within 10 working days of notification of placement or credit determination, the parent/guardian may request, in writing, a conference with the Superintendent or designee to review the school site staff's decision.

The Superintendent or designee shall schedule a conference within 10 working days of the parent/guardian's request. This meeting may include the principal or designee, representatives of the school's certificated staff, and the student's parents/guardian. It shall be the parent/guardian's responsibility to present evidence that the facts do not support the school staff's decision on the student's placement and/or transferability of prior credits.

The Superintendent or designee's decision shall be final.

Instruction

E(1) 6146.3

RECIPROCITY OF ACADEMIC CREDIT (continued)

EL MONTE UNION HIGH SCHOOL DISTRICT

Request to Enroll in an On-Line or Correspondence Course for Transfer of Course Credit

The form should be submitted to your principal or designee at least 10 days before enrolling in an online course

School: _____	Date: _____
Student Name: _____	Date of Birth: _____
Address: _____	Current Grade Level: _____
Telephone Number: _____	Special Education: _____ 504 _____

Dear Parent,

El Monte Union High School District transcripts are official documents. We wish to have them reflect as accurately as possible the rigor of the courses of study that have been used in the student’s education. The application form below enables our District to certify that course credit awarded and reflected on District student transcripts is legitimate and provides credibility for those transcripts. The District is acting fully within its legal authority in utilizing these processes. Without your cooperation, we will be unable to grant credit.

For students currently enrolled in El Monte Union High School District, the following information is required if you wish to transfer credits earned on-line or by correspondence at an education institution during non-school hours or during the summer: NOTE: Students who do not receive prior approval before enrolling in a course cannot be assured that course credit will be granted.

For original or make-up course credit, prior permission of an El Monte Union High School District administrator is required.

Information Required for Consideration of a Request to Grant Credit for a Course Offered at an El Monte Union High School District High School is listed below:

Name of Course: _____	Educational Institution: _____
Length of Course: _____	Number of Credits: _____

Description of Instructional Materials: Online course _____ Textbook _____ Other _____
Attach sample assignments or course syllabus.

Once all requested information is received, it will be reviewed. You will be notified by your site administrator if your request to take an on-line or correspondence course is approved. Please be advised that your student may be requested to provide sample assignments, log-in records, and/or take an assessment to determine mastery of course content. If you have any questions, please feel free to contact your student’s site administrator.

Sincerely,

Nick Salerno, Assistant Superintendent
Educational Services
El Monte Union High School District

Request to Enroll: To be completed by: _____ the Principal/Designee Date _____ Requested to enroll in an on-line or correspondence course is _____ Approved _____ Denied Student/Parent were notified by _____ phone _____ email _____ conference with student or parent
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RECIPROCITY OF ACADEMIC CREDIT (continued)

EL MONTE UNION HIGH SCHOOL DISTRICT
Petition to take Online or Correspondence Courses

Student Name: _____ Grade: _____

Date of Request: _____

Name of Course to be taken: _____

Date by which course will be completed: _____

Name of college and contact information for course provider: _____

Reason for taking the course in this manner: _____

Notes and Restrictions:

- Course finals exams must be proctored by the college or an EMUHSD staff member.
- There must be a compelling reason to take an online or correspondence course for original credit if the class is available on campus.
- The final determination of whether or not a class is acceptable for college admission purposes is made by each college and university.
- The Universities of California and many other colleges do not accept online and correspondence courses in science and the visual arts.

Students Signature: _____

Parents Signature: _____

(Space below this line is for school use only)

_____ Recommended

_____ Not Recommended

Reason: _____

Administrative/designee Signature: _____ Date: _____

_____ Approved

_____ Denied

Reason: _____

Administrative/designee Signature: _____ Date: _____

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

Note: Education Code 51215, which required individualized education program (IEP) teams to develop differential standards of proficiency for special education students who were not able to attain the district's regular standards of proficiency, was repealed by SB 2X (Ch. 1, First Extraordinary Session, Statutes of 1999). Although state law no longer requires differential proficiency standards, districts may continue to use differential standards as described in each student's IEP as appropriate.

In addition, the federal Individuals with Disabilities Education Act (20 USC 1412(a)) and its implementing regulations (34 CFR 300.347) require each student's IEP to contain statements of measurable annual goals that would enable the student to progress in the general curriculum. The IEP must also contain an explanation as to the extent, if any, to which the student will participate in the administration of state and district assessments (e.g., the STAR exam and the high school exit exam). See section entitled "Certificate of Educational Achievement/Completion" below. See AR 6159 - Individualized Education Program for a detailed listing of the contents of the IEP.

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the accommodations, that may be required for students with disabilities.

(cf. 6011 - Academic Standards)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.4 - Identification of Individuals for Special Education)

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-curricular activities. (Education Code 35160.5)

(cf. 6145 - Extracurricular and Co-curricular Activities)

High School Diploma and Certificate of Educational Achievement/Completion

Note: Education Code 51215, as repealed by SB 2X, provided that a student with disabilities would receive a regular high school diploma so long as he/she met the differential standards prescribed in his/her IEP. However, with the passage of SB 2X, Education Code 60851 now requires that, beginning in the 2003-2004 school year, each student completing grade 12 must pass the high school exit exam in order to receive a high school diploma. Pursuant to Education Code 60850 and the federal Individuals with Disabilities Education Act (20 USC 1412(a)), the exit exam shall be offered to students with disabilities, with appropriate accommodations as necessary. Therefore, whether or not a district retains local differential proficiency standards, beginning in 2003-2004, all students with disabilities must pass the high school exit exam in order to receive a regular diploma. It's important to note that legal challenges are pending in other states where special education students are required to pass an exit exam in order to receive a diploma; therefore legal counsel should be consulted as appropriate.

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

Education Code 60850 requires that all students subject to the high school exit exam receive "adequate notice" prior to being administered the exam. Details of the notice requirement, as specified in Education Code 48980, are provided in AR 6146.1 - High School Graduation Requirements.

As amended by AB 2907 (Ch. 1058, Statutes of 2001), Education Code 56390-56393 authorizes the district to award a certificate of educational achievement to students with disabilities who meet the criteria specified below. Pursuant to Education Code 56391, students who meet the criteria are eligible to participate in any graduation ceremony/activity in which a student of similar age without disabilities would be eligible to participate. However, Education Code 56391 provides that the right to participate in graduation ceremonies does not equate a certificate or document of educational achievement with a regular diploma.

Beginning in 2003-2004, a student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study specified in his/her IEP and upon completion of the high school exit exam. The high school exit exam shall be administered in accordance with requirements and accommodations as specified in the student's IEP.

(cf. 6162.5 - Student Assessment)

All students subject to the requirements of the high school exit exam shall receive "adequate notice" as specified in law and Board policy. (Education Code 48980, 60850)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of Trustees of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

(cf. 5127 - Graduation Ceremonies and Activities)

In accordance with Education Code 56391, a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

Waiver of California High School Exit Examination (CAHSEE) for Students with a Disability

At the request of a parent/guardian, a school principal shall submit a request for a waiver of the requirement to successfully pass the high school exit examination to the Board for a student with a disability who has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or both subject matter parts of the examination.

The school principal making the waiver request shall complete the following form and submit the supporting documentation:

1. CAHSEE Waiver Cover Sheet: Information on the Specific Student with a Disability.
2. The Individualized Education Program (IEP) or Section 504 Plan reviewed and approved by the student's IEP or 504 team dated prior to the exam that indicates all the accommodations and/or modifications that the student needs to access and participate in statewide assessments.
3. A certified transcript showing sufficient high school level course work either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the high school exit examination.
4. A copy of the CAHSEE Student and Parent Report showing "equivalent of a passing score."

The Board may waive the requirement to successfully pass one or both subject matter parts of the high school exit examination for a student with a disability if the principal certifies to the Board that the student has all of the following:

1. An individualized education program (IEP) or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the high school exit examination.
2. Sufficient high school level coursework either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the high school exit examination.

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

3. An individual score report for the student showing that the student has received the equivalent of a passing score on the high school exit examination while using a modification that fundamentally alters what the high school exit examination measures as determined by the State Board of Education.

A “modification” is defined as any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores.

The waiver may be granted only after the examination has been taken and the student has satisfied the above criteria.

Instructions for Completing the CAHSEE Waiver Cover Sheet

Student identification Number: To maintain confidentiality, use the student’s identification number only.

1. Describe the nature of the student’s disability as identified on the IEP or Section 504 Plan. If the uniqueness or specificity of the disability would cause the student to be identified, leave this section blank.
2. Check whether a modification was used on the ELA test or Math test or both and then describe the modifications used on either or both portions of the CAHSEE.
3. Give the rationale as to why the modification(s) used to achieve the equivalent passing score on the CAHSEE was necessary to allow the student to access the exam.
4. Give a description of the accommodations/modifications the student uses regularly in the classroom and on other assessments.
5. Summarize the student’s academic preparation and performance that demonstrates high school level achievement, including a description of the course work, in the subject areas tested by the CAHSEE. This summary may be limited to a description and information regarding course work in the subject area for which the waiver is requested (i.e., English Language Arts or Mathematics).

Sign the form to certify that the student has achieved the equivalent of a passing score using the modifications described in the form.

Instructions for Submission of Supporting Documentation

Submit all of the following supporting documentation:

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

1. The IEP or Section 504 Plan reviewed and approved by the student's IEP team and parent/guardian and dated prior to the exam that indicates all of the accommodations and/or modifications that the student needs to access and participate in statewide assessments. PLEASE BLACK OUT STUDENT AND PARENT/GUARDIAN LAST NAME AND INSERT STUDENT IDENTIFICATION NUMBER.
2. A certified transcript showing sufficient high school level course work either satisfactorily completed or in progress in a high school level curriculum sufficient to have gained the skills and knowledge otherwise needed to pass the CAHSEE. PLEASE BLACK OUT STUDENT AND PARENT/GUARDIAN LAST NAME AND INSERT STUDENT IDENTIFICATION NUMBER.
3. A copy of the CAHSEE Student and Parent Report showing the "equivalent of a passing score." PLEASE BLACK OUT STUDENT AND PARENT/GUARDIAN LAST NAME AND INSERT STUDENT IDENTIFICATION NUMBER.

Legal Reference:

EDUCATION CODE

35160.5 Extracurricular and cocurricular activities; differential standards

48980 Parental notifications

56000 Education of individuals with exceptional needs

56341 Individualized education program team

56345 Elements of the IEP

56390-56393 Certificate of completion, special education

60850-60856 High school exit exam

CODE OF REGULATIONS, TITLE 5

3070 Graduation

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.756 Individuals with Disabilities Education Act

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

CDE COMMUNICATIONS

2001.0314 Proficiency Standards and High School Exit Exam

WEB SITES

CDE: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/offices/OSERS>

Instruction

E 6146.4

PLEASE SEE DISTRICT MATERIAL IN THE DISTRICT OFFICE FOR
EXHIBIT 6146.4 ENTITLED "CAHSEE WAIVER COVER SHEET:
INFORMATION ON THE SPECIFIC STUDENT WITH A DISABILITY".

Instruction

BP 6151(a)

CLASS SIZE

The Board of Trustees recognizes that the number of students in a class may affect the extent to which teachers can identify and respond to individual student needs.

In accordance with negotiated employee agreements and state law, and upon the recommendation of the Superintendent or designee, the Board shall establish upper and lower class size recommendations appropriate for the subject or grade level taught and conducive to the effective use of teaching staff.

(cf. 4141/4241 - Collective Bargaining Agreement)

In establishing class size reduction programs for designated grade levels and courses, the Superintendent or designee shall determine the potential impact of class size reduction on staffing and school facilities needs and shall recommend ways to address these needs without negatively affecting other grade levels and district programs.

(cf. 1431 - Waivers)

(cf. 6117 - Year-Round Schedules)

(cf. 7111 - Evaluating Existing Buildings)

Full-time mainstreamed special education students shall be included in determining class size for purposes of the class size reduction program.

Legal Reference: (see next page)

CLASS SIZE (continued)

Legal Reference:

EDUCATION CODE

17042 *Rules for determining area of adequate school construction; exceptions*

17042.7 *Formula for calculation*

33050 *Nonwaivable provisions*

35160 *Authority of the board*

41375 *Legislative intent encouraging reduction in class size*

41376 *Minimum class size standards*

41378 *Apportionments and allowances, kindergarten classes*

42280 *Necessary small schools*

46205 *Computation for early-late programs*

51225.3 *Graduation requirements*

52120-52128 *Class Size Reduction Program*

52080-52090 *Morgan-Hart Class Size Reduction Act of 1989*

GOVERNMENT CODE

3543.2 *Scope of representation*

CODE OF REGULATIONS, TITLE 5

15103 *Definitions*

15130-15133 *Class size reduction program K-3*

15140-15141 *Class size reduction in two courses in grade 9*

Management Resources:

CDE PROGRAM ADVISORIES

1007.96 *Class Size Reduction and the Relationship to Individuals with Disabilities*

0921.90 *Implementing Class Size Reduction under the Morgan-Hart Class Size Reduction Act of 1989:*

CIL: 90/91-01

WEB SITES

CDE: <http://www.cde.ca.gov>

CLASS SIZE

Class Size Reduction in Grades 9-12

When establishing a program to reduce class size in one or two courses in grade 9, the Superintendent or designee shall certify that, at each participating school: (Education Code 52084)

1. English courses are included in the program.
2. The second course, if any, is a course in mathematics, science or social studies which counts towards graduation requirements pursuant to Education Code 51225.3.
3. The average class size in the school for these designated courses shall be no more than 20 students per certificated teacher and there shall be no more than 22 students in any participating class.

Special education students enrolled in special day classes on a full-time basis and students enrolled in necessary small schools that receive funding pursuant to Education Code 42280 shall not be counted in calculating class sizes for purposes of this program.

4. The implementation of class size reduction has not adversely affected existing class size in other courses.

CLASS ASSIGNMENT

When assigning students to specific classrooms, the Superintendent or designee shall strive to provide the best possible learning environment for each student. Insofar as possible, consideration shall be given to:

1. Staff recommendations including, but not limited to, the recommendations of teachers and counselors
2. Gender and ethnic balance as well as a balance of high, medium, and low achievers
3. Student skill level as indicated by achievement and testing data
4. Student/teacher ratios and, if relevant, class size reduction considerations
5. Skills and classroom management style of individual teachers
6. Student interests, readiness, behavior and motivation

The principal or designee may accept from parents/guardians any information which would be helpful in making placement decisions. However, parents/guardians who provide such information shall be informed that requests for a specific teacher shall be used as only one of many determining factors which must be taken into account.

During the school year, the Superintendent or designee may make any adjustments in class placement which he/she considers beneficial to the student or the educational program.

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board

SCHOOL-SPONSORED TRIPS

The Board of Trustees recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

If the Board allocates funds for school-sponsored trips, individual schools may be provided with budgetary allocations so that they can plan ahead. Special trip expense funds may be established when necessary for fund-raising purposes.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 6145 - Extracurricular and Cocurricular Activities)

All trips involving out-of-state, overnight travel, travel exceeding a fifty mile radius, or trips involving water activities shall require the prior approval of the Board. Other trips may be approved by the Superintendent or designee.

Principals shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

Study Trips

In advance of a study trip, teachers shall determine educational objectives which relate directly to the curriculum. Principals shall ensure that teachers develop plans which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk. Students may not be excluded from participation due to a lack of sufficient funds. The Superintendent (or designee) or principal may coordinate with community groups to supply funds for students in need.

District funds shall not be used to pay for student expenses for out of state or out of country trips or excursions. However, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

Legal Reference: (see next page)

SCHOOL-SPONSORED TRIPS (continued)

Legal Reference:

EDUCATION CODE

8760 *Authorization of outdoor science and conservation programs*

32040 *Duty to equip school with first aid kit*

32041 *Field trips*

32043 *Snakebite kits on field trips*

32044 *Violations*

35330 *Excursions and field trips*

35331 *Provision for medical or hospital service for students (on field trips)*

35332 *Transportation by chartered airline*

35350 *Transportation of students*

44808 *Liability when students not on school property*

48908 *Duties of students; authority of teachers*

SCHOOL-SPONSORED TRIPS

All planned trips away from school grounds, including athletic trips and outdoor education programs, are subject to this regulation. Students on school sponsored trips are under the jurisdiction of the district and shall be subject to district and school rules and regulations.

Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350) The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip. The Superintendent or designee shall ensure that adequate supervision is provided and that there is an appropriate ratio of adults to students present on the trip. All persons making the field trip or excursion shall be deemed to have waived all claims against the district of the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. The district shall make available medical and/or hospital insurance for students injured while participating in any excursion or field trip (EC 35331).

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32040, 32041)
2. Whenever trips are conducted in areas known to be infested with poisonous snakes:
 - a. The first aid kit taken on the trip shall contain medically accepted snakebite remedies. (Education Code 32043)
 - b. The trip shall be accompanied by a teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites. (Education Code 32043)
3. If the Superintendent or designee receives threat level warnings from the Homeland Security Advisory System pertaining to the destinations of a school sponsored trip, he/she shall implement precautions necessary to protect the safety of students and staff

Supervision

1. Students on approved trips are under the jurisdiction of the Board of Trustees and subject to school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be 21 years of age or older.

SCHOOL-SPONSORED TRIPS (continued)

5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.

Trip Approval

1. Teachers planning a trip shall make a request in writing to the principal at least 10 days prior to the date desired. Whenever practical, an alternate date should also be listed. The purpose of the trip and its relation to the course of study shall be stated in the request.
2. The principal or designee shall approve or disapprove the request and notify the teacher. If the trip is disapproved, the principal should state the reasons.
3. Principals or designees may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.
4. Principals or designees shall approve no activities which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.

Trips Which Include Swimming or Wading

1. No swimming shall be allowed on trips unless planned and approved in advance.
2. When swimming in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones of at least a one to 10 ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. **Swimming Activities**
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b. Swimming facilities, including backyard pools, must be inspected by the principal or designee and teacher before the trip is scheduled.

SCHOOL-SPONSORED TRIPS (continued)

- c. Owners of private pools must provide a certificate of insurance, designating the district as an additional insured, for not less than \$500,000 in liability coverage.
- d. Lifeguards must be designated for all swimming activities. If lifeguards are not provided by the pool owner or operator, the principal or designee shall ensure their presence. Lifeguards must be Red Cross certified or equivalent and must be at least 21 years old.
- e. The ratio of adult chaperones to students shall be at least one to 10.
- f. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students.
- g. Emergency procedures shall be included with written instructions to adult chaperones and staff.
- h. Staff and chaperones assigned to supervise students must know how to swim.
- i. The principal or designee may require students to wear flotation devices, depending upon their swimming ability.
- j. A buddy-system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

SCHOOL-SPONSORED TRIPS

**PARENT/GUARDIAN PERMISSION FOR STUDENT PARTICIPATION IN
OFF-CAMPUS SCHOOL-SPONSORED EVENTS**

_____ (Name of Student) _____ has my permission to attend

_____ (activity/event) _____ which will take place at:

Date of event: _____ Class or group attending: _____

Teacher or leader: _____

Method of transportation: _____

If traveling by automobile, name of driver: _____

1. I understand that all students going on this trip will be responsible in conduct to the bus driver, to teachers or adult sponsors. It is further understood that students will go and return from the event on the transportation provided and that every reasonable caution will be maintained on the trip.
2. I hereby acknowledge that I have been advised that the activities involved in this excursion/field trip or event are _____ are not _____ considered by the district to be of "high risk" to the participants.

_____ (Date) _____ (Parent or Guardian Signature)

**WAIVER OF CLAIM
(To be Completed for Out-of-State Events Only)**

In granting permission to attend, I do hereby waive all claims and hold harmless the individual sponsors, the _____ (School District Name) _____, and the State of California for any injury, accident, illness, death, or any loss or damage to personal property occurring during or by reason of this excursion/field trip or event.

_____ (Date) _____ (Parent or Guardian Signature)

**EL MONTE UNION HIGH SCHOOL DISTRICT
WAIVER, RELEASE AND INDEMNITY AGREEMENT
ASSUMPTION OF RISK FOR PARTICIPATION IN VOLUNTARY ACTIVITY**

Participant: _____

Description of Activity: _____ Name of School: _____

Date(s) of Activity: _____

Supervision and Transportation is parent/guardian responsibility.

By my signature below, I hereby give permission for my son/daughter to participate in the above-described activity. I acknowledge that this activity is voluntary and is not part of the El Monte Union High School District (District) co-curricular/extra curricular program. I understand that this activity could cause serious illness and/or injury or death, and I assume all risks for any such illness and/or injury or death. I am aware and acknowledge that the District will not be providing any supervision during any phase of the described activity. I am aware of the transportation arrangements for this activity and acknowledge that the District is providing no transportation, the parent/guardian has complete and sole responsibility for all supervision, transportation and housing arrangements. I am aware that the District does not provide coverage for medical treatment in connection with this activity.

The undersigned hereby voluntarily releases, discharges, waives and relinquishes any and all actions or causes of action for personal injury, bodily injury, property damage or wrongful death occurring to his/her child/ward or him/herself arising in any way whatsoever as a result of engaging in said activity or any activities incidental thereto wherever or however the same may occur and for whatever period said activities may continue. The undersigned does for him/herself, his/her heirs, executors, administrators and assigns hereby release, waive discharge and relinquish any action or causes of action, aforesaid, which may hereafter arise for him/herself and for his/her estate, and agrees that under no circumstances will he/she and his/her heirs, executors, administrators and assigns prosecute, present any claim for personal injury, bodily injury, property damage or wrongful death against the District or any of its officers, agents, or employees for any of said causes of action, whether the same shall arise by the negligence of any of said persons, or otherwise.

The undersigned hereby acknowledges that he/she knowingly and voluntarily assumes all risks of bodily injury to his/her child/ward or him/herself, as stated, and expressly acknowledges their intention, by executing this instrument, to exempt and relieve the District, its officers, agents, and employees, from any liability for personal injury, bodily injury, property damage or wrongful death that may arise out of or in any way be connected with the above-described activity. I have read and understand the foregoing and have voluntarily signed this agreement. I am aware of the potential risks involved in this activity and I am fully aware of the legal consequences of signing this instrument.

Parent/Guardian Signature

Participant Signature

Parent/Guardian Name (Please Print)

Date Phone Number

Street Address

City State Zip Code

Health/Medical Plan _____

HOMEWORK/MAKEUP WORK

The Board of Trustees recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.

(cf. 4115 - Evaluation/Supervision)

(cf. 4131 - Staff Development)

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

To further support students' homework efforts, the Superintendent or designee may establish and maintain after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 3541 - Transportation Routes and Services)

(cf. 5148 - Child Care and Development)

(cf. 6112 - School Day)

(cf. 6142.4 - Learning through Community Service)

Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

HOMEWORK/MAKEUP WORK (continued)

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

(cf. 6182 - Opportunity School/Class/Program)

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

HOMEWORK/MAKEUP WORK

School-Site Homework Plan

The principal or designee and staff at each school shall develop and regularly review a school-site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall identify all of the following:

1. For each course, the amount of time that students shall be expected to spend on homework
2. For each course, the extent to which homework assignments shall systematically involve participation by parents/guardians
3. The means by which parents/guardians shall be informed about:
 - a. Homework expectations
 - b. How homework relates to the student's grades
 - c. How best to help their children
4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits
5. The access that students shall have to obtain:
 - a. Resource materials from the library media center
 - b. Assistance and/or tutoring through telephone help lines and/or after-school centers
6. The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next
7. For each course, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities

Makeup Work

Note: SB 1468 (Ch. 846, Statutes of 1998) amended Education Code 48980 to require districts to notify parents/guardians of state law regarding credit for makeup work following an excused absence.

HOMEWORK/MAKEUP WORK (continued)

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.6 - Parental Notifications)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

CHALLENGING COURSES BY EXAMINATION

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study. Pursuant to Education Code 52017, the school improvement plan shall include a process whereby students may demonstrate proficiency in any aspect of the curriculum in order to waive course-hour requirements and pursue an elective course of study.

The Board of Trustees recognizes that there is a need to allow high school students to challenge a given course by examination for grade and credit in order to accelerate progress towards graduation and to achieve more flexibility in the selection of electives. This opportunity will permit a student to enroll in courses best suited to his/her educational objectives.

The examination shall be comprehensive and cover all course objectives. Successful completion of the examination shall be at a level which indicates mastery of the content and/or reasonable chance for success in the next higher course.

- (cf. 5121 - Grades/Evaluation of Student Achievement)*
- (cf. 6011 - Academic Standards)*
- (cf. 6143 - Courses of Study)*
- (cf. 6146.1 - High School Graduation Requirements)*
- (cf. 6162.5 - Student Assessment)*

Legal Reference:

EDUCATION CODE

51225.3 Requirements for graduation

52017 Secondary school; additional inclusion in (school improvement) plan

CHALLENGING COURSES BY EXAMINATION**Test Content and Administration**

The principal and department chairpersons shall collaborate with teachers in the development of appropriate district wide testing procedures and materials for the classes that may be challenged within each department. Departmentally-developed performance objectives shall determine the content and the type of evaluation to be used. The examination may be written, oral, by demonstration or any combination thereof.

The type of test administered shall depend on the course outline. The department chairperson or designee shall supervise the administration and evaluation of tests pertaining to the department.

The student must earn an A or B to demonstrate success for challenging a course by examination.

Mastery Demonstration Program

The El Monte Union High School District Board of Trustees encourages students to participate in enrichment, exploratory and alternative educational programs to earn credit when it is deemed advisable by the professional staff. These activities may include but are not limited to Independent Study, opportunity classes, County Advanced Studies Academy Format, Self-Paced Microcomputer Instruction –Plato, UC correspondence programs, transfer credits from accredited high schools, concurrent enrollment, and EMUHSD content mastery demonstration/challenge programs for district-approved courses as per Section 1601, Title 5, and the California Education Code.

Specific Steps to Follow for Participating in the Mastery Demonstration Program

1. The student should secure an application for the MDP from his/her counselor.
2. The student shall complete the application and return it to the Assistant Principal for Instruction (API). One copy will be forwarded to the Director of Research and Curriculum.
3. The API, with the approval of the principal, will establish an MDP team consisting of the department head, one teacher from the department in which the subject is taught, and the counselor. The API shall serve as the chairperson of the MDP committee.
4. The MDP committee will select an appropriate examination to be given to the pupil requesting consideration in the subject offered at the student's school of attendance. An examination date, time, and place shall be set.
5. A teacher of the subject to be tested will be appointed by the department chairperson to administer the examination.

CHALLENGING COURSES BY EXAMINATION (continued)

Details of the Regulations Regarding Mastery Demonstration Testing

1. A subject may be challenged – mastery demonstration – in upward sequence only.
2. A mastery demonstration exam may apply up to ten (10) units of credit per year towards high school graduation requirements. The student may not apply for more than forty (40) mastery demonstration credits without prior approval of the principal.
3. Mastery demonstration test applications must be received not later than the end of the second week of the regular school semester.

CHALLENGING COURSES BY EXAMINATION (continued)

4. Mastery demonstration testing, the responsibility of the academic department, is available only where secure final examinations are available and only with the permission of the school principal.
5. A grade of A or B is required to pass the mastery demonstration exam and the decision of the teacher/examiner and the department head will be final. Only a grade of A or B will be recorded.
6. A student who successfully challenges a course must then take the next higher level course in order to receive unit and grade credit.
7. If the next higher level course is not available in the EMUHSD, unit and grade credit will be granted over and above the 220 units required for graduation.

The Director of Research and Curriculum will coordinate this district-approved program.

Mastery Demonstration Program Application

Date: _____

Student Name: _____

Home Address: _____

Telephone No.: _____ Grade: _____

School: _____ Age: _____

Course and level of proposed challenge (i.e., Spanish 4, Typing 2)

In the following space, please indicate the experience/instruction/education that you think would help you to successfully challenge the course listed above:

FOR OFFICE	
USE ONLY	
<u>MDP Assessment Team Signatures</u>	School Site Signature (after test)

Dept. Chair: _____ API: _____

Teacher: _____ Principal: _____

Counselor: _____ APSS: _____
(for posting on transcript)

Date of Test: _____

Letter Grade: _____

SEND A COPY OF THIS FORM TO THE DIRECTOR OF RESEARCH AND CURRICULUM AT THE DISTRICT OFFICE

Instruction

INDEPENDENT STUDY

Note: A policy on this topic is **mandated** by Education Code 51747. When setting this mandated policy, the Governing Board is required by 5 CCR 11701 to publicly consider the scope and purposes of the district's independent study option and factors bearing specifically on the realistic maximum lengths of assignments and the acceptable number of missed assignments for specific populations of students, including adult education students.

The Board of Trustees authorizes independent study as an optional alternative instructional strategy by which students in grades 9-12 and adult education may reach curriculum objectives and fulfill graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting.

(cf. 5147 - Dropout Prevention)

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources as is available to other students in the school.

(cf. 6143 - Courses of Study)

(cf. 6200 - Adult Education)

The Superintendent or designee shall determine that the prospective independent study student understands and is prepared to meet the district's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

INDEPENDENT STUDY (continued)

Note: Education Code 51747 **mandates** Board policy on the maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the student must complete it. As amended in Register 97, No. 50, 5 CCR 11700 defines "type of program" as the statutory program category for purposes of attendance accounting, such as adult education and continuation high school. Pursuant to Education Code 51747, no independent study agreement can be valid for longer than one semester (or one-half year for a school on a year-round calendar). In addition, 5 CCR 11701 requires Board policy to reflect an awareness that excessive leniency in the duration of independent study assignments can result in students failing so far behind their peers as to increase, rather than decrease, the risk of their dropping out of school.

The times indicated below are suggestions from the CDE's Independent Study Operations Manual and should be revised to reflect the Board's deliberations as to the maximum realistic lengths of assignments and the grades offered by the district. The Board may also want to detail the circumstances which would justify an extension of the maximum length of an assignment in order to set clear and equitable standards for all students.

To foster each student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows: For students in grades 9-12, continuation and adult education - 3 weeks.

When circumstances justify a longer time, the Superintendent or designee may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.

When any student fails to complete two consecutive independent study assignments, the Superintendent or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's permanent record.

(cf. 5125 - Student Records)

The Superintendent or designee shall annually report to the Board the number of students engaged in independent study, the ADA generated, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study.

Home Schooling Through Independent Study

The Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to enroll their children in independent study. Such enrollment allows continued contact and cooperation between the school system and home-based student.

Legal Reference: (see next page)

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

17289 Exemption for building

44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment

46300-46300.6 Methods of computing ADA

48220 Classes of children exempted

48340 Improvement of student attendance

48915 Expulsion; particular circumstances

48917 Suspension of expulsion order

51225.3 Requirements for high school graduation

51745-51749.3 Independent study programs

52001 Improvement of elementary and secondary education: legislative intent

52015 School improvement plans: components of plan

52017 Secondary schools: additional plan components

56026 Individual with exceptional needs

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

Management Resources:

CDE PROGRAM ADVISORIES

1113.09 Independent Study: New Legislation, SPB: 90/91-04

0904.86 Independent Study, SPB: 86/7-5

CDE PUBLICATIONS

Independent Study Operations Manual, 1993 revised edition, updated 1994, 1996

WEB SITES

CDE: <http://www.cde.ca.gov>

Instruction

INDEPENDENT STUDY

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

When requested by the parent/guardian, due to emergencies or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in the independent study program to complete the district's adopted course of study within the customary time frame.

Eligibility

No student shall be required to participate in independent study. (Education Code 51747)

Students enrolling in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)

Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 51747.3)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

No individual with disabilities, as defined in Education Code 56026, may participate in independent study unless his/her Individualized Education Program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

No temporarily disabled student may receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

No more than 10% of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, may be in independent study at any given time. (Education

INDEPENDENT STUDY (continued)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6182 - Opportunity School/Class/Program)

(cf. 6184 - Continuation Education)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3.

(cf. 6200 - Adult Education)

Criteria for Participation

Students who are interested in independent study should contact their school principal. Approval for participation shall be based on the following criteria:

1. Evidence that the student will work independently to complete the program
2. Availability of experienced certificated staff with adequate time to supervise the student effectively

Written Agreements and Assignments

The written independent study agreement for each participating student in independent study for five or more days shall include, but not be limited to, all of the following: (Education Code 51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the student.
4. The district's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.

INDEPENDENT STUDY (continued)

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, the agreement shall also include the statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The curriculum and methods of study specified in the written agreement shall be consistent with the Board of Trustees' policies, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)

(cf. 6143 - Courses of Study)

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

The agreement shall state that the parent/guardian's signature confers his/her permission for the student's independent study as specified in the agreement.

Student Rights and Responsibilities

Students participating in independent study shall have the right, continuously, to enter or return to the regular classroom mode of instruction.

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian, as appropriate
2. A special meeting between the student and the teacher and/or counselor

INDEPENDENT STUDY (continued)

3. A meeting between the student and the administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in Board policy as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement, with the student's return to a regular classroom or alternative instructional program.

(cf. 1312 - Complaints Concerning the Schools)
(cf. 1312.1 - Complaints Concerning District Employees)

Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

Supervising Teachers

The independent study administrator shall approve the assignment of any teachers who directly supervise independent study on a regular basis. The principal may recommend teachers or students for independent study.

When appropriate, independent study teachers shall determine and assign grades or other approved measures of achievement.

Records

District records shall identify all students participating in independent study and shall specify the grade level, program placement and school in which each of these students is enrolled. (Education Code 51748)

Each school shall maintain records for the students at that school.

Records shall be maintained for audit purposes and shall include the following: (5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and procedures related to independent study
2. A separate listing of the students and adult education students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identifying course credits attempted by and awarded to students in grades 9-

12 and in adult education, as specified in their written agreements

AR 6158(e)

INDEPENDENT STUDY (continued)

3. A file of all agreements, with representative samples of each student's or adult education student's work products bearing signed or initialed and dated notations by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. A daily or hourly attendance register, as appropriate to the program in which the students or adult education students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student or adult education work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Each school shall maintain records for the students at that school. A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation.