

CONCEPTS AND ROLES

The Tehama County Superintendent of Schools desires to provide a comprehensive, research-based curriculum that motivates every student to succeed. The Tehama County Department of Education's educational program shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school and develop to their full potential.

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement.

Inasmuch as parents/guardians are critical partners in their children's education, parents/guardians shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

The County Superintendent shall:

1. Expect that standards of student achievement for core subjects at each grade level are aligned with the Department's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources
2. Support the professional staff's implementation of the curriculum by providing consistent policy direction, and allocating resources based on educational program priorities
3. Provide a continuing program of professional development to keep instructional staff and administrators updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment
4. Review and evaluate the educational program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement
5. Communicate clear information about instructional goals, programs, and progress in student achievement to the community and media

CONCEPTS AND ROLES (continued)

Comparability in Instruction

The Department shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement, not supplant, the Department-provided core curriculum and any services which may be provided by other categorical programs.

Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent, educational program

CODE OF REGULATIONS, TITLE 5

3940 Maintenance of effort

4424 Comparability of services

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements/comparability of services

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

ACADEMIC STANDARDS

The Tehama County Department of Education shall support high academic standards for student achievement which challenge all students to reach their full potential and which clarify what students are expected to know and be able to do at each grade level and in each area of study.

Standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education, and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.

Teachers and school administrators shall receive professional development to ensure their understanding of the standards and to discuss effective instructional methods in preparing students to meet the standards.

Staff shall continually assess students' progress toward meeting the standards, report each student's progress to the student and his/her parents/guardians, and offer remedial assistance in accordance with Department policy and administrative regulation.

Standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, in accordance with Education Code 44662, evaluating teacher performance.

Legal Reference: (see next page)

ACADEMIC STANDARDS (continued)

Legal Reference:

EDUCATION CODE

44662 *Evaluation of certificated employees*

51003 *Statewide academic standards*

60605-60605.5 *Adoption of statewide academically rigorous content and performance standards*

UNITED STATES CODE, TITLE 20

6311 *State academic standards and accountability for Title I, Part A*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2009

California Preschool Learning Foundations, Vol. 1, 2008

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, March 2008

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, 2006

Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve, January 2005

Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve, January 2001

English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve, July 1999

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, December 1997

Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve, December 1997

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

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

PARENT INVOLVEMENT

The Tehama County Superintendent of Schools recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The County Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in Tehama County Department of Education and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Title I Schools

Each year the County Superintendent or designee shall identify specific objectives of the Department's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The County Superintendent or designee shall ensure that the Department's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the Department will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The County Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the Department's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The County Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The County Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the Department and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

PARENT INVOLVEMENT (continued)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/lsp/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

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

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

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

PARENT INVOLVEMENT**Department Strategies for Title I Schools**

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Tehama County Superintendent of Schools or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)
2. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

The County Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and 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
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, Program Administrators, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education
- e. 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

PARENT INVOLVEMENT (continued)

- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request
- 3. Conduct, with involvement of parents/guardians, 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 (20 USC 6318)

The County Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation 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 (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)

Department Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the County Superintendent or designee shall, at a minimum:

- 1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

CEREMONIES AND OBSERVANCES

The Tehama County Superintendent of Schools recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the County Superintendent, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

*Legal Reference:*EDUCATION CODE*37220-37223 Saturdays and holidays**44015.1 Week of the School Administrator**45203 Paid holidays**45460 Classified Employee Week**52720 Daily performance of patriotic exercises in public schools**52730 Patriotic exercises, daily instruction*GOVERNMENT CODE*430-439 Display of flags**3540-3549.3 Meeting and negotiating*UNITED STATES CODE, TITLE 4*6 Time and occasion for display of flag**7 Position and manner of display of flag*UNITED STATES CODE, TITLE 36*106 Note Constitution Day and Citizenship Day*COURT DECISIONS*West Virginia State Board of Education et al v. Barnette et al, 319 U.S. 624 (1943)**Management Resources:*CSBA PUBLICATIONS*Constitution Day: New Mandate for Districts Receiving Federal Funds, CSBA Advisory, August 2005*FEDERAL REGISTER*70 Fed. Reg. 29727 Constitution Day and Citizenship Day (2005)*WEB SITES*CSBA: <http://www.csba.org>**California Department of Education, History/Social Science Instructional Materials:**<http://www.cde.ca.gov/ci/hs/im>*

CEREMONIES AND OBSERVANCES**Patriotic Exercises**

Each school shall conduct patriotic exercises daily. These patriotic exercises shall consist of the reciting of the Pledge of Allegiance and may also include instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

Individuals may choose not to participate in the flag salute for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during school days at the entrance or on the grounds of every school. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until internment of an Associate Justice of the Supreme Court, a secretary of executive or military department, former Vice President, and the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Peace Officers Memorial Day (May 15), unless that day is also Armed Forces Day

COMMITMENT TO INSTRUCTION AND INTERVENTION

The Tehama County Superintendent of Schools desires to provide a high-quality, data-driven educational program to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to Tehama County Department of Education measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs.

The County Superintendent supports systems that include instructional strategies and interventions with demonstrated effectiveness that are aligned with curriculum and assessments.

The County Superintendent believes education systems should include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

The County Superintendent is committed to providing staff development to teachers regarding the use of assessments, data analysis, and research-based instructional practices and strategies. The County Superintendent emphasizes a collaborative approach of professional learning communities among teachers within and across grade spans.

Legal Reference: (see next page)

COMMITMENT TO INSTRUCTION AND INTERVENTION (continued)

Legal Reference:

EDUCATION CODE

56329 Assessment, written notice to parent

56333-56338 Eligibility for specific learning disabilities

56500-56509 Procedural safeguards

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1416 Monitoring, technical assistance, and enforcement

6316 School improvement

6318 Parent involvement

6319 Highly qualified teachers

CODE OF FEDERAL REGULATIONS, TITLE 34

300.307 Specific learning disabilities

300.309 Determining the existence of specific learning disabilities

300.311 Specific documentation for eligibility determination

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Response to Instruction and Intervention, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

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

CURRICULUM DEVELOPMENT AND EVALUATION

The Tehama County Superintendent of Schools desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the County Superintendent or designee, the Tehama County Board of Education may approve written Tehama County Department of Education curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all Department schools.

*Legal Reference:*EDUCATION CODE*221.5 Equal opportunity**35160 Authority of governing boards**35160.1 Broad authority of school districts**51050-51057 Enforcement of courses of study**51200-51263 Required courses of study**51500-51540 Prohibited instruction**51720-51879.9 Authorized classes and courses of instruction**60000-60424 Instructional materials*GOVERNMENT CODE*3543.2 Scope of representation*CODE OF REGULATIONS, TITLE 5*4000-4091 School improvement programs**4400-4426 Improvement of elementary and secondary education**Management Resources:*CSBA PUBLICATIONS*Maximizing School Board Leadership: Curriculum, 1996*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Content Standards for California Public Schools: Kindergarten Through Grade 12**Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12*WEB SITES*CSBA: <http://www.csba.org>**Association for Supervision and Curriculum Development: <http://www.ascd.org>**Association of California School Administrators: <http://www.acsa.org>**California Association for Supervision and Curriculum Development: <http://www.cascd.org>**California Department of Education, Curriculum and Instruction: <http://www.cde.ca.gov/ci>*

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The Tehama County Superintendent of Schools recognizes that the purpose of the Tehama County Department of Education's sexual health and HIV/AIDS prevention instruction is to provide students with the knowledge and skills necessary to protect them from unintended pregnancy and sexually transmitted diseases and to encourage students to develop healthy attitudes concerning adolescent growth and development.

The Department's curriculum shall be aligned with the state's content standards, based on medically accurate and factual information, and designed to teach students to make healthy choices and reduce high-risk behaviors. The Department's program shall comply with the requirements of law, Department policy, and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

The County Superintendent or designee may appoint a coordinator and/or an advisory committee regarding the Department's comprehensive sexual health program. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the Department's comprehensive sexual health education program. The County Board shall consider the advisory committee's recommendations when approving the Department's program.

Legal Reference: (see next page)

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

WEB SITES

CSBA: <http://www.csba.org>

American Academy of Pediatrics: <http://www.aap.org>

American College of Obstetricians and Gynecologists: <http://www.acog.org>

American Public Health Association: <http://www.apha.org>

California Department of Education, Sex Education and HIV/STD Instruction:
<http://www.cde.ca.gov/ls/he/se>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Safe Schools Coalition: <http://www.casafeschools.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Academy of Sciences: <http://www.nationalacademies.org>

U.S. Department of Health and Human Services, Office of the Surgeon General:
<http://www.surgeongeneral.gov>

U.S. Food and Drug Administration: <http://www.fda.gov>

CIVIC EDUCATION

The Tehama County Superintendent of Schools recognizes that citizen involvement in civic and political institutions is essential to a democratic government and desires to provide a comprehensive civic education program to help students acquire the knowledge, skills, and principles essential for informed, responsible citizenship.

The Tehama County Department of Education's civic education program shall provide students with an understanding of the rights and responsibilities of citizens in American democracy and the workings of federal, state, and local governments. As appropriate, instruction should include an examination of fundamental American documents, including, but not limited to, the Declaration of Independence, the United States Constitution, the Federalist Papers, and other significant writings and speeches.

To develop a sense of political effectiveness, instruction should develop students' understanding of the importance of civic participation in a democratic society. Service learning, extracurricular and cocurricular activities, class and school elections, and observation of local government processes may be used to reinforce classroom instruction by linking civic knowledge to practical experience and encouraging civic involvement.

Instruction also should promote a student's understanding of shared democratic principles and values, such as personal responsibility, justice, equality, respect for others, civic-mindedness, and patriotism, and enable students to make their own commitment to these civic values.

Legal Reference: (see next page)

CIVIC EDUCATION (continued)

Legal Reference:

EDUCATION CODE

233.5 Teaching of principles

33540 Standards for government and civics instruction

37221 Commemorative exercises including anniversary of U.S. Constitution

48205 Absence from school for jury duty or precinct board service

51210 Courses of study, grades 1-6

51220 Courses of study, grades 7-12

ELECTIONS CODE

12302 Precinct boards, appointment of students

UNITED STATES CODE, TITLE 20

6711-6716 Education for Democracy Act

UNITED STATES CODE, TITLE 36

101-144 Patriotic observances

Management Resources:

CSBA PUBLICATIONS

School Board Leadership: The Role and Function of California's School Boards, 1996

FEDERAL REGISTER

77 Fed. Reg. 29727 Constitution Day and Citizenship Day

AMERICAN BAR ASSOCIATION PUBLICATIONS

Essentials of Law-Related Education, rev. 2003

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Content Standards

CENTER FOR CIVIC EDUCATION PUBLICATIONS

Education for Democracy: California Civic Education Scope & Sequence, 2003

National Standards for Civics and Government, 1994

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) PUBLICATIONS

1998 Civics Report Card for the Nation, November 18, 1999

WEB SITES

CSBA: <http://www.csba.org>

American Bar Association, Law-Related Education Projects: <http://www.abanet.org/publiced/lre>

American Political Science Association: <http://www.apsanet.org>

Bill of Rights Institute: <http://www.billofrightsinstitute.org>

California Association of Student Leaders: <http://www.casl1.org>

California Council for the Social Studies: <http://www.ccss.org>

Center for California Studies: <http://www.csus.edu/calst>

Center for Civic Education: <http://www.civiced.org>

Center for Information and Research on Civic Learning and Engagement: <http://www.civicyouth.org>

Center for Youth Citizenship: <http://www.youthcitizenship.org>

Constitutional Rights Foundation: <http://www.crf-usa.org>

National Assessment of Educational Progress (NAEP), Civics Assessment:

<http://nces.ed.gov/nationsreportcard/civics>

National Council for the Social Studies: <http://www.ncss.org>

SERVICE LEARNING/COMMUNITY SERVICE CLASSES

The Tehama County Superintendent of Schools recognizes that service learning can enhance academic outcomes, help students develop the skills and knowledge necessary to become informed and responsible citizens, and aid in individual career development. Service learning experiences may also motivate students by providing them the opportunity to apply their studies to school and community needs and showing them that they can make a contribution to their community through involved citizenship.

Service Learning

The Tehama County Department of Education supports service learning instructional strategies as integral components of the Department's curriculum. The County Superintendent encourages staff to collaborate with local public and nonprofit agencies in order to develop service learning activities that meet educational objectives, align with state and local academic standards, and address current community needs.

*Legal Reference:*EDUCATION CODE*233.5 Teaching of principles**35160 Authority of governing boards**35160.1 Broad authority of school districts**37220.6 Cesar Chavez Day of Service and Learning**51210 Areas of study, grades 1-6**51220 Areas of study, grades 7-12**51745 Independent study*UNITED STATES CODE, TITLE 42*12501-12682 National and Community Service Trust Act of 1993*COURT DECISIONS*Steirer et al v. Bethlehem School District, (1993) 987 F.2d 989**Management Resources:*WEB SITES*CSBA: <http://www.csba.org>**California Department of Education, Service Learning: <http://www.cde.ca.gov/ci/cr/sl>**Learn and Serve America: <http://www.learnandserve.org>**National Service Learning Clearinghouse: <http://www.servicelearning.org>**Youth Service California: <http://www.yscal.org>*

ENVIRONMENTAL EDUCATION

The Tehama County Superintendent of Schools recognizes that schools play a crucial role in educating students about the importance of the environment and in preparing them to be stewards of natural resources. The County Superintendent believes that students should value the environment, respect all life forms, understand the basic ecological principles which support the planet, and live an ecologically responsible life-style.

*Legal Reference:***EDUCATION CODE***8700-8707 Environmental education**8720-8723 Conservation education service**8760-8773 Outdoor science, conservation, and forestry**33541 Science requirements**37222 John Muir; recognition of his contributions**51210 Areas of study, grades 1-6**51220 Areas of study, grades 7-12**51795-51797 School instructional gardens**60041 Ecological systems and their protection***PUBLIC RESOURCES CODE***71300-71305 Statewide environmental education**Management Resources:***WEB SITES***California Environmental Protection Agency, Education and the Environment Initiative:**<http://www.calepa.ca.gov/Education/EEI>**California Department of Education, Environmental Education:**<http://www.cde.ca.gov/pd/ca/sc/oeaintrod.asp>**California Integrated Waste Management Board, School Waste Management Education and Assistance: <http://www.ciwmb.ca.gov/Schools>**California Regional Environmental Education Community: <http://www.creec.org>*

VISUAL AND PERFORMING ARTS EDUCATION

The Tehama County Superintendent of Schools believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The Tehama County Department of Education's arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

*Legal Reference:***EDUCATION CODE**

8820-8830 *Arts Work Visual and Performing Arts Educational Program*

8950-8957 *California summer school of the arts*

32060-32066 *Toxic art supplies*

35330 *Field trips*

51210 *Course of study, grades 1-6*

51220 *Course of study, grades 7-12*

51225.3 *Graduation requirements*

58800-58805 *Specialized secondary programs*

60200-60206 *Instructional materials, elementary schools*

60400-60411 *Instructional materials, high schools*

99200-99206 *Subject matter projects*

UNCODIFIED STATUTE

SB 77, Ch. 171, *Statutes of 2007, Item 6110-265-0001 Arts and music block grant*

*Management Resources:***CSBA PUBLICATIONS**

Maximizing School Board Leadership: Curriculum Development, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade 12, 2004

Visual and Performing Arts Content Standards, January 2001

Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001

WEB SITES:

CSBA: <http://www.csba.org>

Arts Education Partnership: <http://aep-arts.org>

California Alliance for Arts Education: <http://www.artsed411.org>

California Arts Council: <http://www.cac.ca.gov>

California Art Education Association: <http://www.caea-arteducation.org>

California Association for Music Education: <http://www.calmusiced.com>

California Dance Education Association: <http://www.cdeadance.org>

California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: http://www.cetoweb.org/ceta_pages

The California Arts Project: <http://csmp.ucop.edu/tcap>

PHYSICAL EDUCATION AND ACTIVITY

The Tehama County Superintendent of Schools recognizes the positive benefits of physical activity on student health and academic achievement. The Tehama County Department of Education shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The Department's physical education and activity programs shall encourage students' lifelong fitness.

*Legal Reference:*EDUCATION CODE*33126 School accountability report card**33350-33354 CDE responsibilities re: physical education**35256 School accountability report card**49066 Grades; physical education class**51210 Course of study, grades 1-6**51220 Course of study, grades 7-12**51222 Physical education**51223 Physical education, elementary schools**51241 Temporary, two-year or permanent exemption from physical education**51242 Exemption from physical education for athletic program participants**52316 Excuse from attending physical education classes**60800 Physical performance test*CODE OF REGULATIONS, TITLE 5*1040-1048 Physical performance test**3051.5 Adapted physical education for individuals with exceptional needs**10060 Criteria for high school physical education programs*UNITED STATES CODE, TITLE 29*794 Rehabilitation Act of 1973, Section 504*UNITED STATES CODE, TITLE 42*1751 Note Local wellness policy*ATTORNEY GENERAL OPINIONS*53 Ops.Cal.Atty.Gen. 230 (1970)**Management Resources:*CSBA PUBLICATIONS*Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010**Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev.**February 2010**Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009**Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009**Management Resources continued: (see next page)*

PHYSICAL EDUCATION AND ACTIVITY (continued)

Management Resources: (continued)

CSBA PUBLICATIONS (continued)

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005

Adapted Physical Education Guidelines for California Schools, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2000

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

2008 Physical Activity Guidelines for Americans, October 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):
<http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Educational Data System, California physical fitness: <http://www.eddata.com/projects/current/cpf>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

President's Council on Physical Fitness and Sports: <http://www.fitness.gov>

The California Endowment: <http://www.calendow.org>

U.S. Department of Health and Human Services: <http://www.health.gov>

COMPREHENSIVE HEALTH EDUCATION

The Tehama County Superintendent of Schools believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors. The Tehama County Department of Education's health education program shall be part of a coordinated school health system which supports the well-being of students and is linked to Department and community services and resources.

*Legal Reference:***EDUCATION CODE***8850.5 Family relationships and parenting education**35183.5 Sun protection**49413 First aid training**49430-49436 Pupil Nutrition, Health and Achievement Act of 2001**49490-49494 School breakfast and lunch programs**49500-49505 School meals**51202 Instruction in personal and public health and safety**51203 Instruction on alcohol, narcotics and dangerous drugs**51210 Areas of study**51210.8 State content standards for health education**51220.5 Parenting skills; areas of instruction**51260-51269 Drug education**51513 Personal beliefs**51880-51881.5 Health education, legislative findings and intent**51890-51891 Comprehensive health education programs**51913 District health education plan**51920 Inservice training, health education**51930-51939 Comprehensive sexual health and HIV/AIDS prevention education***CALIFORNIA CODE OF REGULATIONS, TITLE 5***11800-11801 District health education plan**Management Resources: (see next page)*

COMPREHENSIVE HEALTH EDUCATION (continued)

Management Resources:

CSBA PUBLICATIONS

Asthma Management in the Schools, Policy Brief, March 2008

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Physical Education and California Schools, Policy Brief, rev. October 2007

Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, March 2007

Sun Safety in Schools, Policy Brief, July 2006

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATIONS

National Health Education Standards: Achieving Excellence, 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

WEB SITES

CSBA: <http://www.csba.org>

American Association for Health Education: <http://www.aahperd.org>

American School Health Association: <http://www.ashaweb.org>

California Association of School Health Educators: <http://www.cashe.org>

California Department of Education, Health Education: <http://www.cde.ca.gov/ci/he>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Subject Matter Project, Physical Education-Health Project: <http://csmp.ucop.edu/cpehp>

Center for Injury Prevention Policy and Practice: <http://www.cippp.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Center for Health Education: <http://www.nche.org>

National Hearing Conservation Association: <http://www.hearingconservation.org>

READING/LANGUAGE ARTS INSTRUCTION

The Tehama County Superintendent of Schools recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

The Tehama County Department of Education desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking, and listening activities in order to build effective communication skills.

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers.

The County Superintendent or designee shall provide professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' developing literacy, and the ability to draw from a variety of instructional strategies and materials.

The County Superintendent or designee shall ensure that the Department's reading/language arts program offers sufficient access to textbooks and other instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

The County Superintendent or designee shall regularly provide the County Board with data from state and Department reading assessments and program evaluations to enable the County Board to monitor program effectiveness.

Grades K-3

The goal of the Department's early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the County Superintendent or designee shall design a balanced and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills
2. A strong literature, language, and comprehension program that includes a balance of oral and written language

READING/LANGUAGE ARTS INSTRUCTION (continued)

3. Ongoing diagnosis of students' skills
4. An early intervention program that provides assistance to students at risk of reading failure

Grades 4-12

The County Superintendent recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-12.

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.

Legal Reference: (see next page)

READING/LANGUAGE ARTS INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

41505-41508 *Pupil Retention Block Grant*

41530-41532 *Professional Development Block Grant*

44277 *Professional growth activities*

44735 *Teaching as a Priority Block Grant*

44755-44757.5 *Teacher Reading Instruction Development Program, K-3*

51210 *Areas of study, grades 1-6*

51220 *Areas of study, grades 7-12*

51700-51702 *Reading First*

53000-53006 *Comprehensive Reading Leadership Program*

60119 *Sufficiency of textbooks and instructional materials*

60200.4 *Fundamental skills*

60350-60352 *Core reading program instructional materials*

60605 *State-adopted content and performance standards in core curricular areas*

99220-99221 *California Reading Professional Development Institutes*

99230-99242 *Mathematics and Reading Professional Development Program (AB 466 trainings)*

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

53025-53032 *Intensive reading program for grades K-4*

CODE OF REGULATIONS, TITLE 5

9535 *Purchase of nonadopted core reading program instructional materials*

11980-11985 *Mathematics and Reading Professional Development Program (AB 466 trainings)*

11991-11991.2 *Reading First achievement index*

UNITED STATES CODE, TITLE 20

6361-6368 *Reading First Program*

6371-6376 *Early Reading First Program*

6381-6381k *Even Start Family Literacy Program*

6383 *Improving literacy through school libraries*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Every Child a Reader, 1995

English-Language Arts Framework for California Public Schools

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Recommended Literature: Kindergarten Through Grade Twelve

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Guidance for the Reading First Program, April 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Reading/Language Arts: <http://www.cde.ca.gov/pd/ca/rl>

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

MATHEMATICS INSTRUCTION

The Tehama County Superintendent of Schools desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The County Superintendent or designee shall develop grade-level curricula that offer a balanced instructional program, including but not limited to:

1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots
2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols and terms
3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations

The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.

The County Superintendent or designee shall ensure that all students have many opportunities to take the full range of mathematics course options.

The County Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced mathematics program.

*Legal Reference:*EDUCATION CODE*51210 Areas of study, grades 1 through 6**51220 Areas of study, grades 7 through 12**Management Resources:*CDE PUBLICATIONS*Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force, 1995**Mathematics Framework for California Public Schools, 1992*

SCIENCE INSTRUCTION

The Tehama County Superintendent of Schools believes that science education should focus on giving students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and the interrelation of science, mathematics and technology. As part of their science instruction, students should learn how to apply scientific knowledge and ways of thinking for individual and social purposes.

*Legal Reference:*EDUCATION CODE*51210 Areas of study, grades 1 through 6**51220 Areas of study, grades 7 through 12**Management Resources:*CDE PUBLICATIONS*Science Framework for California Public Schools, 1990*SBE POLICIES*Policy Statement on the Teaching of Natural Sciences, January 13, 1989*

HISTORY-SOCIAL SCIENCE INSTRUCTION

The Tehama County Superintendent of Schools believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The Tehama County Department of Education's history-social science education program shall be designed to develop students' knowledge of historical events within a chronological and geographic context and shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

*Legal Reference:*EDUCATION CODE*33540 History-social science curriculum framework**51204 Course of study designed for student's needs**51204.5 History of California; contributions of men, women, and ethnic groups**51210 Course of study, grades 1-6**51220 Course of study, grades 7-12**51220.2 Instruction in legal system; teen or peer court programs**51221 Social science course of study, inclusion of instruction in use of natural resources**51221.3-51221.4 Instruction on World War II and Vietnam War; use of oral histories**51225.3 High school graduation requirements**60040-60051 Criteria for instructional materials**60119 Public hearing on the sufficiency of instructional materials**60200-60206 Instructional materials, grades K-8**60400-60411 Instructional materials, grades 9-12**60420-60424 Instructional Materials Funding Realignment Program**60640-60649 Standardized Testing and Reporting Program**99200-99206 Subject matter projects**Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, rev. 2005**Model Curriculum for Human Rights and Genocide, 2000**History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998*WEB SITES*CSBA: <http://www.csba.org>**California Council for the Humanities: <http://www.calhum.org>**California Council for the Social Studies: <http://www.ccss.org>**California Department of Education: <http://www.cde.ca.gov>**California History-Social Science Course Models: <http://www.history.ctaponline.org>**California Subject Matter Project: <http://csmp.ucop.edu>**National Association for Multicultural Education: <http://www.nameorg.org>**National Council for History Education: <http://www.nche.net>*

COURSES OF STUDY

The Tehama County Superintendent of Schools recognizes that a well-articulated sequence of courses fosters academic progress and provides for the best possible use of instructional time. The Tehama County Department of Education's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and/or the workplace.

The County Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the Department and, as necessary, shall work with representatives of appropriate area Departments to ensure articulation of courses between elementary and secondary schools.

Elementary Grades

The County Superintendent shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

Secondary Grades

The Department shall offer all otherwise qualified students in secondary grades a course of study that, upon graduation from high school, prepares them to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry. (Education Code 51228)

Legal Reference: (see next page)

COURSES OF STUDY (continued)

Legal Reference:

EDUCATION CODE

33319.3 *Driver education; CDE materials on road rage*
33540 *Government and civics instruction in interaction with government agencies*
48980 *Parental notifications*
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*
51210-51212 *Areas of study for grades 1-6*
51220-51229 *Course of study for grades 7-12*
51241 *Exemption from physical education*
51911-51921 *Comprehensive health educational plans*
51930-51939 *California Comprehensive Sexual Health and HIV/AIDS Prevention Act*
51940 *Curriculum for brain and spinal cord injury prevention*
53278-53280 *Supplemental School Counseling Program*
66204 *Certification of high school courses as meeting university admission criteria*

HEALTH AND SAFETY CODE

11032 *Definition of dangerous drugs*

CODE OF REGULATIONS, TITLE 5

10020-10049 *Automobile driver education and training*

10060 *Physical education program*

UNITED STATES CODE, TITLE 20

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

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Career Resource Network: <http://www.californiacareers.info>
California Colleges.edu: <http://www.californiacolleges.edu>
California Department of Education: <http://www.cde.ca.gov>
University of California, Certified Course Lists: <http://doorways.ucop.edu/list>
University of California, College Prep Online Courses and Services: <http://www.uccp.org>

SCHOOL-SPONSORED TRIPS

The Tehama County Superintendent of Schools recognizes that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the Tehama County Department of Education's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities.

Requests for school-sponsored trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the County Superintendent or designee. The County Superintendent or designee shall review the request and approve or disapprove.

The Program Administrator shall establish a process for approving a staff member's request to conduct a school-sponsored trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, Department and student expense, and transportation and supervision requirements. Program Administrators may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The County Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

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

Legal Reference: (see next page)

SCHOOL-SPONSORED TRIPS (continued)

Legal Reference:

EDUCATION CODE

8760 *Authorization of outdoor science and conservation programs*

32040-32044 *First aid equipment: field trips*

35330 *Excursions and field trips*

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

35332 *Transportation by chartered airline*

35350 *Transportation of students*

44808 *Liability when pupils not on school property*

48908 *Duties of pupils; authority of teachers*

BUSINESS AND PROFESSIONS CODE

17540 *Travel promoters*

17550-17550.9 *Sellers of travel*

17552-17556.5 *Educational travel organizations*

Management Resources:

WEB SITES

American Red Cross: <http://www.redcross.org>

California Association of Directors of Activities: <http://www.cada1.org>

U.S. Department of Homeland Security: <http://www.dhs.gov>

INDEPENDENT STUDY

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

The Department's independent study option shall be substantially equivalent quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the Department's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources as is available to other students in the school. 5 CCR 11701.5(a), 11701.5(b)

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

An independent study student must be assigned a full day's worth of work equivalent to that which he/she would have been assigned if he/she had been in a classroom setting. A student should be assigned more than the minimum number of minutes/hours of work in order to meet academic requirements and progress/graduate on schedule. However, the minutes/hours listed below reflect the maximum apportionment a teacher may take:

Kindergarten	(180) minutes per day [5 days per week]
Grades 1 -3	(240) minutes per day (5 days per week)
Grades 4-8	(240) minutes per day {5 days per week}

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

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

INDEPENDENT STUDY (continued)

To foster each student's success in independent study, the County Superintendent establishes the following maximum length of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows:

For all students in grades K-12: 4 weeks (Education Code 51747(a))

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

When any student fails to complete three independent study assignments, the County Superintendent or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's permanent record. (Education Code 51747(b))

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

Legal Reference: (see next page)

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

42238 Revenue limits

44865 Qualifications for home teachers and teachers in special classes and schools

46300-46307.1 Methods of computing average daily attendance

47612.5 Independent study in charter schools

48204 Residency based on parent employment

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52206 Gifted and talented education; use of independent study to augment program

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

19819 State audit compliance

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS

Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Independent Study Operations Manual, 2000 Edition

Elements of Exemplary Independent Study

Approaches to Satisfying No Child Left Behind Act of 2001 Teacher Requirements for Independent Study in Secondary Schools, January 28, 2010

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Policy
adopted: May 18, 2011
Revised: September 1, 2022

TEHAMA COUNTY DEPARTMENT OF EDUCATION

Red Bluff, California

INDEPENDENT STUDY

The Tehama County Board of Education has adopted a policy to implement the requirements of AB 130. With the enactment of Assembly Bill No. 130 (Ch. 44, Stats. 2021, hereafter “AB 130”), school districts and county offices of education may offer independent study with limited exceptions.

This Regulation is intended to implement the additional requirements of AB 130. SP6158(a), (b), AR 6158 (a)-(f).

Monitoring Student Progress

In addition to the number of missed assignments permitted before an evaluation is conducted to determine whether it is in the best interest of a pupil to remain in independent study, or whether the pupil should return to the regular school program, the pupil’s level of satisfactory progress shall be considered. Satisfactory educational progress shall be determined based on all of the following indicators:

1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement, including but not limited to the student’s attendance and absenteeism.
2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Special Education Students Participating in Independent Study

Students enrolled in special education programs may participate in independent study if the Individual Education Plan (IEP) Team agrees and Free Appropriate Public Education (FAPE) can be established. The “certificated employee with responsibility for the student’s special education programming” must be a signatory to the written agreement.

Content Standards

The provision of content aligned to grade level standards that is provided to pupils in the independent study program shall be substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.

INDEPENDENT STUDY (continued)**Re-engagement Strategies**

TCDE employees will take measures to re-engage pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of approved instructional calendar, pupils found non-participatory in synchronous instructional offerings pursuant to Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by gradespan, or pupils who are in violation of their written agreement pursuant to Educational Code section 51747 (g), and this policy. Procedures for tiered re-engagement strategies shall include all of the following:

1. Verification of the pupil's current contact information.
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.
3. A plan for outreach to determine pupil needs, including connection with health and social services as necessary.
4. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, regarding missed assignments and satisfactory education progress.

"Pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement pursuant to subdivision (g) of Section 51747 or the written learning agreement pursuant to subdivision (b) of Section 51749.6.

This section shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year.

Instructional Delivery Methods

Instruction shall be provided to all pupils in the independent study program in accordance with the pupil's written agreement, and shall include the following:

1. For pupils in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, daily synchronous instruction shall be provided for all pupils throughout the school year.
2. Pupils in grades 4 to 8, inclusive, will be provided opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.
3. Pupils in grades 9 to 12, inclusive, will be provided opportunities for at least weekly synchronous instruction for all pupils throughout the school year.

"Live interaction" means interaction between the pupil and TCDE classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provisions of services, and

INDEPENDENT STUDY (continued)

instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic

communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Education Code Section 51747.5. A pupil who does not participate in independent study on a school day shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered re-engagement pursuant to section . 51747

Returning to In-person Instruction

Pupils whose families wish to return to classroom-based instruction from independent study may notify the designated contact person, as set forth in the pupil’s written agreement. Upon notice from the pupil’s family that a return to in-person instruction is desired, the Independent Study Administrator shall provide for the pupil’s return to the school of the pupil’s previous in-person attendance, or such other school as is appropriate for the pupil’s grade level and place of residence, no later than five instructional days after the request is received.

This section shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year.

Independent Study Fewer Than Fifteen Days

Written agreements for independent study lasting fewer than 15 school days must be signed by parent/guardian within 10 days of enrollment in independent study.

Master Agreement

Each pupil’s written agreement for independent study shall include, the following:

1. The manner, time, frequency, and place for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding the pupil’s academic progress.
2. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
3. A statement of the level of satisfactory educational progress allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

INDEPENDENT STUDY (continued)

4. A statement detailing the academic and other supports that will be provided to address the needs of the pupils are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file. An electronic file includes a computer or

electronic stored image of an original document, including, but not limited to, portable document format, JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means. Either an original document or an electronic file of the original document is allowable for auditing purposes.

Written agreements may be signed using an electronic signature that complies with state and federal standards that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Each pupil's written agreement must be completed and signed by parent, student, and teacher prior to program commencement for programs scheduled for 15 days or more.

Independent Study Enrollment and Notice

Upon the request of the parent or guardian of a pupil, and before signing a written agreement with the pupil's parent or guardian, the TCDE staff may conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent, or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

51745-51749 Independent Study Programs

ASSEMBLY BILL

Assembly Bill No. 130 (Ch. 44, Stats. 2021)

Assembly Bill No. 181 (Ch. 52, Stats. 2022)

EQUIPMENT, BOOKS AND MATERIALS

The Tehama County Superintendent of Schools recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the approved curriculum, instructional materials also should be up to date.

The County Superintendent or designee shall develop procedures for determining the sufficiency of Tehama County Department of Education instructional materials in providing accurate, current information and ensuring that students have access to standards-based materials. When new instructional materials have been chosen, the County Superintendent shall make final decisions regarding their purchase.

*Legal Reference:*EDUCATION CODE*60010 Definitions**60040-60047 Instructional requirements and materials**60119 Public hearing on sufficiency of materials**60200-60206 Elementary school materials**60240-60252 State Instructional Materials Fund**60400-60411 High school textbooks**60420-60424 Instructional Materials Funding Realignment Program*CODE OF REGULATIONS, TITLE 5*9505-9532 Instructional materials, especially:**9531-9532 Instructional Materials Funding Realignment Program**Management Resources:*WEB SITES*CDE, Curriculum Frameworks and Instructional Resources Division: <http://www.cde.ca.gov/cfir>*

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Tehama County Superintendent of Schools desires that Tehama County Department of Education instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Tehama County Board of Education shall adopt instructional materials based on a determination that such materials are aligned with the state content standards, meet other criteria specified in law, and are an effective learning resource to help students achieve grade-level competency.

To ensure that instructional materials effectively support the Department's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the Department's curriculum and standards.

The County Superintendent or designee shall establish a process by which instructional materials shall be reviewed for approval by the Tehama County Board of Education.

All recommended instructional materials shall be available for public inspection at the County Office.

Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

Complaints concerning instructional materials shall be handled in accordance with law, Department policy, and administrative regulation.

The County Superintendent's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. Students in grades K-8 shall be provided with instructional materials adopted by the State Superintendent of Education.

Public Hearing on Sufficiency of Instructional Materials

The County Board shall annually conduct one or more public hearings on the sufficiency of the Department's instructional materials. (Education Code 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

The County Superintendent encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The County Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the county, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the County Board shall determine, through a resolution, whether each student in each school has sufficient textbooks and/or instructional materials that are aligned to the state content standards adopted pursuant to Education Code 60605 in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program

For the 2008-09 through 2012-13 fiscal years, the County Superintendent shall also make a determination that all students within the Department who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3, 60119, and 60422. (Education Code 1240.3, 42605)

If the County Superintendent determines that there are insufficient textbooks and/or instructional materials, the County Superintendent shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The County Superintendent shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Legal Reference: (see next page)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties
1240.3 Definition of sufficiency for categorical flexibility
33050-33053 General waiver authority
33126 School accountability report card
35272 Education and athletic materials
42605 Tier 3 categorical flexibility
44805 Enforcement of course of studies; use of textbooks, rules and regulations
49415 Maximum textbook weight
51501 Subject matter reflecting on race, color, etc.
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60048 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)
60110-60115 Instructional materials on alcohol and drug education
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60240-60252 State Instructional Materials Fund
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards
CODE OF REGULATIONS, TITLE 5
9505-9535 Instructional materials, especially:
9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2000

WEB SITES

CSBA: <http://www.csba.org>

Association of American Publishers: <http://www.publishers.org>

California Department of Education: <http://www.cde.ca.gov>

DAMAGED OR LOST INSTRUCTIONAL MATERIALS

The Tehama County Superintendent of Schools recognizes that instructional materials are an expensive resource and that each student is entitled to sufficient instructional materials in accordance with law. Instructional materials provided for use by students remain the property of the Tehama County Department of Education. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials are lost or so damaged that they are no longer usable, the student shall be immediately issued a replacement material. However, students or parents/guardians shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the County Superintendent or designee shall determine an appropriate charge.

If it can be demonstrated to the County Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the County Superintendent or designee may excuse the student or parent/guardian from payment of reparation.

If reparation is not excused and not paid by the student or parent/guardian, the Department may withhold the student's grades, diploma and transcripts in accordance with law, Department policy, and administrative regulation.

*Legal Reference:*EDUCATION CODE*48904 Willful misconduct; limit of liability of parent or guardian**48904.3 Withholding grades, diplomas or transcripts of students causing property damage or injury**60119 Public hearing on sufficiency of materials**60411 Purchase and use; property of district*CIVIL CODE*1714.1 Liability of parent or guardian for act of willful misconduct by a minor*CODE OF REGULATIONS, TITLE 5*305 Student responsible for care of property**Management Resources:*WEB SITES*California Department of Education: <http://www.cde.ca.gov>*

STUDENT ASSESSMENT

The Tehama County Superintendent of Schools recognizes that student assessments are an important instructional and accountability tool. Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in Tehama County Department of Education programs, and/or eligibility for graduation. In addition, program effectiveness and staff evaluations shall, as appropriate, be based in part on indicators of student achievement.

To obtain the most accurate evaluation of student performance, the Department shall use a variety of measures, including Department, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

In selecting or developing a Department assessment, the County Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it corresponds to the material that is being taught.

The County Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

The County Superintendent or designee shall provide professional development to assist teachers and paraprofessionals in interpreting and using assessment data to improve student performance and the instructional program.

When Department and school-level results of student assessments are published by the state, the County Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

Legal Reference: (see next page)

STUDENT ASSESSMENT (continued)

Legal Reference:

EDUCATION CODE

313 *Assessment of English language development*

10600-10610 *California Education Information System*

44660-44665 *Evaluation and assessment of performance of certificated employees (Stull Act)*

51041 *Evaluation of educational program*

51450-51455 *Golden State Seal Merit Diploma*

60600-60649 *Assessment of academic achievement, especially:*

60640-60649 *Standardized Testing and Reporting Program*

60800 *Physical fitness testing*

60810-60812 *Assessment of English language development*

60850-60859 *High school exit examination*

60900 *California Longitudinal Pupil Achievement Data System*

CODE OF REGULATIONS, TITLE 5

850-870 *Standardized Testing and Reporting program*

1200-1225 *High School Exit Examination*

UNITED STATES CODE, TITLE 20

9622 *National Assessment of Educational Progress*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Key Elements of Testing, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Teachers' Use of Student Data Systems to Improve Instruction, 2007

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Educational Testing Service: <http://www.ets.org>

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

STANDARDIZED TESTING AND REPORTING PROGRAM

The Tehama County Superintendent of Schools desires to use the results of the achievement tests to evaluate the performance of Tehama County Department of Education students in achieving state academic standards and in comparison to the performance of students across the state. The County Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) Program as required by law and in accordance with Department policy and administrative regulation.

The County Superintendent strongly encourages all students at the applicable grade levels to participate in the STAR assessments in order to maximize the usefulness of the data and enable the Department to meet participation levels required for state and federal accountability systems. The County Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

The County Superintendent shall annually examine STAR results by school, grade level, and student subgroups.

Legal Reference: (see next page)

STANDARDIZED TESTING AND REPORTING PROGRAM (continued)

Legal Reference:

EDUCATION CODE

51041 Evaluation of educational program

52056 Board discussion of Academic Performance Index rankings, including STAR results

56345 Individualized education program, contents

60600-60630 Assessment of academic achievement

60640-60649 Standardized Testing and Reporting Program

60660-60663 Electronic learning assessment resources

60810 Assessment of language development

99300-99301 Early Assessment Program

CODE OF REGULATIONS, TITLE 5

850-870 Standardized Testing and Reporting Program

UNITED STATES CODE, TITLE 20

1412(a)(17) Participation of students with disabilities in state assessments

6311 Adequate yearly progress

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1 Standards and assessment

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments

CALIFORNIA STATE UNIVERSITY PUBLICATIONS

The Early Assessment Program: Handbook for School Site Leaders, 2008

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, STAR Program: <http://www.cde.ca.gov/ta/tg/sr>

California Learning Resources Network: <http://clrn.org>

California State University, Early Assessment Program: <http://www.calstate.edu/eap>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

TEST INTEGRITY/TEST PREPARATION

The Tehama County Superintendent of Schools desires to protect the integrity of student assessment processes in order to obtain an accurate assessment of student achievement in the Tehama County Department of Education and maintain accountability to the community and state. Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments.

Test Integrity

In the administration of standardized tests, staff shall not:

1. Provide inappropriate test preparation
2. Modify test administration procedures, except as allowed by law
3. Provide inappropriate assistance to students during test administration
4. Change or fill in answers on student answer sheets
5. Provide inaccurate data on student header sheets
6. Discourage or exclude certain students from taking the test
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement

Preparation for State Tests

Staff may prepare students for assessments by providing instruction in the content specified in state and Department academic standards and teaching general test-taking strategies that are designed to improve their performance on tests included in the Standardized Testing and Reporting program, the California High School Exit Examination, or the California English Language Development Test. Such strategies may include, but not be limited to, using time efficiently, understanding directions, placing answers correctly on answer sheets, checking answers, problem-solving tactics, and exposing students to various test formats.

The County Superintendent or designee, Program Administrators, and teachers shall not implement any program of specific preparation for the statewide student assessment program or a particular test used within that program. (Education Code 60611)

Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scanable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used. (5 CCR 854)

TEST INTEGRITY/TEST PREPARATION (continued)

Investigation and Consequences of Testing Irregularities

Reports of student cheating on assessments shall be submitted to the Program Administrator or designee for investigation. Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Department policy and administrative regulations.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, Department policy, and administrative regulations.

The County Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

If the County Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

Legal Reference:

EDUCATION CODE

60600-60649 *California Assessment of Academic Achievement, especially:*

60611 *Inappropriate test preparation*

60850-60859 *California High School Exit Examination*

GOVERNMENT CODE

54957 *Complaints against employees, closed session*

CODE OF REGULATIONS, TITLE 5

850-870 *Standardized Testing and Reporting program, especially:*

854 *Advance preparation for STAR test*

880-901 *Designated primary language test*

1200-1225 *California High School Exit Examination, especially:*

1215 *Cheating on the high school exit examination*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Guidelines on Academic Preparation for State Assessments, April 2004

WEB SITES:

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

USE OF COPYRIGHTED MATERIALS

The Tehama County Superintendent of Schools recognizes the importance of ensuring that the Tehama County Department of Education complies with federal law regarding copyrights. Department staff and students are expected to maintain the highest ethical standards in using copyrighted materials.

When selecting appropriate supplementary instructional materials, it is each staff member's responsibility to adhere to the provisions of federal copyright law, Department policy, and administrative regulation. The Department shall not be responsible for any violation of copyright laws by its staff or students. If a staff member is uncertain as to whether reproducing or using copyrighted material complies with the law, he/she shall contact the County Superintendent or designee for clarification and assistance. At no time shall it be necessary for a Department employee to violate copyright laws in order to perform his/her duties.

The County Superintendent or designee shall ensure that the Department observes all publisher licensing agreements between vendors and the Department, including monitoring the number of users permitted by an agreement. Unless the applicable licensing agreement authorizes multiple users of a single program, the Department shall not make multiple copies of a computer program or software. Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment.

The County Superintendent or designee shall ensure that staff and students receive information and training about copyright laws and the penalties for violating such laws.

*Legal Reference:*EDUCATION CODE*35182 Computer software*UNITED STATES CODE, TITLE 17*101-122 Subject matter and scope of copyright, especially:**102 Definitions**107 Fair use**110 Limitations on exclusive rights: Exemption of certain performances and displays*COURT DECISIONS*Marcus v. Rowley*, (9th Cir., 1982) 695 F.2d 1171*Management Resources:*U.S. COPYRIGHT OFFICE PUBLICATIONS*Circular 21: Reproduction of Copyrighted Works by Educators and Librarians*, 1995WEB SITES*Copyright Clearance Center: <http://www.copyright.com>**Copyright Society of the USA: <http://www.csusa.org>**U.S. Copyright Office: <http://www.copyright.gov>*

RESEARCH

The Tehama County Superintendent of Schools recognizes the value of academic research to improve educational programs and practices. Researchers shall respect the privacy rights of students, including their right to refrain from participation in research projects in accordance with law, Tehama County Department of Education policy and administrative regulation.

The County Superintendent or designee may authorize research projects within the Department by outside groups or persons when such research is aligned with Department goals and objectives and is likely to benefit the Department without disrupting the school program.

The County Superintendent or designee shall ensure that parents/guardians receive prior notification of any surveys or evaluations that collect personal student information and that consent is obtained in accordance with law.

Legal Reference:

EDUCATION CODE

51513 Personal beliefs

UNITED STATES CODE, TITLE 20

1232h Protection of pupil rights

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

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

USDOE, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpco/>

STUDENT USE OF TECHNOLOGY

The Tehama County Superintendent of Schools intends that technological resources provided by the Tehama County Department of Education be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The County Superintendent or designee shall notify students and parents/guardians about authorized uses of Department computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with Department regulations and the Department's Acceptable Use Agreement.

Before a student is authorized to use the Department's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Department or any Department staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Department and Department personnel for any damages or costs incurred.

The County Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the Department's technological resources and to help ensure that the Department adapts to changing technologies and circumstances.

Use of Department Computers for Online Services/Internet Access

The County Superintendent or designee shall ensure that all Department computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Tehama County Department of Education staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Information and Technology or designed representatives.

The Director of Information and Technology or designated representatives will provide appropriate training for students who use the Tehama County Department of Education Internet facilities. The training provided will be designed to promote the department's commitment to:

STUDENT USE OF TECHNOLOGY (continued)

- A. The standards and acceptable use of Internet services as set forth in the Employee Use of Technology policy and administrative regulation.
- B. Student safety with regard to:
 - 1. Safety on the Internet
 - 2. Appropriate behavior while online, on social networking Websites and in chat rooms
 - 3. Cyberbullying awareness and response
- C. Compliance with the E-rate requirement of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the department's acceptable use policies.

Legal Reference:

EDUCATION CODE

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:

6777 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's Online Privacy Protection Act

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Tehama County Superintendent of Schools recognizes the need to identify and evaluate children with disabilities in order to provide them with the services required by law.

The Tehama County Department of Education shall provide a free appropriate public education to students who are classified as disabled under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met. (34 CFR 104.33)

*Legal Reference:*EDUCATION CODE*49423.5 Specialized physical health care services*CODE OF REGULATIONS, TITLE 5*3051.12 Health and Nursing Services*UNITED STATES CODE, TITLE 20*1232g Family Educational Rights and Privacy Act of 1974**1400-1482 Individuals with Disabilities Education Act*UNITED STATES CODE, TITLE 29*794 Rehabilitation Act of 1973, Section 504*CODE OF FEDERAL REGULATIONS, TITLE 34*104.1-104.61 Nondiscrimination on the basis of handicap, especially:**104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973**104.3 Definitions**104.33 Free appropriate public education**104.35 Evaluation and placement**104.36 Procedural safeguards*COURT DECISIONS*Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205**Management Resources:*CSBA PUBLICATIONS*Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, November 2007*CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES*Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007*U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS*Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007*WEB SITES*CSBA: <http://www.csba.org>**California Department of Education: <http://www.cde.ca.gov>**U.S. Department of Education, Office for Civil Rights:**<http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>*

Policy

adopted: May 18, 2011

Revised: October 29, 2015

TEHAMA COUNTY DEPARTMENT OF EDUCATION

Red Bluff, California

TITLE I PROGRAMS

In order to improve the academic achievement of students from economically disadvantaged families, the Tehama County Department of Education shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

The Tehama County Superintendent of Schools 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. (20 USC 6312)

The Department and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

Local Educational Agency Plan

The County Superintendent or designee shall consult with teachers, Program Administrators, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Tehama County Board of Education for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the Department will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the Department.

Comparability of Services

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 Department 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)

To demonstrate comparability of services among Department schools:

1. The County Superintendent shall adopt and implement a Department salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.

TITLE I PROGRAMS (continued)

3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.
4. All Department schools shall be provided with the same level of base funding per student for curriculum and instructional materials.
5. The County Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the Department shall not include staff salary differentials for years of employment. The Department also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the County Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the Department's compliance. If any instances of noncomparability are identified, the County Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The County Superintendent shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

Legal Reference: (see next page)

TITLE I PROGRAMS (continued)

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

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

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/iasa/titleone>

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

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

EDUCATION FOR HOMELESS CHILDREN

The Tehama County Superintendent of Schools desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the Tehama County Department of Education. The Department 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.

The County 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.

*Legal Reference:***EDUCATION CODE***1980-1986 County community schools**2558.2 Use of revenue limits to determine average daily attendance of homeless children**39807.5 Payment of transportation costs by parents***UNITED STATES CODE, TITLE 42***11431-11435 McKinney-Vento Homeless Assistance Act**Management Resources:***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>*

EDUCATION FOR HOMELESS CHILDREN

Definitions

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

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals
2. Children and youths 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. Children and youths 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

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)

Unaccompanied youth means a youth not in the physical custody of a parent or guardian. (42 USC 11434(a))

Department Liaison

The Superintendent designates the following as the Tehama County Department of Education liaison for homeless students: (42 USC 11432)

Foster/Homeless Coordinating Program
1135 Lincoln Street
Red Bluff, CA 96080
(530) 527-5811

EDUCATION FOR HOMELESS CHILDREN (continued)

The Department's liaison for homeless students shall ensure that: (42 USC 11432)

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Homeless students enroll in, and have a full and equal opportunity to succeed in, Department 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
5. Notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens
6. Enrollment disputes are mediated in accordance with law, Department policy, and administrative regulation
7. Parents/guardians are fully informed of all transportation services

EDUCATION FOR FOSTER YOUTH

The Tehama County Superintendent of Schools recognizes that foster youth may be at greater risk for poor academic performance due to their family circumstances, disruption of their educational program, and emotional, social, and other health needs. The Tehama County Department of Education shall provide such students with full access to the educational programs and other support services necessary to assist them in achieving state academic standards.

The County Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as a Department liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The County Superintendent or designee and Department liaison shall ensure that all appropriate staff, including, but not limited to, each Program Administrator, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

The County Superintendent desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The County Superintendent or designee shall develop strategies to build students' feelings of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the County Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The County Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

Legal Reference: (see next page)

EDUCATION FOR FOSTER YOUTH (continued)

Legal Reference:

EDUCATION CODE

32228-32228.5 *Student safety and violence prevention*

42920-42925 *Foster children educational services*

48645-48646 *Juvenile court schools*

48850-48859 *Educational placement of students residing in licensed children's institutions*

49061 *Student records*

49069.5 *Foster care students, transfer of records*

49076 *Access to student records*

51225.3 *High school graduation*

56055 *Rights of foster parents in special education*

60851 *High school exit examination*

HEALTH AND SAFETY CODE

1522.41 *Training and certification of group home administrators*

1529.2 *Training of licensed foster parents*

WELFARE AND INSTITUTIONS CODE

300 *Children subject to jurisdiction*

309 *Investigation and release of child*

361 *Limitations on parental or guardian control*

366.27 *Educational decision by relative providing living arrangements*

602 *Minors violating law; ward of court*

726 *Limitations on parental or guardian control*

727 *Order of care, ward of court*

16000-16014 *Foster care placement*

UNITED STATES CODE, TITLE 29

794 *Rehabilitation Act of 1973, Section 504*

UNITED STATES CODE, TITLE 42

670-679b *Federal assistance for foster care programs*

11431-11435 *McKinney-Vento Homeless Assistance Act*

Management Resources:

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Our Children: Emancipating Foster Youth, A Community Action Guide

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.calyouthconn.org/site/cyc>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

EDUCATION FOR FOSTER YOUTH

Definitions

Foster youth means a child who has been subject to one of the following: (Education Code 48853.5)

1. Has been removed from his/her home pursuant to Welfare and Institutions Code 309 (temporary custody)
2. Is the subject of a petition filed under Welfare and Institutions Code 300 or 602 (jurisdiction of juvenile court)
3. Has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the Tehama County Department of Education liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interest of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interest means a placement that ensures that the youth is placed in the least restrictive educational program and has access to academic resources, services, and extracurricular and enrichment activities that are available to Department students. (Education Code 48853)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Tehama County Superintendent of Schools intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the Tehama County Department of Education's academic standards. The Department's 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 in the regular course of study.

The County Superintendent encourages staff to exchange information with staff in school districts about programs, options and strategies for English language learners that succeed under various demographic conditions.

The County Superintendent 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 and specified in administrative regulations.

Legal Reference: (see next page)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children

430-446 English Learner and Immigrant Pupil Federal Conformity Act

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

51101 Rights of parents to information

51101.1 Rights for parents of English learners

52130-52135 Impacted languages act of 1984

52160-52178 Bilingual Bicultural Act

52180-52186 Bilingual teacher training assistance program

54000-54028 Programs for disadvantaged children

60810-60812 Assessment of language development

62001-62005.5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

4320 Determination of funding to support program to overcome the linguistic difficulties of English learners

11300-11316 English Language Learner Education

11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

6312 Local education agency plans

6801-6871 Title III, Language instruction for limited English proficient and immigrant students

COURT DECISIONS

Valeria G. v. Wilson, (9th Circuit) 2002 U.S. App. Lexis 20956

California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

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

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Guidelines for Reclassification of English Learners, September 2002

Accommodations for the California English Language Development Test, Revised 8/13/01

WEB SITES

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

CSBA: <http://www.csba.org>

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Definitions

English learner means a student 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 a limited English proficient or LEP child. (Education Code 306)

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. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or *structured English immersion* means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

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 student's native language. (Education Code 306)

JUVENILE COURT SCHOOLS

The Tehama County Board of Education shall provide for the administration and operation of a juvenile court school that meets the needs of students who are under the protection or authority of the county juvenile justice system and have been placed in juvenile hall.

The County Superintendent of Schools shall be responsible for the administration of juvenile court schools. (Education Code 48645.2).

Court School Administrator

The juvenile court administrator may, in accordance with Education Code 48646, enter into a memorandum of understanding or other agreement with the county chief probation officer to establish a process for communication, decision making, mutual goals, and conflict resolution to support the needs of students who are receiving their education in juvenile court schools. (Education Code 48646)

School Calendar

The County Board shall adopt an annual school calendar identifying holidays and staff in-service days for juvenile court schools as presented by the County Superintendent. Unless otherwise provided by law, the minimum school day shall be 240 minutes.

Educational Programs

Juvenile court schools shall offer a curriculum that meets state academic standards and a course of study that prepares students for a high school diploma or high school equivalency certificate, career entry, and college admission. The County Board shall adopt a course of study for juvenile court schools as presented by the County Superintendent and shall regularly evaluate the educational program established.

The prescribed courses of study shall be kept on file for public inspection. Students enrolled in a juvenile court school shall participate in physical education courses unless exempted by law.

School Facilities

Any plans for the construction of juvenile court school classrooms, offices, or any other school structures in any juvenile hall, juvenile home, day center, juvenile ranch, or juvenile camp shall be approved by the County Board and the County Board of Supervisors. The cost of such construction shall be charged against county funds.

JUVENILE COURT SCHOOLS (continued)

Joint Transition Planning

The County Board shall ensure that the county office of education (COE) and the county department of probation have a joint transition planning policy for the purposes of improving communication regarding dates of release and educational needs of students who have had contact with the juvenile justice system, coordinating immediate school placement and enrollment, and ensuring that probation officers in the community have the information they need to support the return of students who are being transferred from juvenile court schools to public schools in their communities. The transition planning policy shall include the assignment of transition oversight responsibilities to COE personnel who will work in collaboration with the county probation department, as needed, and relevant local educational agencies to facilitate:

1. The transfer of complete and accurate education records, including the student's individualized education program (IEP) or Section 504 plan, if applicable, when a student enters the juvenile court school.
2. Access to information about postsecondary academic and vocational opportunities, including college financial aid programs.
3. The implementation of the student's transition plan, if one exists.
4. The transition of a student from a juvenile court school to a public school in the community, including procedures for the student's immediate enrollment, transfer of course credits, placement in appropriate courses based on completed coursework, and the transfer of complete and accurate education records, including any IEP or Section 504 plan, within 72 hours of the student's release from the juvenile detention facility.

Individualized Transition Plan

As needed, each student detained for more than 20 consecutive school days shall have an individualized transition plan developed by the COE in collaboration with the county probation department in accordance with Education Code 48647.

For any student detained for 20 consecutive school days or fewer, a copy of the student's individualized learning plan, if one exists, shall be made available by the COE to the student upon the student's release, if possible.

Legal Reference: (see next page)

JUVENILE COURT SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

48645-48647 Juvenile court schools

51040 Prescribed courses

51041 Educational program

51220 Areas of study

51222 Physical education

51241 Exemptions from physical education

60200 Adoption of instructional materials

WELFARE AND INSTITUTIONS CODE

602 Minors violating law; ward of court

880-893 Wards and dependent children; juvenile homes, ranches and camps

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Juvenile Court Schools:

<http://www.cde.ca.gov/sp/eo/jc>

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Tehama County Superintendent of Schools recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the Tehama County Department of Education's educational program in meeting Department goals for student learning. The County Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to improve student achievement.

Categorical Program Monitoring

The County Superintendent or designee shall cooperate with the California Department of Education (CDE) in the categorical program monitoring process to ensure that Department categorical programs comply with federal and state laws and regulations. The County Superintendent or designee shall report to the Tehama County Board of Education regarding the results of this monitoring process.

On an ongoing basis, the County Superintendent or designee shall conduct a Department self-evaluation which may utilize tools developed by the Department or the CDE to ensure compliance of Department categorical programs with legal requirements.

Legal Reference: (see next page)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Legal Reference:

EDUCATION CODE

33400-33407 Educational evaluations

35178.4 Notice of accreditation status

44662 Evaluation and assessment guidelines, certificated employee performance

48985 Compliance with translation of parental notifications

51041 Education program, evaluation and revisions

51226 Model curriculum standards

52050-52059 Public Schools Accountability Act

54650-54659 Education Improvement Incentive Program

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

UNITED STATES CODE, TITLE 20

6311 Adequate yearly progress

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Ongoing Program Self-Evaluation Tools (OPSET)

Categorical Program Monitoring Instruments

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools:
<http://www.acswasc.org>