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Organization

Student Programs and Services organized under the direction of an assistant superintendent into three departments: Alternative Education, Career Development, and Special Education and Services. Each department implements, through instruction, the Board of Education approved curricula.

The Instructional Services Division is organized under the direction of an assistant superintendent and contains one department, Instructional Services. The Division provides curricular and instructional services, as well as staff development, to the Student Services Division and to school districts throughout the County.

Policy
adopted: April 24, 1991

Policy
amended: January 14, 1998

InstructionConcepts and Roles in Curriculum Development

The County Board of Education affirms that the role of the County Office of Education in curriculum development and instructional improvement extends to all those areas in which the County Superintendent of Schools is given responsibility by the Legislature, including special education, juvenile detention education, regional occupation programs, school districts, and community colleges. The overall responsibility of the Superintendent and the County Office is one of coordination:

The Legislature considers that the coordination of the educational program constitutes the greatest continuing need to be met through the county school service fund. To meet this need the necessity is recognized to provide professional services to coordinate courses of study, guidance services, health services, school library services, special education, and attendance services. (Ed. Code 1700)

The County Board of Education is also aware of the critical and unique role the State Legislature has given to County Offices of Education to provide leadership in developing and improving curriculum and instruction. It is through the effective exercise of this legislated role that the County Office of Education can have a substantial and positive impact on providing a high quality education to all students in Contra Costa County.

The County Board notes that the functions of coordination which the County Office provides cooperatively with school districts include:

- * preparing courses of study and curriculum materials
- * strengthening instructional practices
- * displaying, evaluating, and distributing instructional materials and equipment
- * maintaining library and information services
- * improving educational programs

The County Board of Education believes that this leadership role is best served when the County Office of Education acts as a liaison between local districts and the State Department of Education. It directs the County Superintendent to develop and cultivate cooperative relationships with districts and to dedicate the necessary County School Service funds to effect coordination of the educational programs within Contra Costa County.

Instruction

Concepts and Roles in Curriculum Development

In coordinating the educational program, the County Board of Education is dedicated to providing equal educational opportunity to all students. It believes that all students have the right to receive a high quality education regardless of individual differences, including race, gender, language, cultural background, physical condition, and mental condition.

Legal Reference: Education Code

1240 General Duties

1241 Duty of Enforcement; Report

1700 Legislative Declaration; Uses

1722 Developmental Program Planning

1760 Employment of Personnel to Provide Guidance Services

1761 Provision of Guidance Services Under District Agreements

1762 Credential Requirements

Policy

adopted: January 28, 1987

Concepts and Roles in Curriculum and Instruction

The County Board of Education recognizes that the County Office of Education provides leadership, coordination and support to its own educational programs and to local school districts through curriculum development and instructional improvement. The County Office functions as an intermediate unit between local districts and the State Department of Education. Curriculum development and instructional improvement services are needed at all levels, especially small school districts. The role of the County Office of Education is to work closely with local school districts and other county offices and public agencies to pool and deliver resources for curriculum development and instructional improvement.

Policy
adopted: April 24, 1991

InstructionSchool Calendar

A school calendar shall show the beginning and ending of school for students and staff, legal and local holidays, orientation meeting days, number of teaching and minimum days, vacation periods and other pertinent dates.

The County Board of Education shall adopt school calendars that will meet the requirements of the law as well as the needs of the community, students, and personnel.

The County Board of Education or the County Superintendent of Schools may declare a holiday in the schools or offices operated by the County Superintendent whenever good reason exists.

Legal Reference: Education Code

1318 Declaration of Holiday by County Board or
County Superintendent

37200-37203 School Calendar

37220-37232 Saturdays and Holidays

37400-37433 Year-Round School Operation

37500-37530 Year-Round Elementary School Operation

Policy

adopted: February 16, 1983

Policy

amended: April 24, 1991

InstructionSchool Day

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

When adequate classroom facilities are not available, double sessions may be scheduled, each consisting of at least a minimum day of attendance.

Legal Reference: Education Code
37231 Maintenance of School on Holidays Due to Climatic
Conditions
46100 Length of School Day
46010 Total Days of Attendance
46110-46119 Kindergarten and Elementary Schools (day of
attendance)
46110-46147 Junior High School and High School (day of
attendance)
46160-46162 Alternative Schedule - Junior High and High School
46170 Minimum Day - Continuation Schools
46180 Opportunity Schools (minimum day)
46190-46192 Adult School (day of attendance)
52326 Minimum School Day for Regional Occupational Center
and Programs

Policy

adopted: February 16, 1983

Instruction

SCHOOL DAY

Elementary Schools

The minimum school day for students in elementary schools shall be:

1. 230 minutes for students in grades 1 through 3 (Education Code 46112)
2. 240 minutes for students in grades 4 through 8 (Education Code 46113)

Secondary Schools

The minimum school day for junior high and high school students shall be 240 minutes unless otherwise provided by law. (Education Code 46141-46147)

The minimum school day shall be 180 minutes for students enrolled in adult education classes, or specified work experience program. (Education Code 46144, 46170, 46180, 46190)

InstructionCurriculum Development

The County Board of Education supports the continuing development of curriculum in programs operated under the jurisdiction of the County Board and the County Superintendent. Such development should reflect the needs of students, the changing student populations, changing knowledge about how learning takes place, and the changing needs of society, including social, economic, and technical advances.

The development of curriculum for County Office programs should be aligned with the current State Curriculum Frameworks in the various subject areas taught and be compared annually with the Model Curriculum standards and Model Curriculum Guides adopted by the State Board of Education.

The continuing development of curricula will be scheduled on a regular cycle and be adopted by the County Board. Periodic updating and renewal of curricula will follow the adopted development cycle with new curricula added when necessary. Completed curricula, updated or new, will be brought to the board for adoption.

It is recognized that through the establishment of curriculum, the County Board and the County Superintendent of schools communicate with the staff and community those specific educational outcomes they consider to be most important. A clear expression of educational expectations assists the members of the County Office to work cohesively to accomplish the mission of the agency.

Legal Reference: Education Code

1700 Articles 1-3

5100 Chapters 1 and II

Policy

adopted: November 18, 1987

Policy

amended: April 24, 1991

BP 6115

Instruction

CEREMONIES AND OBSERVANCES

Flag Salute and Flag Treatment

The County Board of Education encourages that the Pledge of Allegiance to the Flag of the United States of America be a part of each classroom's opening exercise. Time should be taken to discuss what the flag and flag salute represent. Those children who have religious or conscientious objections may be excused from participating.

The flag of the United States of America shall be raised above each school and at other appropriate places during all school sessions, weather permitting. The flag should be raised before the opening of school and taken down at its close.

Recognition of Religious Beliefs and Customs

The instructional program of the schools should provide for informing students about the major religions of the world because of the ways the customs and beliefs of those religions have affected, and will continue to affect, every aspect of human relationships. Such instruction should be designed to broaden the students' understanding of and tolerance for the multiple ways of life practiced by the peoples of the world.

The important distinction is made that the schools should teach about religion, but should not favor the beliefs and customs of any religion, nor any sect of any religion, over any others in such teaching.

Any instruction in the schools which may be contrary to a student's religious beliefs and teachings may be viewed as optional for that student. All requests to make specific instruction optional shall be made in writing. (See Regulation 6144.1 for procedure to be followed.)

Legal Reference: EDUCATION CODE

51511 Religious Matters Properly Included in Courses of Study

Policy

adopted: February 16, 1983

Policy

amended: April 24, 1991

April 21, 2004

Instruction

CEREMONIES AND OBSERVANCES

Special Days and Events

School Holidays:

Schools and programs will be closed on any days declared by the President or the Governor as a legal holiday. The County Office of Education or the County Board may declare a holiday when good reason exists.

Special Days:

Special days that occur when schools and programs are in session should be commemorated with appropriate activities. Students should learn why these days have been declared special:

September 9, Admission Day
September 17, The adoption of the U.S. Constitution
October 12, Columbus Day
January, Martin Luther King, Jr. Day, Civil Rights
February, President's Day, George Washington and Abraham Lincoln
February 15, Susan B. Anthony, status of women
March 5, Crispus Attucks, Black American Day
March 7, Luther Burbank birthday, Arbor Day
April 21, John Muir birthday, Ecology Day
May, the second Wednesday, Day of the Teacher
June 14, Flag Day

Regulation
Approved: February 16, 1983

Regulation
amended: April 25, 1991
April 21, 2004

Challenges to Instructional Materials

- A. Complainant must contact the appropriate program administrator to discuss the materials in question.
- B. If the challenge is not resolved in informal discussion, the complainant may initiate a formal challenge.
- C. A formal challenge is initiated by completing the form titled "Challenge of Use of Instructional Materials" (sample attached) and submitting it to the Assistant Superintendent, Student Programs and Services Services.
- D. The Assistant Superintendent, Student Programs and Services, shall confer with the complainant. If unable to resolve the challenge during an informal discussion, the Assistant Superintendent, Student Programs and Services Services, shall take the following steps:
 - 1. Inform the County Superintendent and the County Board of the challenge.
 - 2. Convene an Ad Hoc Committee consisting of:
 - a. A member of the County Board
 - b. The appropriate director of education.
 - c. The appropriate program administrator.
 - d. Two teachers with competence in the field
 - e. Two parents
 - f. The Assistant Superintendent, Student Programs and Services Services
 - 3. The Assistant Superintendent, Student Programs and Services Services, will serve as the chairperson of the Ad Hoc Committee.
 - 4. Opportunity should be provided for the complainant and the school staff involved to express their opinions before this Ad Hoc Committee.
 - 5. Within ten (10) days of convening, the Ad Hoc Committee will provide the County Superintendent and the County Board with a written recommendation regarding the challenge.
 - 6. The County Superintendent and the County Board shall act upon the recommendation at a regular board meeting.

Challenges to Instructional Materials (continued)

7. Any decision made by the County Superintendent and the County Board regarding challenged materials will be communicated to all County Office administrators.

Regulation
approved: August 13, 1987

Regulation
amended: January 14, 1998

County Office of Education
Challenge of Use of Instructional Material

Date: _____

Specific material to which you object _____

Producer, publisher and/or author _____

Request initiated by _____

Address _____

(No.) (Street) (City) (Zip Code)

Telephone _____

Complainant represents:

_____ Him/Herself

_____ Organization (Name) _____

1. Have you viewed, read or listened to the material in its entirety? _____

2. What are your specific objections to the material? _____

3. What specific action are you requesting? _____

July, 1987

Instruction

Instructional Programs For the County Office of Education

A brief summary of the three programs that provide direct instruction follows:

A. Alternative Education

The Alternative Education Department provides instruction in a variety of settings. Court and Community Schools provide an educational program for youth; Jail Education provides an educational program for adults. The Neighborhood Youth Corps (NYC) provides workplace experiences for students while in school and/or during the summer months in a variety of settings throughout the county. The instructional program content shall follow the California Curriculum Frameworks.

The 7-12 students in the community schools program are referred by the Probation Department and/or Local School Attendance Review Boards. Students in Alternative Education Programs range in age from about 8 years to adulthood and have a broad range of academic abilities.

B. Career Development Department (CDD)

The CDD includes the Regional Occupational Program (ROP) and Special Projects. CDD classes are located throughout the County. Working with the community and businesses, the CDD prepares students for entry level positions, as well as advanced training, and helps employees upgrade current skills.

C. Special Education and Services

The Special Education and Services Department shall provide the education program for the most severely handicapped students in the County. The education program is provided through special day classes, designated instructional services, and resource specialist programs provided at special centers and regular school sites.

The students served by the Special Education Department are referred by school districts. Each student's educational program will be directed by an individual educational plan (IEP).

The Contra Costa County Office of Education is a member of the Contra Costa Special Education Local Planning Area (SELPA). The Contra Costa SELPA is one of three SELPA's in the County. The SELPA shall develop a local plan for the provision of services to handicapped children. The plan shall be reviewed every three years by the County Board of Education. The County Superintendent of Schools shall review and approve the Local Plans of the three SELPA's in the County.

Regulation

approved: April 25, 1991

Regulation

amended: January 14, 1998

InstructionCurriculum Development

The County Board of Education supports the continuing development of curriculum in programs operated under the jurisdiction of the County Board and the County Superintendent. Such development should reflect the needs of students, the changing student populations, changing knowledge about how learning takes place, and the changing needs of society, including social, economic, and technical advances.

The development of curriculum for County Office programs should be aligned with the current State Curriculum Frameworks in the various subject areas taught and be compared annually with the Model Curriculum Standards and Model Curriculum Guides adopted by the State Board of Education.

Development of curricula will be ongoing by County Office staff. Periodic updating and renewal of curricula will follow the adopted development cycle with new curricula added when necessary. Completed curricula, updated or new, will be brought to the County Board for adoption.

It is recognized that through the establishment of curriculum, the County Board and the County Superintendent of Schools communicate with the staff and community those specific educational outcomes they consider to be most important. A member of the County Board will be appointed by the County Superintendent in matters relating to curriculum development. A clear expression of educational expectations assists the members of the County Office to work cohesively to accomplish the vision of the agency.

Legal Reference: Education Code
1700 Articles 1-3
5100 Chapters 1 and II

Policy
adopted: November 18, 1987

Policy
amended: April 24, 1991
April 13, 1994

InstructionCurriculum Development

1. Curriculum Advisory Committee

(a) Procedures for Establishment

The County Office will obtain the benefits of a broad base of information and ideas for curriculum development or revision by establishing a Curriculum Advisory Committee. The committee will review and recommend curriculum for approval by the County Superintendent and the County Board of Education.

(b) Composition

Members of the Curriculum advisory Committee will be recommended by the Assistant Superintendent of Student Services for approval by the County Board of Education. Membership will represent all major departments of student services and consist of no more than 12 members to include:

1. 3-5 teachers representing various grade levels and/or needs of students addressed by the curriculum.
2. Up to 3 site administrators or their designated administrative staff members.
3. Up to 3 parents or community representatives with interests relating to needs of students.
4. One member of the Board of Education.

(c) Roles and Responsibilities

1. Serve as a standing committee for a period of one year from September through August of the following year.
2. Meet as necessary to review new or revised curricula developed by curriculum development committees.
3. Make recommendations for approval to County Superintendent and County Board of Education

2. Curriculum Development Committees

(a) Procedure for Establishment

The Curriculum Development Committees serve to formulate concrete and specific recommendations regarding curriculum content in particular areas. Committees will be formed and will produce curriculum documents to be reviewed by the curriculum Advisory Committee.

InstructionCurriculum Development (continued)

(b) Composition

The Directors of Special Education Programs and Services, Alternative Education Programs, and Occupational Preparation Programs shall appoint teachers, administrators, and/or other appropriate representatives to the committees. Each committee will develop curriculum for their program.

(c) Roles and Responsibilities

The Curriculum Development committees will:

1. Serve as ad hoc committees appointed and convened by the directors of the appropriate educational programs.
2. Develop and present curriculum to their respective director(s) who will present the developed curriculum to the Chairperson of the Curriculum Advisory Committee.

3. Roles and Responsibilities of the Administrative Staff

(a) The Assistant Superintendent of Instructional Services will:

1. Serve as chairperson and general coordinator of curriculum development.
2. Act as chairperson of Curriculum Advisory Committee and prepare draft materials as necessary.
3. Report to the County Superintendent and County Board of Education.

(b) The Curriculum Consultants/Coordinators will:

1. Provide assistance to the Curriculum Advisory Committee when necessary.
2. Provide assistance to department curriculum development committees as requested by directors.

InstructionCurriculum Development (continued)

- (c) The Assistant Superintendent for Student Services will:
1. Assign staff and allocate resources to implement the procedures as outlined.
 2. Assign appropriate tasks to directors in the Student Services Division to insure that the procedures outlined are carried out in a timely manner.
- (d) The Assistant Superintendent for Business Services will:
1. Keep informed of all curriculum development, revision, implementation and evaluation activities approved by the County Superintendent and County Board of Education.
- (e) The Directors of Special Education Programs and Services, Alternative Education Programs, and Occupational Preparation Programs will:
1. Appoint ad hoc curriculum development committees within their departments in subject areas as needed.
 2. Notify the Assistant Superintendent of Instructional services and the Assistant Superintendent of Student Services regarding proposed curriculum development activities in their departments: subject areas, timeline of completion and any other related information.
- (f) The County Superintendent and County Board of Education will:
1. Review the proposed curriculum documents to ensure that all legal requirements and other state guidelines have been met.
 2. Jointly approve curriculum recommended by the Curriculum Advisory Committee prior to publication or implementation.

Legal References: Education Code
1700 Articles 1-3
51000 Chapters I and II

Regulation
approved: November 19, 1987

Regulation
amended: April 25, 1991

Instruction

Experimental/Innovative Programs

The County Board of Education encourages the development and evaluation of experimental programs.

The results of program research and experimentation should be appropriately disseminated and coordinated with existing curriculum.

Further, the County Board of Education feels it is important that staff members responsible for curriculum, especially classroom teachers, acquaint themselves with innovative programs and current research.

Legal Reference: Education Code

51201 Additional Courses or Activities Which May Be Included

Government Code

3543.2 (re scope of representation)

Policy

adopted: February 16, 1983

Policy

amended: April 24, 1991

Instruction

Curriculum Guides

The County Board of Education directs the County Office of Education to prepare appropriate curriculum guides for subsequent review and adoption by the Board.

Copies of curriculum guides for all classes taught in departments of the County Office of Education shall be on file and available for inspection by interested members of the public.

Policy
adopted: February 16, 1983

Policy
amended: April 24, 1991

InstructionCurriculum Guides

At the start of each school year, the Assistant Superintendent of Student Programs and Services will present to the Board an action plan to review, evaluate, and modify, if necessary, specific curriculum guides congruent with the State and/or the County Office's Curriculum Review Cycle. A report of the outcome of the process will be presented to the Board. In addition, modified curriculum guides will be presented to the Board for approval.

Regulation
approved: April 25, 1991

Regulation
amended: January 14, 1998

Instruction

COURSES OF STUDY

The County Board of Education recognizes that a well-articulated sequence of courses fosters academic progress and makes for the best possible use of instructional time.

Courses of study for secondary grades shall prepare students to meet the requirements for admission to California public post-secondary institutions and/or attain entry-level employment skills in business or industry upon graduation from high school. (Education Code 51228)

Legal Reference:

EDUCATION CODE

33319.3 Driver education; CDE materials on road rage

33540 Government and civics instruction in interaction with government agencies

51201.5 Instruction on AIDS and AIDS prevention

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51204 Course of study designed for student's needs

51204.5 History of California; contributions of men, women and ethnic groups to development of state and nations

51220-51230 Course of study for grades 7-12

51241 Exemption from physical education

51911-51921 Comprehensive health educational plans

51040 Curriculum for brain and spinal cord injury prevention

GOVERNMENT CODE

3543.2 Scope of representation

HEALTH AND SAFETY CODE

11032 Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5

10020 Driver education

UNITED STATES CODE, TITLE 20

6101-6251 School-to-Work Opportunities Act of 1994

Policy
adopted: April 21, 2004

Instruction

COURSES OF STUDY

Grades 7-12

Course of study for grades 7 through 12 shall include the following:

1. English: knowledge and appreciation of literature, language and composition, and the skills of reading, listening and speaking
2. History/Social Sciences: enables students to understand basic concepts in history, geography, cultures, government and economics, with instruction in:
 - a. American Government and Civics
 - b. The development of the American economic system, including the role of the entrepreneur and labor
3. Physical Education: enables students to develop movement, personal, health and social skills, which encourage appropriate physical activities in maintaining a healthy lifestyle
4. Health: awareness of the human body and how our health reflects the way we live, including, personal health, family health, child development, nutrition, use and mis-use of substances, AIDS, diseases and disorders
5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and the place of humans in ecological systems
6. Mathematics: mathematical understandings, operational skills and problem-solving procedures; algebra
7. Visual and performing arts: develops appreciation and skills for creative expression, and for various artistic forms and styles

Regulation

approved: April 21, 2004

InstructionControversial Issues

Free discussion of controversial issues is the heart of the democratic process. Freedom of Speech and free access to information are among our most cherished traditions.

For public schools, policy on controversial issues is definable in terms of the rights of students as well as the rights of teachers. In the study of controversial issues in the public schools, the student has at least four rights to be recognized:

1. The right to study any controversial issue having has political, economic or social significance about which the student, at his/her level, should begin to have an opinion
2. The right to have free access to relevant information
3. The right to study under competent instruction in an atmosphere free from bias and prejudice
4. The right to form and express his/her own opinions on controversial issues without thereby jeopardizing the student's relations with the teacher or the school.

The study of controversial issues must be objective and scholarly. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner and must refrain from using classroom privileges and prestige to promote a partisan point of view. Challenges must follow orderly procedures.

Legal Reference: Education Code

51510 Prohibited Study or Supplemental Materials

51511 Religious Matters Properly included in courses of Study

51530 Prohibition and Definition (re: advocating or teaching communism with the intent to indoctrinate, etc.)

51550 Sex Education Courses

60040 Cultural and Racial Diversity of Society

Policy

adopted: February 16, 1983

Policy

amended: January 14, 1998

InstructionActivities

All County Office sponsored student activities shall be approved by a program administrator. Adequate supervision shall be provided for all activities.

Parents or guardians who wish their children to be excused from certain types of student activities for religious or physical reasons must present the request in writing to the program administrator for consideration.

Regulation
approved: February 16, 1983

Regulation
amended: April 25, 1991

Instruction

Interscholastic Competition

Participation in interscholastic competitive activities is encouraged for students in County Office programs whenever appropriate. Such activities include, but are not limited to, spelling bees, mock trials, and essay competition.

Policy
adopted: April 24, 1991

InstructionPublications

A school publication should be an outlet for communication. Such publications should provide a learning experience both for those involved in its production and for the recipients of the finished product. It should educate the community in the work of the school and the achievements of the students and student organizations. The paper should promote communication among students, the teachers, the administration and other schools.

It is recognized that the student will be provided with a means of experiencing the concept of freedom of the press, and this freedom will not be unduly hampered. A student publication should provide an outlet for diverse opinions and should report on suitable aspects of student life. It should do this in an accurate, fair and objective manner.

The Board directs the County Superintendent to develop an administrative regulation outlining procedures and guidelines for developing student publications.

Legal Reference: Education Code

48916 Exercise of Free Expression; Rules and Regulations

Policy

adopted: February 16, 1983

Policy

amended: April 24, 1991

Publications

A school paper should be free to exercise the rights guaranteed by the First Amendment to the Constitution: freedom of the press and of speech without fear of recrimination. The paper should have the freedom to cover areas of news pertinent to the school and within the bounds of good taste. This includes school, local, state, and international news. The newspaper's emphasis and priority will be placed on school news.

The newspaper should also have the freedom to aim constructive criticism at organizations, procedures, and policies in the school, but it should refrain from criticizing individuals in the editorial section. All editorials should reflect the opinions of the newspaper staff and be approved by a cross-section of the editorial staff. However, all statements and editorials must be substantiated by fact.

An editorial column is defined as a persuasive column appearing on the editorial page, which expresses only the opinion of the writer. Such a column should be bylined, be in good taste, and should never infringe on anyone's rights.

For those not directly involved in production, the editorial page will be open to any student wishing to express an idea. The newspaper will print an accurate representation of the letters to the editor. The paper, however, reserves the right to publish letters with the author's name unless the author requests that the name not be printed. The names will be available to anyone on request provided that the person making the request has a valid reason.

The executive committee of the newspaper, which shall be composed of the editor-in-chief, the adviser, the business manager and the page editors, will act as the governing board of the newspaper, and will be held accountable for the enforcement of this policy. The editor-in-chief shall head the committee.

There shall be no "prior constraint" of material prepared for official school publications (materials produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee), except insofar as it is obscene, libelous, slanderous, or incites students so as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Decision making regarding the content of publications should be restricted to the student staff and the adviser. Only when compromise cannot be reached should a third party be consulted. The third party should be a member of the faculty or administration, designated by the principal. The adviser has the responsibility for reviewing all articles to be printed.

Instruction

6145.3(b)

Publications (continued)

School officials shall have the burden of showing justification without undue delay prior to any limitation of student expressions under this policy.

The printing of a byline to denote authorship for any article will be left to the editor's judgment, and it will be applied in instances of articles of outstanding or unusual quality.

Legal Reference: Education Code

48916 Exercise of Free Expression; Rules and Regulations

Regulation

approved: February 16, 1983

Public Performances and Exhibitions

The Board of Education believes that whenever possible and appropriate students must be provided with the opportunity to attend public performances and exhibitions that are related to the curriculum of the particular program in which the students are enrolled.

Instruction

Organizations/Associations

Students should be encouraged to participate in appropriate organizations and/or associations that will enhance their education, social opportunities and citizenship. The Board of Education furthermore supports the endeavors of staff to provide such experiences to students.

Policy
adopted: April 24, 1991

InstructionOrganizations/AssociationsAlternative Education/Special Education

Requests to establish a student organization must be approved by the program administrator, the director of alternative education/special education and the assistant superintendent for student programs and services. The request will include a description of the organization's educational purpose and the meeting times and/or spaces needed. The program administrator or designee will serve as the advisor to student organizations/associations.

Social events are scheduled through the appropriate program administrator. The program administrator and designees must provide adequate supervision. Rules and regulations must be in place for each activity. It is the responsibility of the program administrator to have such rules set and understood by all participating students and supervising staff prior to the scheduled activity.

Regulation

approved: April 25, 1991

Regulation

amended: January 14, 1998

InstructionTravel and Exchange Programs

Travel and student exchange programs should be available to students, when appropriate, to broaden the educational/experiential base for learning. The Board of Education encourages the efforts of staff to seek and provide, as an enhancement to the traditional methods of teaching and learning, travel and student exchange experiences.

Alternative and Special Education

There are no student exchange programs for alternative or special education students.

Policy
adopted: April 24, 1991

Policy
amended: January 14, 1998

InstructionSocial Events/Meetings

A number of educational goals are supported by well-conceived and well managed social events. Parents expect their children to learn and to feel at ease in appropriate social situations. Consequently, parties, dances and comparable social events have an important place in a well-rounded school program.

Policy
approved: February 16, 1983

InstructionSocial Events/MeetingsAlternative Education/Special Education

Social events are scheduled through the appropriate program administrator. The program administrator and designees must provide adequate supervision. Rules and regulations must be in place for each activity. It is the responsibility of the program administrator to have such rules set and understood by all participating students and supervising staff prior to the scheduled activity.

Instruction

Field Trips

An educational study trip is any excursion off campus, on foot or by vehicle, under supervision. Educational study trips are considered a vital part of the curriculum.

All field trips must be planned in advance so that all of the "out of classroom" time contributes to the learning environment of planned instruction. Pre and post field trip activities must be included to enhance the learning.

Policy
adopted: February 16, 1983

Policy
amended: April 24, 1991

Field Trips

Career Development Department (CDD)Occupational Preparation Programs (OPP)

All school-sponsored field trips involving students shall be supervised by school employees. Parents as well as other adults are encouraged to assist in such supervision.

The transportation supervisor shall provide buses when necessary. Private vehicles shall not be used without adherence to procedures as specified in Administrative Regulation 3711.5. On all field trips a teacher or other employee or agent of the County Office shall bring a first aid kit.

Compliance with all regulations and procedures of the County Superintendent's Transportation Department is required. In addition, instructors whose services are contracted through school districts must follow their district's procedures for field trips, i.e., student permission form and other permission forms of the district.

All instructors are required to submit completed "Request for Field Trip" form a minimum of two (2) weeks prior to the actual field trip. A sample copy is attached. Field trips must be directly related to the instructional content of the class.

High School sStudents are not to use their private automobiles on field trips.

Prior to the actual field trip, all adults must complete an "Adult Field Trip Release Form". Parental consent shall be obtained for all field trip activities of high school aged students. All high school students in off-campus ROPOPP programs must return completed "Parent Permission for ROPOPP Field Trip" forms. These forms may be obtained from the CDDthe OPP oOffice. Sample copies of these two forms are attached.

Alternative Education/Special Education Programs

1. A "Field Trip Request Form" (sample attached) must be completed two weeks prior to the date of the trip. This form includes a statement of the objectives of the field trip that are related to the students' educational program (Special Education/Independent Education Plan). This form must be signed by the program administrator.
2. Parental permission must be obtained prior to student participation in the field trip. Permission forms are kept on file for one year. Parents will be notified prior to all trips.

Instruction

6145.9(b)

Field Trips

Alternative Education/Special Education Programs (continued)

3. All drivers providing transportation on field trips must be cleared through the Transportation Department to ensure that they possess appropriate insurance. (See Regulation 3711.5.)

Regulation
approved: April 25, 1991

Regulation
amended: January 14, 1998

CONTRA COSTA COUNTY OFFICE OF EDUCATION

CAREER DEVELOPMENT DEPARTMENT
REGIONAL OCCUPATIONAL PROGRAM OCCUPATIONAL PREPARATION PROGRAM

REQUEST FOR FIELD TRIP

Requested by _____

ROPOPP _____ Today's Date _____

Requested for _____
(day of week) (date of trip)

for _____
(students)

Leave _____ at _____

Return _____ at _____

Destination _____
(Name) (Address and City)

Three outcomes. Students will learn:

1. _____
2. _____
3. _____

Name of Faculty Supervisor(s) _____

Mode of Transportation:

1. School Bus _____
2. Private Bus _____
3. BART _____
4. Public Transportation _____
5. Other _____

Estimated cost _____

Directions:

Complete "Request for Field Trip" form and have signed by the ROPOPP Coordinator at least two (2) weeks before field trip. A copy will be returned to you.

If transportation is scheduled for BART, the CDDOPP office will provide tickets.
To receive BART tickets, the reverse side of this form must be completed.

Field Trip approved by: _____

Date

(ROP Coordinator's Signature)

CONTRA COSTA COUNTY OFFICE OF EDUCATION

CAREER DEVELOPMENT DEPARTMENT
REGIONAL OCCUPATIONAL PROGRAM
OCCUPATIONAL PREPARATION PROGRAM

ADULT FIELD TRIP RELEASE FORM

Date: _____

TO: CONTRA COSTA COUNTY OFFICE OF EDUCATION

I agree to go with my _____ class on a field trip to

_____ on _____
(location) (date)

in transportation by _____ and to
(specify transportation)

assume all responsibility for myself during this visit.

Starting time: _____ Destination: _____

Returning time: _____ Destination: _____

(Student's Signature)

CONTRA COSTA COUNTY OFFICE OF EDUCATION

REGIONAL OCCUPATIONAL PROGRAM OCCUPATIONAL PREPARATION
PROGRAM

PARENT PERMISSION FOR ROPOPP FIELD TRIP

_____ has my permission to take an ROPOPP
field

trip to _____ on _____ in

(location) (date)

transportation by _____.

(mode of transportation)

Signed: _ (Parent or Guardian)

Date: _____

Instruction**GRADUATION REQUIREMENTS - HIGH SCHOOL**

The County Board of Education sets forth the following basic requirements for County Office of Education students who are candidates for a high school diploma commencing with the 2017-18 school year:

English	40 credits
Mathematics	20 credits
Must include successful completion of 1 year / 10 credits of Algebra I, or an equivalent course that includes the content standard for Algebra I	
Physical Science	10 credits
Biological Science	10 credits
World History.....	10 credits
U.S. History.....	10 credits
Economics	5 credits
Government.....	5 credits
Visual/Performing Arts/Foreign Language	10 credits
Physical Education.....	20 credits
Electives	60 credits
Total Required Credits	200 credits

Additional Requirement

This required course of study is consistent with the guidelines set forth in Sections 49701 and 51225.3 of the Education Code, and also implements Education Code Section 51224.5 requiring one year of Algebra I. If a student is eligible for Foster Youth, Homeless Youth, Court Involved or Military waivers, the Contra Costa County Office of Education will follow the State of California's graduation requirements.

Adopted By the Board: April 21, 2004

Policy Amended: December 6, 2017

Instruction**GRADUATION REQUIREMENTS - HIGH SCHOOL**

Anyone unable to meet the requirements for Physical Education may petition the County Superintendent of Schools to grant an exemption from courses in physical education, as provided in Education Code Section 51241.

The course requirements as outlined above are consistent with two major goals of County Office of Education programs:

1. to provide educational opportunities to students referred to this agency due to special needs which could not be met at the district level, and
2. to enable those students to return to and participate in programs at their local school district.

In line with these goals, the County Board of Education has established graduation requirements to reflect as closely and appropriately as possible the requirements, which Education Code Section 51225.3 places on all school districts in California.

Because the prescribed course of study may not accommodate the needs of some of the students, the County Board of Education shall provide alternative means for the completion of prescribed courses in accordance with law.

The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

Legal Reference: EDUCATION CODE
 51224.5 Requirement for one year of Algebra I
 51225.3 Requirements for graduation
 51241 Temporary or permanent exemption for physical education

Policy adopted: December 12, 1984

Policy amended: September 27, 1995
 December 10, 2003
 December 10, 2008
 December 06, 2017

Instruction

HIGH SCHOOL EQUIVALENCY

The County Board of Education 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 high school equivalency certificate in accordance with law, Board policy and administrative regulation.

The County Superintendent of Schools 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)

Policy 6134: Graduation Requirements

Policy

adopted: June 12, 1985

Policy

amended: March 10, 1999

April 7, 2004

Instruction

HIGH SCHOOL EQUIVALENCY

High School Equivalency Certificate/GED

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 had 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 CCR 11532.

A high school equivalency certificate is issued by the State Superintendent of Public Instruction upon passing the General Education Development (GED) Test approved by the State Board of Education. The test is administered by the State Department of Education at approved testing centers. A student enrolled in Contra Costa Adult School may be granted elective credits by the County Office of Education based on his/her performance on the GED.

Students may be granted elective credits based upon the level of mastery as measured by test performance.

- Students may be granted 20 elective credits when the average score is between 450 - 499.
- Students may be granted 30 elective credits when the average score is 500 or above.

No student may receive more than 30 credits total under this policy.

Instruction

HIGH SCHOOL EQUIVALENCY

High School Equivalency Certificate/GED

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)

Regulation

approved: April 7, 2004

Regulation

amended: December 6, 2006
December 10, 2008

Instruction**GRADUATION REQUIREMENTS - ADULT SCHOOL**

The County Board of Education sets forth the following basic requirements for County Office of Education students who are candidates for an adult school diploma commencing with the 2003-04 year:

English	40 credits
Mathematics	30 credits
Must include successful completion of 1 year / 10 credits of Algebra I, or an equivalent course that includes the content standards for Algebra I	
Biological Science (no lab required)	10 credits
Physical Science (no lab required)	10 credits
World History	10 credits
U.S. History	10 credits
Government	5 credits
Economics	5 credits
Visual/Performing Arts	10 credits
Electives	60 credits
Total Required Credits	190 credits

Additional Requirement

In addition to the basic course of study, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. (Education Code 60851, 60859)

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit exam. (Education Code 37252, 60851)

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

The County Superintendent of Schools or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

Instruction

GRADUATION REQUIREMENTS - ADULT SCHOOL

Additional Requirement (continued)

This required course of study is consistent with the guidelines set forth in Section 51225.3 of the Education Code, and also implements Education Code Section 51224.5 requiring one year of Algebra I beginning in 2003-04.

The course requirements as outlined above are consistent with two major goals of County Office of Education programs:

1. to provide educational opportunities to students referred to this agency due to special needs which could not be met at the district level, and
2. to enable those students to return to and participate in programs at their local school district.

In line with these goals, the County Board of Education has established graduation requirements to reflect as closely and appropriately as possible the requirements which Education Code Section 51225.3 places on all school districts in California.

Because the prescribed course of study may not accommodate the needs of some students, the County Board of Education shall provide alternative means for the completion of the prescribed courses in accordance with law.

Adult students are also eligible to earn high school diploma provided the student meets the requirements for graduation.

Instruction

GRADUATION REQUIREMENTS - ADULT SCHOOL

Legal Reference:

EDUCATION CODE

7252 Supplemental instructional programs

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

51224.5 Requirement for one year of Algebra I beginning in 2003-04 school year.

51225.3 Requirements for graduation commencing with 1988-89 school year

52509 Requirements for Granting Adult Diplomas

60850-60859 High school exit examination

Policy

adopted: September 27, 1995

Policy

amended: December 10, 2003

December 10, 2008

Least Restrictive Environment

The County Board of Education believes that education is the process that prepares children socially as well as academically to participate in society. A major goal of the educational program for disabled students is to enable these students to live and function as effectively as possible in natural community environments.

The disabled child must also be provided a free appropriate education in the setting which offers the least deviation from a regular nonhandicapped program. Disabled children must participate in nonacademic and extra curricular activities, e.g., meals, recess, etc., with nonhandicapped children to the maximum extent appropriate.

Disabled children have a wide range of special education needs that vary greatly in intensity and duration. A continuum of alternative placement options must be provided to meet the varying needs of all disabled children.

In order that all educational programs and personnel understand their responsibilities under the Least Restrictive Environment requirements and take steps to implement the Least Restrictive Environment, the County Board supports and encourages the following components:

- 1) All disabled persons shall have the opportunity to be educated with their nondisabled, chronological age peers to the maximum extent appropriate.
- 2) A continuum of placement alternatives must be available for each disabled person.
- 3) All placement decisions must be based on the individual needs of each child. Categorical placements (i.e., based only on the label associated with the student's primary disability) are not allowed. Placements shall be determined after the development of the individualized education program (IEP).
- 4) Removal of disabled persons from a regular education environment shall be documented to indicate that education in a regular education environment with or without the use of supplemental educational aids and services would be inappropriate.
- 5) Disabled students shall participate in nonacademic and extra curricular activities; e.g., meals, recess, etc., with nondisabled students to the maximum extent appropriate.

Legal Reference: PL 94-142
Civil Rights Act 504.5

Policy
adopted: January 23, 1985

Instruction

SPECIAL EDUCATION: PROVISION OF PROGRAMS

The County Superintendent of Schools, through agreements with the Special Education Local Planning Areas, is authorized to provide special education programs for exceptional children in accordance with the requirements of IDEA, the Code of Federal Regulations regarding the education of students with disabilities, and the laws and regulations of the State of California. The specific programs and services provided will be those determined by the Special Education Local Plan Areas.

Policy
adopted: June 8, 1983

Policy
amended: April 21, 2004

Instruction

SPECIAL EDUCATION: PROVISION OF PROGRAMS

Local Plans

There are three Special Education Plan Areas (SELPA's) in Contra Costa County:

1. The Mt. Diablo Special Education Plan Area consisting of the Mt. Diablo Unified School District
2. The West Contra Costa Special Education Plan Area consisting of the West Contra Costa Unified School District
3. The Contra Costa Special Education Local Plan Area (CCSELPA) consisting of the remaining sixteen school districts in the County together with the Contra Costa County Office of Education functioning in the plan as a Local Education Agency (LEA)

Programs Operated

As an independent educational agency, the Contra Costa County Office of Education provides the following services:

1. Special Classes and Centers for severely disabled pupils aged birth through 21 years
2. Designated Instruction and Services to individuals with exceptional needs
3. Certain Regionalized Services
4. Special Education Support Services
5. Special Education services to individuals with exceptional needs who have been adjudicated for placement in Contra Costa County Juvenile Correctional facilities.

Regulation
approved: April 25, 1991

Regulation
amended: April 21, 2004

InstructionInstructional Arrangements

The County Board of Education supports instructional arrangements and activities that enhance educational opportunities for students. Instructional arrangements include various class sizes, environments, and cooperative individualized and/or independent study.

Policy
adopted: April 24, 1991

InstructionClass Size

Consideration will be given to an adjustment in class/case load when the range and severity of handicapped conditions, ages and behavioral variables, or other conditions interfere with effective classroom/case load management.

If a teacher has reason to believe that class/case load relief is needed, he/she may transmit the concerns in writing to the immediate supervisor who will arrange for a review by the teacher, program supervisor and/or other knowledgeable staff deemed appropriate by the supervisor. The committee shall make a recommendation for resolution to the Assistant Superintendent.

The immediate supervisor or assistant superintendent may also recommend that an appropriate Individualized Education Program team consider alternate placement for one or more children.

Legal Reference: Agreement with Contra Costa County Schools Education Association/CTA/NEA

Regulation

Approved: February 16, 1983

Instruction**INDEPENDENT STUDY**

For an optimum learning environment, some students may need to be provided a program of individualized, independent study. The Board of Education authorizes the County Superintendent of Schools to establish independent study as an optional alternative instructional strategy by which all enrolled students may achieve curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom.

The primary purpose for independent study is to offer a means of individualizing the educational plan for students whose needs may be met best through a course of study outside the regular classroom. Independent study may be used by all students, adult and minor, who are motivated to achieve educationally, as well as or better than, they would in the regular classroom.

The following policy guidelines will apply to the conduct of Independent Study:

1. Independent study is voluntary. No student shall be required to participate in independent study. Students enrolled in junior high and secondary independent study shall have the alternative of classroom instruction available to them.
2. No course required for high school graduation shall be offered exclusively through independent study. Courses offered would be those approved by the County Board of Education and required toward a high school, or adult school, graduation or its equivalent.
3. No individual with exceptional needs as defined in Education Code section 56026 may participate in independent study unless his or her individualized education program (IEP) specifically provides for that participation (Education Code 51745(c)). A copy of the IEP will be attached to the master agreement.
- 4.
- 5.4. The County Office of Education shall provide appropriate existing services and resources to enable students to complete their independent study successfully, and shall ensure that the independent study student has the same access to all existing services and resources that are available to all other students in the school, except, where students are in a locked-down institutional setting.
- 6.5. Students at a junior high level who request independent study, together with their parents or guardians, should recognize that independent study at this level must emphasize a commitment on the part of the student's parent(s) or guardian. At the secondary level, the student must make the major commitment and must be assisted or supported, as necessary, by parents and others who may help directly with instruction.

Instruction

INDEPENDENT STUDY

- 7.6. Independent study apportionment may be claimed only to the extent of the time value of student work products as personally judged by a certificated teacher (51747.5(b)).
- 8.7. The independent study of each student shall be under the general supervision of a certificated district employee (51747.5(a)).
- 9.8. Independent study is not an option for any student who resides outside the state of California. This requirement applies only to the residency status of the student. A student's legal status (citizenship, legality of residency) has no bearing on his eligibility to a free public school education in California.
- 10.9. Independent study is not an option for any student who resides outside the local or immediately adjacent county (Education Code 46300.2, 51747.3(a)).
- 11.10. Students participating in independent study shall be credited with no more than one day of attendance in a calendar day (Education Code 46300(e), 46191(a)).

Written Agreement and Contracts

1. The County Superintendent of Schools or designee shall ensure that the school executes a written independent study agreement with each participating student as prescribed by law. Individual independent study agreements and any subordinate contracts and assignments must be consistent with the County Office of Education's adopted course of study.
2. The County Superintendent of Schools or designee shall establish appropriate screening procedures to ensure that the necessary levels of understanding and preparation exist to meet the conditions of the independent study agreement before its approval.
3. For students in all types of independent study, work should be submitted on a weekly basis; the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be 10 school days. When special or extenuating circumstances justify a longer time for individual students, the County Superintendent of Schools or designee may approve a period not to exceed eight weeks.

Instruction

INDEPENDENT STUDY

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

No course required for high school graduation shall be offered exclusively through independent study except in a locked-down adult institutional setting when other options are not available (Education Code 51745).

No individual with exceptional needs, 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).

Students enrolling in independent study must be residents of the county or an adjacent county unless they are attending in an Adult Correction facility (Education Code 51747.3)

No ADA shall be claimed for any independent study prior to the effective date that the student's Written Agreement is in effect (Education Code 46300.7, 51747(c)(8)).

Files maintained for all current students shall include one representative sample of student work for each subject receiving credit. These samples will be evaluated and signed by the supervising teacher or other assisting person, who has signed the Written Agreement (5 CCR, Education Code 11703(b)(2)).

All supervising teachers shall maintain consistent contact records for all assigned independent study students (Education Code 51747 (a) (b) (c) (1-8) and CCR Education Code 11700 (e), (i)).

No ADA shall be claimed for any student work products for any assignment which has not been personally evaluated by a certificated, supervising teacher, who is an employee of the county (Education Code 51747.5(b)). A substitute teacher, who is a certificated employee of the county, may claim ADA for student work, provided he/she has signed the Written Agreement as the "other assisting person."

The County Office of Education shall not provide independent study students with funds or items of value that are not provided for other students (Education Code 46330.6, 51747.3).

Independent study in the secondary program may be offered to students 19 or 20 years of age only if they have been continuously enrolled in school since their 18th birthday (Education Code 46300.1).

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

Instruction

INDEPENDENT STUDY

Criteria for Participation

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

1. An acceptable reason for requesting independent study.
2. Evidence that the student will work independently to complete the program.
3. Availability of experienced certificated staff with adequate time to supervise the student effectively.

Written Agreements and Assignments

A written independent study agreement shall be executed for each participating student. The agreements shall include, but not be limited to, all of the following:

1. The manner, frequency, day, 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 staff, which will be made available to the student.
4. A copy of the County Office's independent study board 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 would 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 (six months) for a school on a year-round calendar.
6. A statement of the number of course credits to be earned by the student upon completion. Courses may be added as enrollment progresses if the agreement is initialed and re-dated by the supervising teacher and the student.

Instruction**INDEPENDENT STUDY****Written Agreements and Assignments (continued)**

7. A statement that independent study is an optional educational alternative in which no student may be required to participate.
8. In the case of a student who is referred or assigned to any school, class or program pursuant to Educational Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

Before beginning the independent study, each written agreement shall be signed by the student, the parent/guardian 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 student or parent/guardian's signature confers his/her permission for the student's independent study as specified in the agreement.

Records

County Office records shall identify all students participating in independent study and shall specify the 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 include the following (Code of Regulations, Title 5, 11703):

1. A copy of the County Office policy, administrative regulation, and procedures related to independent study.
2. A file of all agreements, with at least one representative sample of each student's completed and evaluated assignments for those courses given credit to, as well as a record of grades and other evaluations issued to each student for independent study assignments. These files are kept for the current school year and three years' prior.
3. A list of participating students, showing credits attempted, and awarded to students per the agreement.
4. Attendance registers separate from other attendance records.

Instruction

INDEPENDENT STUDY

Supportive Strategies

When an independent study student fails to attend a scheduled conference or to submit an assignment for the second time for K-12 or for the fourth time for adult school, the teacher will conduct an evaluation and one or more of the following shall result:

1. A letter to the student and/or parent/guardian, as appropriate.
2. A drop letter is sent to the student. A special meeting between the student and the teacher and/or counselor.
3. An extension of time due to special circumstances is given.

When the student has missed the number of assignments specified in County Board Policy 6158 for initiating an evaluation, the County Superintendent of Schools or designee shall conduct an evaluation, which may result in termination of the independent study agreement.

Regulation
approved: April 13, 1989

Regulation
amended: April 25, 1991
November 20, 1996
December 10, 2008

Curriculum and Instructional Services for County Office Programs and School Districts

The County Board of Education affirms that the role of the County Office of Education in curriculum development and instructional improvement extends to all those areas in which the County Superintendent of Schools is given responsibility by the Legislature, including special education, alternative education, occupational preparation programs, school districts, and community colleges.

The State Legislature has given a critical and unique role to the County Offices of Education to provide leadership in developing and improving curriculum and instruction. It is through the effective exercise of this legislated role that the County Office of Education can have a substantial and positive impact on providing a high quality education to all students in Contra Costa County.

The County Board notes that the functions of coordination which the County Office provides cooperatively with school districts includes:

- * Developing and Implementing Frameworks
- * Coordination of Permissive Services
- * Direct Services to Small School Districts
- * Library, Media and Technology
- * Program Assessment and Review
- * Professional Development

The Legislature considers that the coordination of the educational program constitutes the greatest continuing need to be met through the County School Service Fund. To meet this need, professional services are provided to coordinate courses of study, guidance services, health services, school library services, special education, and attendance services. (Ed. Code 1700)

The County Board of Education believes that coordination of curriculum development and instructional improvement is best served when the County Office of Education acts as a liaison between local districts and the State Department of Education. It encourages the County Superintendent to develop and cultivate cooperative relationships with districts and other educational agencies, and to dedicate the necessary County School Service Funds to effect coordination of the educational programs within Contra Costa County.

In coordinating the educational program, the County Board of Education is dedicated to providing equal educational opportunity to all students. It believes that all students have the right to receive a high quality education regardless of individual differences, including race, gender, language, cultural background, physical condition, and mental condition.

Instruction

6160(b)

Curriculum and Instruction for County Office Programs and School Districts
(continued)

Legal Reference: Education Code

1240 General Duties

1241 Duty of Enforcement; Report

1700 Legislative Declaration; Uses

1722 Developmental Program Planning

1760 Employment of Personnel to Provide Guidance Services

1761 Provision of Guidance Services Under District Agreements

1762 Credential Requirements

Policy

adopted: April 24, 1991

InstructionEquipment, Books and Materials

The County Board of Education and the County Superintendent recognize that appropriate texts, library reference materials, media and technology, maps and globes, laboratory equipment, audiovisual equipment, art supplies, current periodicals, tests and questionnaires, and similar materials are the tools of the teaching profession. The teaching staff will serve on curriculum committees and consult with the administration for the purpose of recommending improvements in curriculum and materials. The schools should be as well-equipped and maintained as may be possible within existing financial constraints.

The disposition of old and obsolete textbooks shall be accomplished under the direction of the county Superintendent in accordance with state laws and regulations.

Legal Reference: Education Code
 1241(b) Duty of County Superintendent to Enforce Use of State Textbooks and High School Textbooks Regularly Adopted by the Proper Authority
 1720-1723 Preparation of Courses of Study
 18111 Exclusion of Books by Governing Board
 35272 Educational and Athletic Materials
 51501 Subject Matter Reflecting on Race, Color, etc.
 51510 Prohibited Study or Supplemental Materials
 60040-60047 Prohibited Acts (re instructional materials)
 60200-60205 Selection and Adoption of Elementary School Materials
 60400-60414 High School Textbooks
 60420 Disposal of Old Textbooks (high school)
 60500-606530 Obsolete Materials

California Constitution, Article IX
 Section 7.5 Adoption of Instructional Materials

Policy
 adopted: February 16, 1983

InstructionSelection of Instructional Materials

Instructional materials used in the County Office of Education shall not reflect adversely on persons because of age, race, color, creed, national origin, ancestry, occupation, religion, or gender. These materials shall encourage students to understand the historical and sociological forces that have shaped these roles. The County Superintendent is directed to develop specific guidelines for selection and evaluation of instructional materials. These materials will:

1. enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. provide background information which will enable and encourage students to make intelligent judgments in their daily lives.
4. provide information on all sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. provide information representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.
6. be selected through a process placing principle above personal opinion and reason above prejudice.

Legal Reference: Education Code
18100-18172 School Libraries
School Library Bill of Rights as drawn up by the American Library
Association

Policy
adopted: February 16, 1983

Instruction

Selection of Instructional Materials

Limitations

In certain limited situations it would be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. Such an instance would arise, for example, in reprinting a story by a named author or a painting by a named artist which is considered to make an important contribution to a given instructional material. In such a situation, however, discussion material should be included indicating that, for example, a particular attitude toward women or a minority group was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on one's race, creed, sex, etc., prohibited by Education Code Section 60044, the evaluator should make a qualitative judgment with respect to stories or articles having an historical perspective. Any description, depiction, inference, label or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussion or other devices included therein, or immediately attached thereto, which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average pupil for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

Materials in a Series

When evaluating instructional materials which are designed to be used as a graded, nongraded multigraded series, each component thereof shall be judged individually for compliance and without regard to the content of any other component. However, a group or sequence of materials which is designed for use exclusively within a particular single grade shall be judged on a total basis for compliance with the prohibitions in Education Code Section 60044 concerning adverse reflections of one's race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers and a pupil is expected to complete all books in that school year, any portrayal of deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately for compliance with the adverse reflection prohibitions.

Selection of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

1. Male and Female Roles Ed. Code 60040(a), 60044(a)

In order to encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, when they portray people (or animals having identifiable human attributes), shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- a. Descriptions, depictions, inferences, labels or retorts which tend to demean, stereotype, or be patronizing toward females must not appear.
- b. Instructional materials that generally or incidentally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, males and females approximately evenly, except as limited by accuracy.
- c. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be divided approximately evenly between male and female characters.
- d. Emotions, for example, fear, anger, aggression, excitement, or tenderness should occur randomly among characters regardless of gender.
- e. Traditional activities engaged in by characters of one sex should be balanced by the presentation of nontraditional activities for characters of that sex.
- f. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, men and women should be represented therein approximately equally.
- g. Where lifestyle choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.
- h. Whenever material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.
- i. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.
- j. Sexually neutral language, for example, "people", "persons", "men and women", "pioneers", "they", should generally be used.

Selection of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials (continued)

2. Ethnic and Cultural Groups Ed. Code 60040(b), 60044(a)

In order to project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage the individual development of each child, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority and minority* group characters portrayed in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups, thereby reinforcing the self-esteem and potential of all people and helping the members of minority groups to find their rightful place in our society. The criteria are:

- a. Descriptions, depictions, inferences or labels which tend to demean, stereotype, or be patronizing toward minority groups must not appear.
- b. When diverse ethnic or cultural groups are portrayed, such portrayal must not depict differences in customs or life-style as undesirable and must not reflect an adverse value judgment of such differences.
- c. Instructional materials that generally or incidentally reflect contemporary American society, regardless of the subject area, must contain reference to, or illustrations of a fair proportion of diverse ethnic groups.
- d. Mentally active, creative, and problem-solving roles, and success and failure in those roles, should be divided in fair proportion between majority and minority group characters.
- e. The portrayal of minority characters in roles to which they have been traditionally restricted by society should be balanced by the presentation of nontraditional activities for characters of that race.
- f. Minority persons should be depicted in the same range of socio- economic settings as persons of the majority group.
- g. Depiction of diverse ethnic and cultural groups should not be limited to the root culture, but rather be expanded to include such groups within the mainstream of American life.

*For purposes of these criteria, minority shall mean those cultural and racial minority groups referred to in Section 60040 of the California Education Code, namely, "American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups".

Selection of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials (continued)

- h. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportion.
- i. Whenever developments in history or current events, or achievements in art, science, or any other field are presented, the contributions of minority peoples, and particularly the identification of prominent minority persons, should be included and discussed.
- j. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

3. Entrepreneur and Labor Ed. Code 60040(c)

The criteria are:

- a. References or labels which tend to demean, stereotype, or be patronizing toward an occupation, vocation, or livelihood must not appear.
- b. Where appropriate, reference should be made to the role and contribution of the entrepreneur in the total development of California and the United States, and any such reference should be accurate.
- c. Where appropriate, reference should be made to the role and contribution of labor in the total development of California and the United States, and any such reference should be accurate.

4. Ecology and Environment Ed. Code 60041(a)

The Criteria are:

- a. Responsibilities of human beings toward a healthy, sanitary environment are appropriately portrayed.
- b. Wise use of resources, both human and physical, is actively encouraged.
- c. Interdependence of people and their environment is portrayed.
- d. Adverse effects of solutions to environmental problems are identified.
- e. Appropriate means of protecting the environment are suggested.

Selection of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials (continued)

5. Dangerous Substances Ed. Code 60041 (b)

The criteria are:

- a. The effects of the use of tobacco, alcohol, narcotics, and restricted dangerous drugs on the human system are depicted in illustrations or discussion where references to these substances are included in instructional materials.
- b. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.

6. Religion Ed. Code 60044(b)

The criteria are:

- a. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.
- b. Portrayals of contemporary American society should, where religion is discussed depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.
- c. Any explanation or description of a religious belief or practice shall be presented in a manner which neither encourages nor discourages belief in the matter, nor indoctrinates the student in any particular religious belief, nor otherwise instructs students in religious principles.

7. Brand Names

The criteria are:

Instructional materials shall not contain illustrations of any identifiable commercial brand names, representations or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration. (Grades kindergarten through 8)

Selection of Instructional Materials (continued)

8. Food

The criterion is:

When instructional materials contain illustration of foods, there shall be an emphasis on foods of high nutritional value. (Grades kindergarten through 8)

Legal Reference: Education Code
60040-60047 Requirements, Materials

State Board of Education "Guidelines" contained in memorandum from legal office to State Superintendent of Schools, April, 1976

Specific Criteria 7 and 8 approved by State Board of Education, December 8, 1977

Title IX of Education Amendments of 1972

Guidelines Pertaining to Overdue, Damaged or Lost Instructional Materials

The County Superintendent may charge districts or students in County Office programs for any loss or damage to instructional materials provided by the County Office of Education. The terms of the reimbursement are to be decided by the County Superintendent and the district superintendent, chief officer of a non-public school entity or County program administrator. In no case is the charge to exceed the repair or replacement costs of the material lost or damaged.

Legal Reference: Education Code

8121 Duty of Trustees for Care of Materials

Administrative Code Title 5

305 Pupil Responsible for Care of Property

Regulation

approved: February 16, 1983

Services to School Districts

The County Superintendent of Schools may, with the approval of the County Board of Education, enter into an agreement with the governing board of any school district electing to participate for the use by the district of services, equipment, and materials maintained in the County Office of Education.

The title to all equipment acquired by the County Superintendent for this use is vested in the County Office of Education.

The agreement shall provide for the amount of the payment by the district to the County Superintendent and the time the payment should be made. The total paid by all subscribing districts shall not exceed the costs of rendering such service.

The County Superintendent will transfer the amounts agreed upon, at the time or times agreed upon, from the general fund of the district to the special funds of the County Superintendent of Schools, which funds are hereby authorized.

Services to Non-Public Institutions and Schools

The County Superintendent may, according to the provisions of Education Code Section 1251, provide the same services, equipment, and materials to non public institutions and schools, except for the manner of payment and the restriction that such services shall not be provided if the supplies and services are needed by the public schools or the County Superintendent of Schools.

- Legal Reference: Education Code
- 1250 Power to Contract with Districts to Provide Audio-Visual Services
 - 1251 Agreements with Non-Public Institutions and schools to Provide Audio-Visual Services

Regulation
approved: February 16, 1983

Use of Instructional Materials

Audiovisual materials, including, but not limited to, films, filmstrip, slides, audio takes, video tapes, computer software, and other such materials may be used by any teacher to assist classroom instruction provided that the following conditions are met:

- A. Materials from the Educational Media Services Center of the Contra Costa County Office of Education may be used by any teacher, provided that the material is appropriate for the approved curriculum being taught.
- B. Materials produced by the teacher may be used by the teacher after permission is granted by the site administrator for such use. Permission may be granted if the material is appropriate for the approved curriculum being taught.
- C. Commercially-produced materials, not covered in subpart A above, and other materials not covered in subparts A and B above, may be used by any teacher after permission is granted by the site administrator for such use. Permission may be granted if the material is appropriate for the approved curriculum being taught.

All material used shall be previewed by the teacher to ensure suitability for the class for which it is intended. See Regulation 6162.3 for guidelines and procedures regarding copyright provisions.

Legal Reference: Title 17, United States Code

Instruction

STUDENT ASSESSMENT

The County Superintendent of Schools believes that the primary goal of student assessments should be to help students, parents/guardians and teachers identify individual student's academic accomplishments, progress and areas needing improvement in order to enhance teaching and learning.

The County Superintendent of Schools or designee shall ensure that assessments are conducted for purposes of determining student's eligibility for and appropriate placement in programs, need for supplemental instruction and eligibility for graduation.

The County Superintendent of Schools desires to use a variety of evaluation measures to reach these goals. To have validity, tests must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement.

The effectiveness of the schools, teachers, and district shall be evaluated in part on the basis of these student assessments.

The County Superintendent of Schools or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

The County Superintendent of Schools or designee assumes responsibility for safeguarding all assessment materials, including test administration manuals and answer sheets.

Policy
adopted: April 24, 1991

Policy
amended: December 6, 2007

Instruction

HIGH SCHOOL EXIT EXAMINATION

The County Board of Education desires to ensure that all students in the County Office of Education programs who graduate from high school can demonstrate grade-level competency in reading, writing and mathematics and are given the opportunity to learn the subject covered in the high school exit examination.

The County Superintendent of Schools or designee shall ensure that district programs and services, including but not limited to instructional materials, staff development and remediation programs, are aligned with the exit exam.

The County Superintendent of Schools or designee shall administer the exit exam as required by law for high school graduation. (Education Code 60850)

Students who do not demonstrate sufficient progress toward passing the exit exam shall be provided necessary supplemental instruction necessary to assist the students to succeed on the exam. (Education Code 60851)

Accommodations for Students with Disabilities

A student with a disability shall be permitted to take the exit exam with any accommodations or modifications provided for testing as specified in his/her individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan adopted pursuant to the Rehabilitation Act of 1973. (Education Code 60850, 60851)

At the parent/guardian's request, the principal shall submit to the Board a request for a waiver of the requirement to successfully pass the exit exam for a student with a disability who has taken the exit exam with modifications that alter what the test measures and has received the equivalent of a passing score on one or more subject matter parts of the exam. The Board may waive the requirement for such a student if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam.

6. Sufficient high school level coursework either satisfactorily completed or in progress in the County Office of Education's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam.

Instruction

HIGH SCHOOL EXIT EXAMINATION

Accommodations 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 exam while using a modification that fundamentally alters what the exit exam measures are determined by the State Board of Education.

Upon receiving the certification from the principal, the Board shall consider the waiver request in a timely manner, generally at the next scheduled regular Board meeting.

In order to protect the student's privacy rights, the waiver shall be considered in closed session. Final Board action on the waiver shall be taken in open session and shall be a matter of public record. (Education Code 35146)

Accommodations for English Language Learners

English language learners may be allowed accommodations on the exam that are necessary and appropriate to afford access to the test consistent with federal law, as long as the accommodations do not fundamentally alter what the exam is designed to measure, including additional time as provided for all students in 5 CCR 1215. (5 CCR 1216, 1217.5)

The County Superintendent of Schools or designee shall ensure that English language learners are evaluated to determine if they possess sufficient English language skills at the time of the exam to be assessed with the test. (5 CCR 1217.5)

If a student does not possess sufficient English language skills to be assessed on the exam, the County Superintendent of Schools or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing and comprehension in the English language. (Education Code 60852)

Legal Reference:

EDUCATION CODE

35146 Closed sessions

37252 Summer school

51041 Evaluation of educational program

56101 Waiver of code or regulation

60810 Assessment of language development

60850-60859 Exit examination

Instruction

HIGH SCHOOL EXIT EXAMINATION

Legal Reference: (continued)

CODE OF REGULATIONS, TITLE 5

1200-1220 High School Exit Examination

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

COURT DECISIONS

Chapman v. California Department of Education, (2002, Northern Dist. of California) No. C-01-1780 CRB

Policy
adopted: April 7, 2004

Instruction

HIGH SCHOOL EXIT EXAMINATION

Administration

Each student in grade 10 shall take the high school exit examination only at the spring administration and may take the exit exam at each subsequent administration until each section of the exam has been passed. (Education Code 60851; 5 CCR 1204)

The County Superintendent of Schools or designee shall administer the exit exam in each high school in the county on the dates designated by the Superintendent of Public Instruction as exam days or make-up days. (Education Code 60851)

School personnel at the test site shall be responsible for the accurate identification of eligible students who are to be administered the exit exam. This identification shall be made through the use of photo identification, positive recognition by the test administrator, or some equivalent means of identification. (5 CCR 1203)

All students may have additional time to complete the exam, within the limits imposed by test security. (5 CCR 1211, 1215)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exam shall have his/her test marked “invalid” and not receive a score from that test administration. (5 CCR 1220)

District and Test Site Coordinators

On or before July 1 of each school year, the County Superintendent of Schools shall designate an exam coordinator from among the County Office of Education employees and shall notify the publisher of the identity and contact information of the coordinator. The County Office of Education coordinator, or County Superintendent of Schools or designee, shall be available throughout the year and shall serve as the liaison between the County Office of Education and the California Department of Education for all matters related to the exit exam. (5 CCR 1209)

Annually, the County Superintendent of Schools shall designate a test site coordinator for each test site, including but not limited to each charter school, court school and school or program operated by the County Office of Education, from among County Office of Education employees. (5 CCR 1210)

Instruction

HIGH SCHOOL EXIT EXAMINATION

District and Test Site Coordinators (continued)

Test site coordinators shall ensure that strict supervision is maintained over each student taking the exam, both while the student is in the room in which the test is being administered and during any period the student is granted a break from testing. Access to exam materials is limited to students taking the exam for the purpose of graduating and employees of the County Office of Education directly responsible for test administration. (5 CCR 1211)

Records

The County Superintendent of Schools or designee shall maintain a record of all students who participate in each test cycle of the exam. This record shall include the following information for the English/language arts section and the mathematics section for each test cycle: (5 CCR 1205)

1. The date on which each section of the exam was offered
2. The names of each student who took each section of the exam
3. The grade level of each student who took each section of the exam
4. Whether each student passed or did not pass the section or sections of the exam taken

The County Superintendent of Schools or designee shall maintain the following information in each student's permanent record and shall ensure that the information is entered prior to the subsequent test cycle: (5 CCR 1206)

1. The date on which the student took each section of the exam
2. Whether the student passed or did not pass each section of the exam

Notifications

At the beginning of each school year, the County Board of Education shall provide written notification to all students in grades 9-12 in County Office of Education programs and to their parents/guardians that, starting in the 2005-2006 school year and each year

Instruction

HIGH SCHOOL EXIT EXAMINATION

Notifications (continued)

thereafter, each student completing the 12th grade shall be required to successfully pass the exam as a condition of graduation. Such notification shall also be provided to a student who transfers into the County Office of Education programs after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam. The County Superintendent of Schools or designee shall maintain documentation that the parent/guardian of each student has received this written notification. (Education Code 48980, 60850; 5 CCR 1208)

Prior to each administration of the exam, the County Superintendent of Schools or designee shall notify each eligible student of the provisions of 5 CCR 1220 related to cheating. (5 CCR 1220)

The principal or designee shall notify parents/guardians of students with a disability about the criteria and process for applying for a waiver of the requirement to successfully pass the exit exam.

**Parent/Guardian Request For
Waiver Of The Requirement To Successfully Pass
The High School Exit Examination
For A Student With Disabilities**

Please return the completed form to the principal of your child's high school.

My child _____ is a student with disabilities attending _____
He/she 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 more parts of the exam.

I hereby request that the principal submit a request of the Governing Board for a waiver of the requirement that my child successfully pass the exit examination in order to receive a high school diploma.

I understand that, in order to receive such a waiver, state law requires that my child possess all of the following:

1. An individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or a plan adopted pursuant to Section 504 of the Rehabilitation Act of 1973 that requires the modification to be provided when taking the high school exit exam.
2. Sufficient high school level coursework either satisfactorily completed or in progress in the district's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam.
3. An individual score report showing that my child has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education.

Parent/Guardian Signature: _____ Date: _____

**Principal's Certification and Request For The Governing Board
To Waive The Requirement To Successfully Pass
The High School Exit Examination
For A Student With Disabilities
Pursuant To Education Code 60851**

Student's Name: _____

Student's Number (for use on open session agenda): _____

The parent/guardian of _____, a child with disabilities has requested that the Governing Board waive the requirement that his/her child successfully pass the high school exit examination in order to receive a diploma from _____ High School. His /her child has taken the high school exit examination with a modification, as determined by the State Board of Education, that fundamentally alters what the test measures and has achieved the equivalent of a passing score on one or both parts of the exam.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan that requires the modification to be provided to the student when taking the high school exit examination. (Attach the IEP or 504 plan that indicates the modification needed to participate and access the high school exit exam.)
 - a. Describe the nature of the student's disability as identified on the IEP or 504 Plan:
 - b. Describe the modification used on the English/language arts section of the exam and/or the math section of the exam:
 - c. List the rationale as to why the modification used was necessary to allow the student to access the test:
7. Has sufficient high school level coursework either satisfactorily completed or in progress in the _____ High School curriculum sufficient to have attained the skill and knowledge otherwise needed to pass the high school exit examination. (Attach transcript showing coursework completed.)

**GOVERNING BOARD WAIVER REQUEST
PAGE 2**

Summarize the student's academic preparation and performance that demonstrates high school level achievement:

3. Has an individual score report showing that he/she has achieved the equivalent of a passing score on the exit exam (350 or more points) using a modification that fundamentally alters what the exam measures. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in either the English/language arts/and/or math portion of the exam.)

Certified by, Principal signature: _____ Date: _____

Instructional Materials

Copyright Provisions

The County office of Education sets forth the following guidelines and procedures:

1. Management staff is responsible for establishing practices which will enforce this regulation and for periodically reviewing these practices with affected instructional staff.
2. Employees are hereby notified that willful infringement of copyright law may result in disciplinary action.
3. The Directors and Assistant Superintendents are designated as the only individuals who may sign license agreements for County Office of Education Purchases.
4. The County Office of Education will require its employees who review print, video, computer software, and other material that falls under the provision of copyright law to sign a statement that they agree to follow the conditions of this regulation.
5. Neither the Board of Education nor the Superintendent of Schools will pay any judgment, compromise, or settlement on behalf of an employee with respect to any copyright infringement claim or action if the employee fraudulently, corruptly, or maliciously infringed copyright law.

Legal Reference: Title 17, United States Code

Software Copyright Provisions

The following provisions apply specifically to copyright laws in the area of microcomputer programs:

1. County Office of Education employees will be expected to adhere to the provisions of Public Law 96.517, Section 7(b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that "it is not an infringement for the owner of a copy of a computer or adaptation of that computer program provided:
 - a. that such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or
 - b. that such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."
2. When software is to be used on a disk sharing system, efforts will be made to secure this software from copying.
3. Illegal copies of software copyrighted programs may not be made or used on County Office of Education equipment.
4. The legal or insurance protection of the County Office of Education will not be extended to employees who violate software copyright laws.
5. The Directors and Assistant Superintendents are designated as the only individuals who may sign license agreements for software for the county Office of Education.
6. The program administrator of each school site is responsible for establishing practices which will enforce this policy at the site level.

Legal Reference: United States Code,
Title 17, Section 117

Regulation
approved: February 26, 1987

Teacher As Researcher

In the broadest sense, teachers are researchers. Teachers constantly evaluate the results of their teaching and monitor and adjust for greater effectiveness. The Board encourages teachers to seek evaluative information through their own and others' research that will aid their teaching.

The Board of Education recognizes the contribution that teachers may make in conducting formal research. Teachers may submit a written request for permission to conduct formal research and an explanation of the research design and methodology to their Program Administrator for approval. The County Board directs the County Superintendent to develop an administrative regulation outlining the procedure to be followed in obtaining approval to conduct formal research.

Instruction

6162.81

Teacher As Researcher

The procedure for teachers to obtain approval to conduct formal research is as follows:

1. Teacher submits written proposal to conduct research and explanation of the research design and methodology to the program administrator.
2. The program administrator reviews proposal, and, if approved, recommends acceptance to the department director.
3. The department director reviews the proposal, and, if approved, recommends acceptance to the Assistant Superintendent of Student Programs and Services.
4. Copies of the request and the proposal will be forwarded to the Assistant Superintendent for Instructional Services and for Student Programs and Services.
5. The Assistant Superintendent of Student Programs and Services will approve or deny the proposal with consultation regarding the research design from the Assistant Superintendent of Curriculum and Instructional Services.
6. Based upon the review of the request and the proposal, the teacher researcher may be asked to modify or change the research design.
7. At the conclusion of the research project the teacher will provide a copy of the completed research report of findings to the Assistant Superintendent of Student Programs and Services.

Regulation

approved: April 25, 1991

Regulation

amended: January 14, 1998

Health Services

The County Board of Education believes that students' ability to profit from educational programs is directly related to physical and mental health. To the greatest extent possible, barriers to positive physical and mental. Such programs should include:

1. instruction related to the state framework of health education.
2. instruction related to the use and abuse of drugs, alcohol, and tobacco.
3. daily observation of pupil's health.
4. maintaining a health record on every pupil.
5. state-mandated health services.

It shall not be the function of the health services to practice medicine or dentistry or to replace the family physician; rather, an important purpose of these services shall be to inform the family of health problems which may require remedial attention.

Legal Reference: Education Code

- 49400 Health and Physical Development of Pupils
- 49403 Cooperation and Control of Communicable Disease and Immunization of Pupils

Alcohol and Other Drugs

Policies and regulations regarding instructional programs about alcohol and other drugs are located in the section of the Policy/Regulation Manual titled Students. Please see the index in the Student section for reference.

Instruction**IDENTIFICATION AND EDUCATION UNDER SECTION 504****Section 504 of the Rehabilitation Act of 1973
Identification, Evaluation and Placement**

The Contra Costa County Office of Education recognizes the need to identify and evaluate students with disabilities in order to provide them with a free appropriate public education ("FAPE"). Under Section 504 of the Rehabilitation Act of 1973 ("Section 504") individuals with a physical or mental impairment that substantially limits one or more major life activities are eligible to receive regular or special education and related aids and services that are designed to meet the needs of disabled students as adequately as the needs of non-disabled students are met, and are based upon the County Office of Education's procedures that satisfy Section 504 requirements. In addition to providing a FAPE to students with disabilities under Section 504, the County Office of Education will not discriminate against students with a physical or mental impairment which substantially limits one or more major life activities, have a record of such an impairment, or those being regarded as having an impairment. Protections for these students are provided for elsewhere under County Board Policies and Regulations, state and federal law.

The County Superintendent of Schools or designee shall establish and implement: screening and evaluation procedures to be used whenever there is reason to believe that a student, because of a disability, needs or is believed to need special instruction or related services; a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the student to examine relevant records, an impartial hearing with the opportunity for participation by the student's parent/guardian and representation by counsel, and a review procedure.

An evaluation shall be conducted to determine whether a student is eligible under Section 504. The evaluation may include, but is not limited to, classroom observations, testing, teacher and parent/guardian input, existing reports and County Office of Education evaluations. A Section 504 Service Plan team composed of persons knowledgeable about the student (including the student's parent), the meaning of the evaluation data being considered, and placement options shall meet to consider the evaluation results and to determine the student's eligibility under Section 504. The student's parent/guardian shall be invited to participate in this meeting.

If the student is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 Service Plan team members shall develop a written Section 504 Service Plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the members shall determine what regular or special education related aids and services, accommodations and/or modifications, are needed in order to provide the student with a FAPE. The student shall be educated with nondisabled students to the maximum extent appropriate.

Instruction

IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Section 504 Service Plan team shall provide the parent/guardian with a copy of the Section 504 Service Plan. If the Section 504 Service Plan team determines that the student is not eligible for services under Section 504 or that no modification of educational services is needed, the parent/guardian shall receive a copy of the Section 504 Service Plan team meeting notes stating the basis for this decision. Parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.

Legal References:

UNITED STATES, CODE TITLE 29

§§ 701 *et seq.* *Rehabilitation Act of 1973*

§§ 794 *et seq.* *Rehabilitation Act of 1973, Section 504*

UNITED STATES CODE, TITLE 42

§§ 12101 *et seq.* *Americans with Disabilities Act of 1990 (As amended by P.L. 110-325 (Sept. 25, 2008))*

CODE OF FEDERAL REGULATIONS, TITLE 34

§§ 104.1 *et. seq.* *Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance*

Policy

adopted:

January 15, 2014

Instruction

TITLE I PROGRAMS

In order to improve the academic achievement of disadvantaged students, the Contra Costa County Office of Education shall use federal Title I funds to provide eligible students with supplementary services to reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

A school may operate a Title I Part A schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state and local sources for program purposes. (20 USC 6312, 6314)

In any school receiving Title I funds that does not operate a schoolwide program, the district shall use Title I funds only for targeted assistance programs for eligible students. (20 USC 6315)

Court schools' programs may operate a schoolwide Title I, Part D program.

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities.

The Superintendent or designee shall ensure the coordination of Title I activities with other programs as appropriate.

The district shall submit to the California Department of Education a plan containing the components specified in 20 USC 6312, which describe the assessments, strategies and services the district will use to help low-achieving students meet challenging academic standards. (20 USC 6312)

The district shall periodically review and, as necessary, revise the district plan. (20 USC 6312)

Title I programs, activities and procedures shall be developed and agreed upon with parents/guardians of participating students. (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

1. Involve parents/guardians in the joint development of the district's Title I plan pursuant to 20 USC 6312, and the process of school review and improvement pursuant to 20 USC 6316.

Instruction

TITLE I PROGRAMS

2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Build the capacity of schools and parents/guardians for strong parent involvement.
4. Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs specified in 20 USC 6318.
5. Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including:
 - a. Identifying barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - b. Using evaluation findings to design strategies for more effective parent involvement.
 - c. If necessary, revising the district and school parent involvement policies.
6. Involve parents/guardians in the activities of schools served by Title I.

This policy shall be distributed to parents/guardians of participating students and incorporated into the district's Title I plan. (20USC 6318)

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

(cf. 0520.2 – Title I Program Improvement Schools)
(cf. 6190 – Evaluation of the Instructional Program)
(cf. 9000 – Role of the Board)

Instruction

TITLE I PROGRAMS

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

UNITED STATES CODE TITLE 20

6301 Program purpose

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

6322 Coordination with early childhood education programs

7881 Participation of private school students

Management Resources:

CSBA ADVISORIES

Supplemental Educational Services for NCLB: School Districts and County

Offices as Providers, November 2002

The "No Child Left Behind" Act of 2001: Policy Implications for School Districts,

July 2002

USDOE GUIDANCE

Supplemental Educational Services, draft nonregulatory guidance, August 6,

2002

WEB SITES

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

U. S. Department of Education: <http://www.ed.gov>

No Child Left Behind: <http://www.nclb.gov>

Policy
adopted: September 24, 1997

Policy
amended: March 22, 2006

Instruction**TITLE I PROGRAMS**

Any eligible school that desires to operate a Title I Part A or Part D schoolwide program shall develop or amend, in accordance with law, a comprehensive plan for reforming the total instructional program in the school. (20 USC 6314)

A schoolwide program shall include: (20USC 6314)

1. A comprehensive needs assessment of the entire school which includes the achievement of students in relation to state academic content and achievement standards.
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement.
 - b. Use effective methods and instructional strategies that are based on scientifically based research and strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations.
 - c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program. Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.
 - d. Address how the school will determine if student needs have been met.
 - e. Are consistent with and designed to implement state and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, student services personnel, other staff and parents/guardians to enable all students in the school to meet state academic achievement standards.

Instruction

TITLE I PROGRAMS

5. Strategies to attract high-quality, highly qualified teachers to high-need schools.
6. Strategies to increase parent involvement.
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve the achievement of, individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance.
10. Coordination and integration of federal, state and local services and programs.

Parent Involvement

Each school receiving Title I funds shall develop a written policy on parent involvement. The policy shall be developed jointly with and agreed upon by parents/guardians of participating students and shall describe the means by which the school shall: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Involve parents/guardians in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parent involvement policy and the joint development of the plan for schoolwide programs.

The school may use an existing process for involving parents in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

Instruction**TITLE I PROGRAMS****Parent Involvement (continued)**

3. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs.
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
4. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.
5. Help parents/guardians understand such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
6. Ensure that information related to school and parent/guardian programs, meetings and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
7. Insofar as practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities and parents/guardians of migratory children, including providing information and school reports required under 20 USC 6311, in a format and language such parents understand.
8. Provide other reasonable support for parent involvement activities as requested by parents/guardians.

Instruction

TITLE I PROGRAMS

Parent Involvement (continued)

In addition, the CCCOE and/or participating schools may use Title I funds to:
(20 USC 6318)

1. Pay reasonable and necessary expenses associated with local parent involvement activities, including transportation and childcare costs, to enable parents/guardians to participate in school-related meetings and training sessions.
2. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences at school, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.
3. Adopt and implement model approaches to improving parent involvement.

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

The school's policy shall be updated periodically to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Parents/guardians of participating students shall be involved in deciding how Title I funds reserved for parent involvement activities will be allotted. (20 USC 6318)

Regulation
approved: March 22, 2006

Instruction

BP 6173(a)

EDUCATION FOR HOMELESS CHILDREN

The Contra Costa County of Education (CCCOE) desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the CCCOE programs. The CCCOE shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

(cf.3553 – Free and Reduced Price Meals)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

(cf.5111.13 – Residency for Homeless Children)

When there are at least 15 homeless students in CCCOE schools, the CCCOE's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 – Local Control and Accountability Plan)

At least annually, the County Superintendent of Schools or designee shall report to the Board on outcomes for homeless students, which may include but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the CCCOE shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 – Accountability)

(cf. 6190 – Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807-5 Payment of transportation costs by parents

48850 Educational rights; participation in extracurricular activities

48852.5 Notice of education rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52060-52077 *Local Control and accountability plan*
CODE OF REGULATIONS, TITLE 5
4600-4687 *Uniform complaint procedures*
UNITED STATES CODE TITLE 42
11431-11435 *McKinney-Vento Homeless Assistance Act*

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL
Partial Credit Model Policy and Practice Recommendations
CALIFORNIA DEPARTMENT OF EDUCATION
Homeless Education Dispute Resolution Process, January 30, 2007
NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004
WEB SITES
California Department of Education, Homeless Children and Youth Education:
<http://www.cde.ca.gov/sp/hs/cy>
National Center for Homeless Education at SERVE: <http://www.serve.org/nche>
National Law Center on Homelessness and Poverty: <http://www.nlchp.org>
U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

Policy Originally Adopted: February 4, 2009
Policy Revision First Reading: September 7, 2016
Second Reading: September 21, 2016
Adoption: September 21, 2016

Instruction

EDUCATION FOR HOMELESS CHILDREN

Definitions

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes: (42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
(cf.6173.1 – Education for Foster Youth)
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because the children are living in conditions described in (1) - (3) above
5. Unaccompanied youth who are not in the physical custody of a parent or guardian

School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 USC 11432)

Best interest means, to the extent feasible, continuing a student’s enrollment in the school of origin for the duration of his/her homelessness, except when doing so is contrary to the wishes of his/her parent/guardian. (42 USC 11432)

CCCOE Liaison

The Superintendent of Schools designates the following staff person as the CCCOE liaison for homeless students: (42 USC 11432)

Youth Development Services, Manager
77 Santa Barbara Road, Pleasant Hill, CA 94523
(925) 942-3300

Instruction

EDUCATION FOR HOMELESS CHILDREN

The CCCOE liaison for homeless students shall ensure that: (42 USC 11432)

1. Homeless Students are identified by county office personnel, school personnel and through coordinated activities with other entities and agencies.
(cf.1400 – Relations between Other Governmental Agencies and the Schools)
(cf. 3553 – Free and Reduced-Price Meals)
(cf.5141.6 – Student Health and Social Services)
2. Homeless Students enroll in and have a full and equal opportunity to succeed in CCCOE schools.
3. Homeless families and students receive educational services for which they are eligible.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
(cf.5145.6 – Parental Notifications)
5. Disseminate notice of the educational rights of homeless students in CCCOE schools and at places where children receive services, such as schools, shelters, and hunger relief agencies (soup kitchens).
6. Enrollment disputes are mediated in accordance with law, Board policy, and administrative regulation
7. Parents/guardians are fully informed of all transportation services
(cf.3250 – Transportation Fees)
(cf.3541 – Transportation Routes and Services)
8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion.
(cf. 5144.1 – Suspension and Expulsion/Due Process)
9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.
(cf. 5144.2 – Suspension and Expulsion/Due Process (Student with Disability))
10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records.

Instruction

EDUCATION FOR HOMELESS CHILDREN

Enrollment

Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her/guardian requests otherwise. (42 USC 11432)

When making a placement decision, the Superintendent of Schools or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432). The student may continue attending his/her school of origin for the duration of the homelessness and until the end of any academic year in which he/she moves into permanent housing. (42 USC 11432)

In the case of an unaccompanied youth, the CCCOE homeless liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent of Schools or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student, even if the parent/guardian is unable to provide the school with the records normally required for enrollment. (42 USC 11432)

(cf.5111.13 – Residency for Homeless Children)
(cf.5125 – Students Records)
Cf.5141.31 – Immunizations)

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the CCCOE liaison for homeless students. The liaison shall assist the parent/ guardian in obtaining the necessary immunizations or records for the student (42 USC 11432)

Instruction

EDUCATION FOR HOMELESS CHILDREN

Enrollment Dispute Resolution Process

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432)

The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the CCCOE liaison. (42 USC 11432)

The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contact information for the CCCOE liaison, a description of CCCOE's decision, notice of the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities, and notice of the right to appeal the decision to CCCOE and, if the dispute remains unresolved, to the California Department of Education's State Homeless Coordinator.

The CCCOE liaison shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent of Schools. The Superintendent of Schools shall make a determination within five working days.

If the parent/guardian wishes to appeal CCCOE's placement decision, the CCCOE liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator at the California Department of Education.

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the

Instruction

EDUCATION FOR HOMELESS CHILDREN

Transfer of Coursework and Credits (continued)

requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 – Course of Study)

Exemption from District Graduation Requirements

To obtain a high school diploma, a homeless student shall pass the high school exit examination in English language arts and mathematics, complete all course required by Education code 51225.3, and fulfill any additional graduation requirement prescribed by the CCCOE.

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6162.52 – High School Exit Examination)

However, when a homeless student who has completed his/her second year of high school transfer into the district from another school district or transfer between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the County Superintendent of Schools or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the CCCOE liaison for homeless students of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

Instruction

EDUCATION FOR HOMELESS CHILDREN

Exemption from District Graduation Requirements (continued)

The County Superintendent of Schools or designee shall notify any homeless student who is granted an exemption and the person holding the right to make education decisions for him/her how

any requirements that are waived will affect the student's ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or by the district liaison on behalf of the student. (Education code 51225.1)

If the County Superintendent of Schools or designee determines that a homeless student is reasonably able to complete district graduation requirements with his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary education institution.
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges.
3. Upon agreement with the homeless student or, the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements.

Eligibility for Extracurricular Activities

A homeless student who enrolls in any CCCOE school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 – Extracurricular and Cocurricular Activities)

(cf. 6145.2 – Athletic Competition)

Instruction

EDUCATION FOR HOMELESS CHILDREN

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the CCCOE has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 – Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Contra Costa County Superintendent of Schools intends to provide English language learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society.

The Contra Costa County Office of Education (herein after referred to as CCCOE) program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers.

To ensure that CCCOE is using sound methods that effectively serve the needs of English language learners, the County Superintendent of Schools, or designee, shall annually examine program results, including reports of the students' academic achievement and their progress towards proficiency in English. The County Superintendent of Schools shall ensure that schools compile data on programs for English language learners in order to help determine program effectiveness.

The County Superintendent of Schools encourages staff to exchange information with other districts and county offices of education about programs, options, and strategies for English language learners that succeed under various demographic conditions.

The County Superintendent of Schools, or designee, shall maintain procedures, which provide for the identification, assessment, and placement of English language learners and for their redesignation based on criteria adopted by the County Superintendent of Schools and specified in administrative regulations.

Students who are English language learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. All of the classroom instruction in CCCOE's sheltered English immersion program shall be in English but with the curriculum and presentation designed for students who are learning the language.

An English language learner shall be transferred from a structured English immersion classroom to an English language mainstream classroom when the student has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments. (Education Code 305; 5 CCR 11301)

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

A student has acquired a “reasonable level of English proficiency” when he/she is able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. This proficiency shall be assessed by the following criteria:

1. Teacher evaluation of the student’s English language proficiency and curriculum mastery.
2. Objective assessment of the student’s English comprehension, speaking proficiency, and writing skills.
3. Parental option during a redesignation interview.
4. Objective data on the student’s academic performance in English.

Parental Exception Waivers

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom.

Parent/guardian requests for waivers from Education Code 305 shall be granted in accordance with law and administrative regulation.

The Principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the County Superintendent of Schools, or designee. When determining whether or not to recommend the approval of the waiver request, the Principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child’s condition. All such waiver requests shall be granted unless:

1. The Principal and educational staff determine that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the student, or
2. The program requested by the parent/guardian is not offered at the school.

Instruction**EDUCATION FOR ENGLISH LANGUAGE LEARNERS****Parental Exception Waivers (continued)**

When evaluating a waiver request pursuant to Education Code 311(a) for students who already know English, and other waiver requests for those students for who standardized assessment are not available, other equivalent assessment measures shall be used. These equivalent measures may include local assessments, local standards, and teacher evaluations.

If the waiver requested by the parent/guardian is granted, and less than 20 students at the same school receive a waiver, the student shall be allowed to transfer to another school site in which such a class is offered. Students wishing to transfer shall be subject to the Principal's discretion based on the academic needs of the student. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

If the CCCOE's Associate Superintendent, or designee, denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the CCCOE's Associate Superintendent's decision in writing to the County Superintendent of Schools. The County Superintendent of Schools may consider the matter as soon as possible. The County Superintendent of Schools may decide not to hear the appeal, in which case the CCCOE's Associate Superintendent's decision shall be final.

*Legal Reference:*EDUCATION CODE*300-340 English language education for immigrant children**33308.5 CDE guidelines not binding**44253.5-44253.10 Certification for bilingual-cross-cultural competence**48985 Notices to parents in language other than English**52015 Components of school improvement plan**52130-52136 Impacted languages act of 1984**52160-52178 Bilingual Bicultural Act especially:**52164.6 Reclassification criteria**52169 Requirements for establishment of program**52171 Evaluations of student progress**52171.6 Annual report to legislature**52177 Administration or article**52180-52186 Bilingual teacher training assistance program**54000-54041 Programs for disadvantaged children**62000-62005.5 Evaluation and sunseting of programs*

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Legal Reference: (continued)

CODE OF REGULATION, TITLE 5

4301-4320 Bilingual education program requirements

4301-4321 11300-11305 English language education for immigrant children

UNITED STATES CODE, TITLE 20

1701 – 1705 Equal Educational Opportunities Act

COURT DECISIONS

Valeria G. v. Wilson, C-98-2252-CAL (July, 1998)

Teresa P. et al v. Berkeley Unified School District et al, (1998) 724 F.Supp. 698

Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989

Management Resources:

CDE PROGRAM ADVISORIES

0408.98 Policy for English Language Learners

*0125.90 Procedures for requesting guidance from the US Department of
Education*

0515.89 Limited English Proficient Programs

CSBA ADVISORIES

812.98 Proposition 227 Advisory

Policy
adopted: June 5, 2002

Policy
amended: April 7, 2004

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Except as provided in Education Code 310 and 311, all students shall be taught in English. In particular, this shall require that all students be placed in English language class settings. Students who are English language learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year.

Definitions

The definitions of the terms used in Education Code 300-340 are as follows:

“English learner” means a child who does not speak English, or whose native language is not English, and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child.

1. “English language mainstream class setting” means an instructional setting in which the students either are native English language speakers or already have acquired reasonable fluency in English.
2. “Sheltered English immersion” or “structured English immersion” means an English language acquisition process for pupils in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.
3. “English language classroom” means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

“Bilingual education/native language instruction” means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child’s native language.

Identification and Assessment

Upon enrollment, each student’s primary language shall be determined by a home language survey. Within 30 days of their initial enrollment, students who are identified as having a primary language other than English as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT).

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Identification and Assessment (continued)

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration.

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs.

The CCCOE shall notify parents/guardians of their child's results on the CELDT within 30 calendar days following receipt of results from the test publisher.

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian.

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The County Superintendent of Schools, or designee, shall develop criteria for determining student needs on the basis of the assessments. Students in grades K-2 may be assessed only in comprehension and speaking.

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; P.L. 107-110, Section 1112)

1. The reason for the student's classification as English language learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
 - a. The manner in which the program will meet the educational strengths and needs of the student

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Identification and Assessment (continued)

- b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
 - d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program
 5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parent exception waiver.

A parent/guardian may request that the County Superintendent of Schools, or designee, waive the requirements of Education Code 305 if one of the following circumstances exists:

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Parental Exception Waivers (continued)

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower.
2. Older students: The student is age 10 years or older, and it is the informed belief of the Principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. Students with special needs: The student already has been placed for a period of not less than 30 calendar days during that school year in an English language classroom and it is subsequently the informed belief of the Principal and educational staff that the student has special physical, emotional, psychological, or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development.

Upon enrollment and determination that a pupil is an English language learner, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. The parent/guardian shall personally visit the school to apply for the waiver.

Upon request for an application for a "Parental Exception Waiver," the Principal shall provide to the parents/guardians a full written description of:

1. The intent and content of the structured English immersion program.
2. Any alternative courses of study offered by the Contra Costa County Office of Education (herein after referred to as CCCOE) and available to the student.
3. All educational opportunities offered by CCCOE and available to the student.
4. The educational materials to be used in the different educational program choices.

Upon request of the parent/guardian, a spoken explanation of items #1-4 above shall also be provided.

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Parental Exception Waivers (continued)

For a request for waiver pursuant to Education Code 311(c) (Students with Special Needs), parents/guardians shall also be informed that the student must be placed, for a period of not less than 30 calendar days, in an English language classroom and that the County Superintendent of Schools, or designee, must approve the waiver pursuant to these established guidelines.

Parental exception waivers pursuant to Education Code 311(b) (Students 10 Years or Older) shall be granted if it is the “informed belief” of the Principal and educational staff that an alternate course of educational study would be better suited to the student’s rapid acquisition of basic English language skills.

Parental exception waivers pursuant to Education Code 311(c) (Students with Special Needs) shall be granted if it is the “informed belief” of the Principal and educational staff that, due to the student’s special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student’s overall educational development.

Parental exception waivers shall be granted unless the Principal and educational staff have determined that an alternative program offered at the school would not be better suited for overall educational development of the student.

When evaluating waiver requests for students who already know English pursuant to Education Code 311(a) (students who already know English) and other waiver requests for those students for who standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

The school shall act upon all parental exception waivers within 20 instructional days of submission to the Principal. However, parental waiver requests pursuant to Education Code 311(c) (Students with Special Needs) shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement, or within 20 instructional days of submission of the waiver to the principal, whichever is later.

In cases where a parental exception waiver is denied, the parent/guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision to the County Superintendent of Schools.

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Redesignation

The CCCOE shall continue to provide additional and appropriate educational services to English language learners for the purpose of overcoming language barriers until the English language learners have:

1. Demonstrated English language proficiency comparable to that of the CCCOE's average native English language speakers.
2. Recouped any academic deficits, which may have been incurred in other areas of the core curriculum as a result of language barriers.

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of student of the same age or grade whose primary language is English. This proficiency shall be assessed by means of the following criteria:

1. Teacher evaluation of the student's English language proficiency and curriculum mastery. Other staff with direct responsibility for teaching or placement decisions may also participate in the redesignation process.
2. Objective assessment of the student's English proficiency, utilizing the California English Language Development Test as the primary criterion, and objective assessment of students' English reading and writing skills.
3. Parental option during a redesignation interview. Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.
4. Objective data on the student's academic performance in English.
5. Comparison of performance in basic skills, including performance in basic skills, including performance on the English-language arts section of the California Standards Test.

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Redesignation (continued)

The County Superintendent of Schools or designee shall provide monitoring and support for redesignated students, including but not limited to, monitoring the performance of redesignated students in the core curriculum in comparison with their native-speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The County Superintendent of Schools or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

Advisory Committees

At the CCCOE level when there are more than 50 English language learners and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school.

The district's English Language advisory committee shall advise the Board on at least the following tasks:

1. The timetable for and development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the language census

Instruction

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Advisory Committees (continued)

6. Review of and comments on the written notification of initial enrollment as required in 5 CCR 11303
7. Review and comments on any related waiver request
8. Review of and comment on the district's reclassification procedures

The Superintendent of Schools or designee shall ensure that committee members receive appropriate training and materials to help the members carry out their responsibilities.

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children

48985 Notices to parents in language other than English

52160-52178 Bilingual Bicultural Act especially:

52164.6 Requirements for establishment of program

62000-62005.5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

4301-4320 Bilingual education program requirements

11300-11305 English language education for immigrant children

Regulation

approved: June 5, 2002

Regulation

amended: April 7, 2004

Evaluation of the Instructional Program

Appropriate means for continuing evaluation of the entire education program shall be established and maintained. Special attention shall be given to (1) elimination and discrimination as to color, creed, race, national origin, ancestry, age, handicap or sex, and (b) recognition of the individual child. Elements of this evaluation may include the following:

1. Defining each objective in terms that can be measured or observed:
 - a. Measurable student performance (tests, surveys, inventories, checklists, portfolios, etc.)
 - b. Observable student performance (that which can be assessed subjectively by (1) teachers, (2) peers, (3) parents or (4) the student.)
2. Planning and carrying out experiences for pupils which are designed to bring about the desired outcomes.
3. Employing appropriate assessment techniques:
 - a. During the learning experiences
 - b. Following the learning experiences
4. Comparing outcomes with objectives.
5. Recommending the continuation, elimination, or expansion of the program.

Legal Reference: Education Code

- 33400-33405 Education Evaluations
 - 51041 Education Program (re Board's evaluation and necessary revisions)
 - 52034(e) Evaluation of Effectiveness of Schools in Meeting their School Improvement Objective
 - 52034(b1) District Strategies to Assist Schools
 - 52034(f) Termination of Implementation Grants
 - 52035(b) Responsibility of Superintendent of Public Instruction (re ensuring that governing board procedures for approving, evaluating and terminating school improvement plans are consistent with Chapter 6 and with Administrative Code, Title 5)
- Title IX of the Education Amendments of 1972

Regulation

approved: February 16, 1983

Regional Occupational Program - Mission, Goals, and Objectives

Mission

The Contra Costa Regional Occupational Program (ROP) is an integral part of the public education system in Contra Costa County. The mission of the ROP is to provide; high quality vocational and technical job training opportunities to a large number of the population than can be provided adequately, efficiently and economically by a single school or a district. Additionally, vocational skill training is provided for residents to meet the human resource demand of local businesses.

Goals

In order to achieve the above mission, the Board of Education adopts the following goals:

- To operate in accordance with Sections 52300 - 52323 of the Education Code of California; Title V of the California Administrative Code, Sections 11501 - 11511; and the California State Plan for Vocational Education.
- To establish and maintain curriculum with the advice and cooperation of a representative advisory committee consisting of business, labor, high education and other appropriate organizations.
- To train for occupations to the point of developing marketable skills, abilities, understanding attitudes and work habits sufficient to enable the trainee to secure and hold an entry level job in that occupation or to prepare the trainee for advanced vocational education programs.
- To directly relate ROP classes to existing or anticipated employment opportunities, where there is a reasonable expectation of employment at the completion of training.
- To maintain vocational guidance including effective selection, placement, and follow-up of students.
- To make sure that instructional personnel possess adequate professional qualifications for teaching and are occupational competent in the subject area of instruction.
- To provide a clear audit trail of all income and expenditures by program, of all agreements and contracts, of enrollment, and other statistical information pertaining to fiscal and instructional accountability.
- To maintain state-of-the-art equipment in classes which reflect the rapid technological changes.

Regional Occupational Program - Mission, Goals, and Objectives (Continued)

Objectives

In order to reach the above goals, the following objectives are a part and parcel of the Regional occupational Program:

- Promote planning among all the schools and manpower agencies in the county area in order to improve opportunities for effective career training.
- Provide ROP courses to all county and surrounding area residents who desire and can profit by taking the classes.
- Provide resources to the districts where necessary to make the planning and staffing of the ROP courses more effective.
- Facilitate student transportation when appropriate to extend career education opportunities to all areas participating.
- Provide on-site educational experiences in selected areas of career preparation.
- Improve guidance services so that all students are aware of the realities of the world of work, the need to prepare for a career, and about the variety of opportunities available to them. One of the outcomes of the guidance program should be improved recruitment practice of students entering career training programs.
- Facilitate advanced placement of high school students into Contra Costa Community college District vocational education programs.
- Improve articulation in the following areas: (a) high school - community college; (b) grammar school - high school; (c) community college and high school - adult education; (d) school programs - manpower agencies; to avoid duplication of training, facilities, equipment and to promote smooth matriculation from one school to the next.
- Provide inservice training to counselors and teachers because well prepared career education personnel are a must for an effective ROP Program.
- Provide communication so that adequate information is available to all -- lack of public understanding is a deterrent to running an efficient and effective unit.
- Make effective use of business advisory committees in planning and operating all ROP programs.

Regional Occupational Program - Mission, Goals, and Objectives

Objectives (continued)

- Develop an evaluation plan which will show whether the individually accepted objective and goals have been achieved.
- Provide an annual report to the County Board of Education on the progress toward attainment of ROP's goals and objectives.

Policy
adopted: March 25, 1987

School Accountability Report Card

The County Board of Education and the County Superintendent of Schools believe that education programs operated by the County Office of Education should be accountable to the citizens of the community.

As part of this accountability, the Superintendent will annually develop and publish an Accountability Report Card for these programs. Report cards shall include, but not be limited to, the requirements of California Education Code, Section 35256.

At least once every three years, the Superintendent will compare the report cards to the state model and present the findings to the Board of Education.

Legal Reference: Education Code 35256
Proposition 98

Policy
adopted: October 11, 1989

InstructionCertification of Qualified Evaluators of Instruction

The County Board of Education recognizes that competent evaluation is a primary and needed tool to ensure the quality of teaching in our classrooms. Appropriate evaluation and follow-through allow a teacher to improve performance.

The purpose of an instructional evaluation process is threefold:

1. to raise the quality of instruction and educational services to the children of our community.
2. to assist the individual employee in growing professionally.
3. to raise the standards of the educational profession as a whole.

It is the intent of the county Board of Education to certify that certificated managers assigned to evaluate teachers have demonstrated competency in instructional methodologies and evaluation of instruction. The Board directs the Superintendent to establish a program leading to certification and to recommend to the Board qualified evaluators of instruction. Performance standards established by the Superintendent as part of this program shall be communicated to all affected individuals.

Legal Reference: Education Code
35160.5 Adoption of Rules and Regulations

Policy
adopted: January 5, 1985

Instruction

Process Leading to Certification of Qualified Evaluators of Instruction

1. Identification of credentialed managers as potential evaluators.
2. Determination of qualification for certification (see Regulation 6168 for specification of the required competencies).
3. Assessment of candidate's demonstration of adopted competencies.
4. Development and implementation of professional improvement programs for and with each candidate.
5. Develop and implementation of procedures maintaining and enhancing each evaluator's competencies.

Regulation
approved: January 9, 1985

InstructionCriteria for Certification of Qualified Evaluators of Instruction

Credentialed managers assigned to evaluate teachers must demonstrate competency in evaluation of instruction and instructional methodologies in addition to the other competencies required of managers. Qualified evaluators shall hold a valid administrative credential and demonstrate competency in the following areas:

1. Instructional leadership--the ability of an administrator to provide educational as well as managerial direction.
2. Curriculum knowledge of the content, structure, scope, and sequence of what students are being taught.
3. Instruction--knowledge of how students are being taught, including multiple teaching methodologies to reflect multiple learning styles.
4. Assessment--what students are learning, the ability to use data to set performance standards and make program decisions.
5. School climate--the ability to create and sustain supportive and appropriate learning environments for students and school staffs.
6. Staff development--knowledge of and commitment to assessing and providing staff development tied to district curriculum, instructional priorities, and teacher needs.
7. Supervision--knowledge of and ability to supervise teachers through observation, conferencing, and staff development, as well as professional responsibilities to evaluate teaching performance.
8. Evaluation and Documentation--ability to use state laws, district policies, contract provisions and appropriate supervision techniques to recognize superior performance and to correct inadequate performance.
9. Human Relations skills--knowledge of individual and group behaviors and ability to communicate and motivate.

Regulation

approved: January 9, 1985

Instruction

ADULT EDUCATION

The Governing Board recognizes that education is a lifelong process because it is important for individuals to continuously develop new skills.

The County Superintendent of Schools or designee shall develop and oversee the district's adult education program. The Governing Board shall approve all courses to be offered in this program.

Legal Reference:

EDUCATION CODE

8500-8538 Adult education

41975-41976.2 Adult education; authorized classes and courses

44865 Qualifications for home teachers and teachers in special classes

46190-46192 Adult school; days of attendance

46300.4 Independent study in adult education

46351-46352 Adult classes

51040 Prescribed courses

51225.3 Requirements for graduation

51240-51246 Exemptions from attendance

51730-51732 Elementary school special day and evening classes

51810-51815 Community service classes

52500-52523 Adult schools

52530-52531 Use of hospitals

52540-52544 Adult English classes

52550-52556 Classes in citizenship

52570-52572 Disabled adults

52610-52616.24 Finances

52651-52656 Immigrant Workforce Preparation Act

52900-52904 Alternative education and work centers for high school dropouts

61410 Books for adult classes

CODE OF REGULATIONS, TITLE 5

10501 Adult education

10508 records and reports

10530-10560 Standards

10600-10615 Adult education innovation

UNITED STATES CODE, TITLE 8

1184 Foreign students

Instruction

ADULT EDUCATION

Legal Reference: (continued)

Management Resources:

CDE PUBLICATIONS

Adult Education Handbook for California, 1997

CDE LEGAL ADVISORIES

0319.97 Amendments to F-1 Student Visa Requirements, LO: 1-97

CDE PROGRAM ADVISORIES

0600.92 Using Independent Study in Adult Education Programs: An Option

0609.88 Education Fees for F-1 Visa Students

0622.87 Discrimination Against the Handicapped in Adult Education Programs

Policy
adopted: January 17, 2007

Instruction

ADULT EDUCATION

The adult education program operated through the Contra Costa County Office of Education is located in three adult detention facilities: Martinez Detention Facility, West County Detention Facility and Marsh Creek Detention Facility.

Enrollment

Classes are available at each facility for all detainees eligible to attend.

For purposes of these programs, “adults” include persons age 18 or older or other persons not concurrently enrolled in a regular high school program. Enrollment is continuous and subject to open entry/open exit. (Education Code 52610)

Courses

A proposed adult education class shall have an educational purpose and meet the following criteria required for approval by the California Department of Education:

1. The class shall be located in a facility which clearly identifies the class as being open to the general public, with the exception of apprenticeship training classes, classes designed to serve the needs of disabled adults, classes in state hospitals and classes in jails and prisons. (Education Code 52517, 52570)
2. Class time shall be devoted to instruction.
3. Course content shall be educational and intended to teach a skill or knowledge unrelated to repetitious practices.
4. The course title shall clearly indicate its educational nature.

Adult education in Contra Costa Adult School classes or courses shall offer instruction in one or more of the following categories: (Education Code 41976)

1. Parenting, including parent cooperative preschools, classes in child growth and development, and parent-child relationships.
2. Elementary and secondary basic skills and other courses and classes required for the high school diploma.

Instruction

ADULT EDUCATION

Courses (continued)

Classes for adults may be offered any day or evening, including weekends, for such length of time during the school year as determined by the Governing Board. (Education Code 52505, 52513)

Independent Study

The County Superintendent of Schools or designee may make independent study available as an instructional strategy for students enrolled in adult education as appropriate to meet their individual needs.

Participation in independent study shall be voluntary. (Education Code 51747)

For students 21 years or age or older, or students 19 years of age or older who have not been continuously enrolled in school since their 18th birthday, any course taken through independent study must be a course listed in Education Code 51225.3 or otherwise required by the Board as a prerequisite to receiving a diploma for high school graduation. (Education Code 46300.4)

Fees

No fees are charged for classes offered in the Contra Costa Adult School.

The Board may fix a charge, not to exceed costs, for books furnished to adult education students. In some cases books may be obtained from the district at cost or may be obtained on loan with the payment of a refundable deposit. In addition, materials purchased from the incidental expense account may be sold to adult school students for use in their classes. (Education Code 52615, 60410)

Additionally, fees may be charged for the administration of the GED test.

Instruction

ADULT EDUCATION

Graduation Requirements

A certificate of completion of the eighth grade shall be awarded through the adult school upon successful completion of the following:

1. At least one term in the adult elementary program which includes reading, writing, arithmetic, spelling, current events, geography, California and U.S. history, civics and natural science
2. Overall eighth-grade placement on a recognized standard achievement test
3. Successful passage of a district test in U.S. history and Constitution

Contra Costa Adult School students may fulfill the district's graduation requirements in order to receive either a high school or adult school diploma.

Regulation
approved: January 17, 2007

Cooperative County Course of Study

The Cooperative County Course of Study is published by the County State Steering Committee, a subcommittee of the California Association of County Superintendents of Schools. The Instructional Services Division will disseminate the County Course of Study to school districts within Contra Costa County and to the appropriate Student Services Division programs. The County Office will provide copies of the course of Study to districts throughout the County.

Curriculum Delivery Services

Assistance in Planning Course Content

The County Office of Education is prepared to assist local district personnel in the planning and development of course content only on request from appropriate persons from the schools of a district. Before such assistance is given, staff members must be sure that appropriate district administrators approve of the County Office of Education involvement.

Courses of Instruction Offered by Local School Districts

The County Superintendent does not take any responsibility for approving and enforcing courses of study offered in local school districts. Although the Superintendent may, in the performance of his/her mandated duties, discover irregularities in district operations, he/she will only call them to the attention of the district superintendent and give recommendations for action if appropriate and desired. The County Superintendent will perform the duties mandated in Education Code Sections 1241 and 1242 in a manner that is consistent with the law and the need to maintain sound working relationships with district personnel in the schools of his/her jurisdiction.

Legal Reference:	Education Code
	1241(a) Duty to Enforce the Course of Study
	1242 Annual Inspection and Certification to the Superintendent of Public Instruction
	1720 Preparation of Elementary School Courses of Study
	1721 Preparation of Courses of Study Under School District Service Agreement
	51202 Instruction in Personal and Public Health and Safety
	51204 Course of Study Designed for Pupil's Needs
	51210-51213 Course of Study for Grades 1-6
	51220 Areas of Study
	51700 Establishment, Maintenance and Substitution for Regular Course of Study

Regulation
approved: February 16, 1983

Professional Development Program

The Instructional Services Division will provide leadership and coordination for a professional development program to serve the needs and interests of school districts throughout the County. The specific mission of the professional development program is to provide high quality staff development courses designed to meet educational needs within the County and the region.

Affirmative Action

The County Office of Education pledges itself to avoid any discriminatory actions and seeks to foster good human and educational relations which will help to attain

- 1 equal opportunity for all students to participate in the total program of the schools.
2. continual study and development of curricula and curricula materials toward improving human relations and understanding and appreciating cultural differences.
3. frequent training opportunities for improving staff ability and responsiveness to educational and social needs.
4. opportunities in educational programs which are broadly available to pupils with access not based upon race, color, creed, religion, sex, ancestry, national origin, social or economic status.

All materials used in the classroom will be in compliance with legal guidelines for non-discrimination.

Legal Reference: Title IX of the Education Amendments of 1972
California Administrative Code, Title 5
90-101 Plans to Alleviate Racial and Ethnic Segregation of Minority Students

Policy
adopted: February 16, 1983

Emergencies and Disaster Preparedness

The County Office of Education staff must be prepared to respond immediately and responsibly to any combination of events which threatens to result in a disaster, and to a disaster when it occurs.

The County Superintendent shall develop and maintain an emergency preparedness plan which shall make provision for handling all foreseeable emergencies and disasters and which shall also be adaptable enough to function well for unforeseeable disasters. The plan shall be reviewed and updated at least annually. The types of emergencies to be addressed include fire, earthquake, hazardous waste spills, airplane crash, flood, bomb threat, and inclement weather or any other incidence that might endanger students and/or staff.

Additionally, the County Superintendent shall require program administrators to maintain working plans and procedures for coping with emergencies and disasters at their respective sites. These site specific plans shall be in line with the County Schools' plan described above, but be modified to incorporate the particular building plan, architecture, site location, special environment, ages of pupils, transportation facilities, and other appropriate concerns of the specific site. The procedures outlined in these plans shall be practiced periodically by students and staff.

Each site will have a diagram showing evacuation routes posted in at least one location where it can be easily viewed. It is the desire of the County Board of Education that two or more persons at each site be trained in first aid.

Legal Reference: Education Code

- 32000-32004 Uniform Fire Signals (with requirement that every school building with capacity of 50 or more pupils be provided with a fire warning system)
- 32040 Duty to Equip School with First Aid Kit
- 32200 Liability of Employees for Civil Damage for Injury During Fire or Other Drill (shall not be held personally liable unless negligence or willful act of employee is proved)
- 40047 Use of School Buildings and Equipment for Disaster Shelters
- 46390-46392 Emergency Average Daily Attendance in Case of Disasters, et al.
- Administrative Code, Title 5
- 550 Fire Drills
- 560 Civil Defense and Disaster Preparedness Plans

Policy

adopted: February 16, 1983

Policy

amended: April 24, 1991

Distribution and Availability of Emergency Preparedness Plan

The emergency preparedness plan shall be printed as a discrete document. It shall be available to staff, students, and the public in the Office of the County Superintendent, in the office of each program administrator, and at each site. A site specific plan shall be placed in the hands of each teacher and shall be available for public inspection at the office of each program administrator. The program administrator shall make certain that every student, as well as every staff member, is familiar with the plan and shall periodically conduct such preparedness drills as are necessary to ensure effective behavior in the event of an actual emergency or disaster.

Regulation
approved: February 16, 1983

Regulation
amended: April 25, 1991