

# **Lagunitas School District**

## **San Geronimo, California**

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# **Lagunitas School District**

## **San Geronimo, California**

### BOARD POLICY 6001

#### INDEPENDENT STUDY

The Board of Trustees recognizes and authorizes independent study as an optional alternative instructional method by which students in grades K-8 can meet the educational and graduation requirements of the district.

#### A. AUTHORIZED PROGRAMS

##### 1. Lagunitas Independent Study

Independent studies for full-time students in grades K-8 that meets all of the district requirements for promotion and graduation. A means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting.

##### 2. Special Assignments/Individualized Study

These are part of the regularly scheduled curriculum at all schools which allow the following:

- ◆ special assignments to extend content of regular course
- ◆ individualized study in an area of interest not currently available in the regular school curriculum
- ◆ continuing and special study during travel
- ◆ volunteer community service that supports and strengthens students' achievement

#### B. GOALS

1. To develop individualized curricula achieved through cooperative efforts of student, family, school and community.
2. To challenge students to excel in areas of special interest or to pursue special talents while assisting them in achieving levels of learning from basic skills competency through more complex and accelerated educational plans.
3. To encourage students to accept ownership of their education by allowing them to participate in the planning and implementing of their own education.

4. To employ an integrated educational approach, which includes a balance of academics and activities where the world is a teacher and the community is the setting.
5. To provide students who have special medical, social or work related needs with an alternative way of meeting the promotion/graduation requirements of the Lagunitas School District.

#### C. RESOURCES

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

The district shall not provide independent study students and parents/guardians with funds or items of value that are not provided for other students and parents/guardians.

#### D. REPORTS

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

#### Legal References:

##### EDUCATION CODE

- 17289 Exemptions for facilities used for independent study; requirements; duration of exemption.
- 44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment.
- 46300-46300.6 Methods of computing ADA.
- 48220 Classes of children exempted.
- 48340 Legislative intent; proposals and procedures.
- 48915 Expulsion; particular circumstances.
- 48917 Suspension of order to expel; rehabilitation program; expungement of records; filing of appeal.
- 51745-51749.3 Independent study program.
- 52050 Improvement of elementary and secondary education: legislative intent.
- 52051 School improvement plans: components of plan.
- 56026 Individuals with exceptional needs.

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

CPE PROGRAM ADVISORS

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

0904.86 Independent study, SPB 86/7.5

CPE PUBLICATIONS

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

WEB SITES

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

BOARD ADOPTION/REVISION: May 28, 2002  
October 18, 2011

# **Lagunitas School District**

## **San Geronimo, California**

### ADMINISTRATION REGULATION 6001

#### INDEPENDENT STUDY

##### A. Agreements

A written independent study agreement, as prescribed by law, shall be executed for each participating student. The curriculum and methods of study specified in the written independent study agreement will be consistent with the Board's policies, administrative regulations and procedures for curriculum and instruction. The agreement shall include, but not be limited to, all of the following: (Education Code 51747)

1. The manner, frequency, times, and places for submitting the student's assignments and for reporting his/her progress.
2. The title and statement of the major objectives of the course of study to be undertaken.
3. The specific resources, including materials and staff, which will be made available to the student.
4. The objectives and method(s) of study of the student's work and the methods to evaluate that work.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester.
6. Exhibit A from the district's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments allowed before an evaluation to determine whether the student should be allowed to continue in independent study.
7. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate. A pupil whose expulsion has been suspended cannot be required to participate in independent study as the only instructional program choice.

Before beginning the independent study, each written agreement shall be signed by the student, the parent/guardian or caregiver of the student, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747) The agreement shall state that the parent/guardian's signature confers his/her permission for the student's independent study as specified in the agreement. Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

B. Records

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

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

Records shall be maintained for audit purposes and shall include the following: (Code of Regulations, Title 5, Section 11703)

1. A copy of the district policy, administrative regulation and procedures related to independent study.
2. A file of all agreements, with representative samples of each student's completed and evaluated work products bearing signed or initialed notations by the supervising teacher indicating that he/she has evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
3. A separate listing of the students, by grade level, program and school, who have participated in independent study identifying units of the curriculum attempted and units of the curriculum completed by students in grades K-8 as specified in their written agreement.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.

In addition, the records must include evidence that:

1. All students enrolled in independent study must reside in the local adjacent county or counties. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries.

2. No individual with disabilities, as defined in Education Code 56026, may participate in independent study unless his/her individualized education program specifically provides for such participation.
3. Temporarily disabled students are receiving instruction based on an agreement between the district and parent that independent study is an alternative to home and hospital instruction.

C. Criteria For Participation

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

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

BOARD ADOPTION/REVISION: May 28, 2002  
October 18, 2011

## Maximum Lengths of Time For Completion of Independent Study Assignments

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

1. Lagunitas Independent Study Center

Students in grades K-3	one week
Students in grades 4-8	two weeks
  
2. Special Assignments/Individualized Study

Students in grades K-3	two weeks
Students in grades 4-8	four weeks
  
3. Travel

Students in grades K-3	three weeks
Students in grades 4-8	four weeks

In no event can the due date for completion of the assignments extend beyond the end date of the agreement. These dates are for extended travel only which are in excess of three, four or six weeks, as applicable.

4. Volunteer Community Service

All students	two weeks
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When circumstances justify a longer time, the Superintendent or designee may honor the request of an individual student or his/her parent/guardian to extend the maximum length of an assignment as follows:

- |                        |             |
|------------------------|-------------|
| Students in grades K-3 | four weeks  |
| Students in grades 4-8 | eight weeks |

## Supportive Strategies

When an independent study student fails to attend a scheduled conference or to submit an assignment on time, one or more of the following shall result:

1. A letter to the student and/or parent/guardian, as appropriate.



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

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

## INDEPENDENT STUDY MASTER AGREEMENT

Student: \_\_\_\_\_ Student Number: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_ Age: \_\_\_\_\_ Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

City: \_\_\_\_\_ ZIP: \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Duration of Agreement: \_\_\_\_\_ Beginning Date: \_\_\_\_\_ End Date: \_\_\_\_\_

### School Responsibilities:

- ◆ This master agreement is in effect for the \_\_\_\_\_ semester for the \_\_\_\_\_ school year.
- ◆ The major objective for the duration of this agreement is to enable the student to keep current with \_\_\_\_\_ grade studies for the period covered by this agreement.
- ◆ This agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the Assignment and Work-Record Form(s) that will be a part of this agreement. With the support of the parent, guardian, or caregiver, the student will submit assignments on or before the due date specified in the Assignment and Work-Record Form(s).
- ◆ According to district policy for Independent Study in grades \_\_\_\_\_, no more than \_\_\_\_\_ weeks may elapse between when an assignment is made by the teacher and the date it is due, unless an exception is made in accordance with district policy.
- ◆ The Lagunitas School District will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.
- ◆ The student will complete, during the term of this agreement, the course work listed below. All course work will be consistent with the Lagunitas School District adopted curriculum. The assignment and Work-Record Form(s) include the course descriptions, objectives, study methods, evaluation methods, and resources covered by this agreement.
- ◆ Independent Study is a voluntary optional alternative in which no pupil may be required to participate; a classroom option will always be available to the student. In the case of a pupil who is referred or assigned pursuant to Education Code 48915 or 48917, an alternative classroom has been offered and is available at all times at the school specified above.
- ◆ The student's work will be evaluated by the method specified in the Assignment and Work-Record Form(s).
- ◆ The student agrees to meet with or report to the teacher regularly, in accordance with the frequency, date, time, and location specified in the Assignment and Work-Record Form(s).

Student Responsibilities:

I understand that:

- ◆ Independent Study is a form of education that I have voluntarily chosen and I will always have a classroom option available.
- ◆ I am entitled to textbooks and supplies, supervision by a certificated teacher, and all the services and resources received by other children enrolled in my grade of \_\_\_\_\_.
- ◆ I have the same rights as other students in my grade at the \_\_\_\_\_ School.
- ◆ I must follow the discipline code and behavior guidelines of the \_\_\_\_\_ School, in accordance with district policy.
- ◆ If I do not complete \_\_\_\_\_ consecutive assignments, my incomplete work will result in review of my agreement and I may not be allowed to continue in Independent Study. If reassigned, it will be to a classroom at \_\_\_\_\_ School.

I agree to:

- ◆ Be supervised by and meet regularly with the assigned Independent Study teacher, in accordance with the frequency, date, time, and location specified in the Assignment and Work-Record Form(s). I will bring all of my books, papers and supplies to my meetings as requested.
- ◆ Complete my assigned work by its due date, as explained by my teacher and described in my written assignments.
- ◆ To assist my teacher in designing my courses to that they are of maximum interest to me and are in keeping with Lagunitas School District guidelines.
- ◆ I understand that all work must be submitted on time and it must be of satisfactory quality as determined by my instructor.
- ◆ I understand that credit is based upon mastery of learning as evaluated by my supervising instructor and approximates 20 hours of work per unit of credit. No credit will be awarded if my regular performance is not satisfactory.
- ◆ I will correct, review, and discuss my work with my instructor regularly.
- ◆ I will take pretests when appropriate and perform adequately on all in-progress quizzes and posttests as required by my instructor.
- ◆ I understand that failing to perform to the above standards may result in my termination at the Lagunitas Independent Study Center.
- ◆ I understand that by entering Independent Study I have not waived any rights as a student, and I am entitled to all Lagunitas School District services and resources.

Parent/Guardian/Care giver Responsibilities:

I understand that the major objective of Independent Study is to provide a voluntary educational alternative for my student. I agree to the conditions listed under "Student Responsibilities." I also understand that:

- ◆ Learning objectives are consistent with an evaluation in the same manner that they would be if he or she were enrolled in a traditional school program.
- ◆ If my child has an individualized educational program (IEP), the IEP must specifically provide for his or her enrollment in Independent Study.
- ◆ Unless otherwise indicated, the supervising teacher who signs this agreement will meet with my child on a regular basis as specified in the Assignment and Work-Record Form(s) to direct his or her study and measure progress toward the objectives in this agreement. It is my responsibility to promptly reschedule any appointment missed because of any emergency.
- ◆ I am responsible for supervising my child while he or she is completing the assigned work and for ensuring the submission of all completed assignments necessary for evaluation.
- ◆ I am liable for the cost of replacement or repair for willfully damaged books and other school property checked out to my child.
- ◆ It is my responsibility to provide any needed transportation for my child's scheduled meetings and any other travel covered by this agreement.
- ◆ I have the right to appeal to the school administrator any decision about my child's placement or school program in accordance with the Lagunitas School District's policies and procedures.

**AGREEMENT:**

We have read all pages of this agreement, including the Assignment and Work-Record Form(s) made a part of this agreement, and hereby agree to all the conditions set forth within.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian/Caregiver:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**District/School Supervising Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# INDEPENDENT STUDY CONTRACT

## STUDENT WORK ASSIGNMENT RECORD

(Student Work Assignment Record(s) are part of the Master Agreement)

Name: \_\_\_\_\_ School: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Student ID No. \_\_\_\_\_

SUBJECT: \_\_\_\_\_

### COURSE OBJECTIVES:

A statement referencing the district-adopted curriculum can be used with a copy of the course description and objectives attached and made part of this agreement.

### RESOURCES:

The student will have the resources of school district personnel, curriculum textbooks, supplementary materials and community resources that are available to all other students of the school enrolled during school hours. The following lists specific materials that are checked out to the student for use during the term of this independent study agreement.

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### METHODS OF STUDY:

Student read \_\_\_ answered questions \_\_\_ do worksheets \_\_\_ take tests \_\_\_ other \_\_\_\_\_

**I HAVE READ THE TERMS OF THIS AGREEMENT AND HERBY AGREE TO ALL THE CONDITIONS SET FORTH WITHIN:**

Student \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Evaluation portion to be completed by the Independent Study Instructor after student finishes coursework

<b>EVALUATION:</b> <input type="checkbox"/> Assignment Completed <input type="checkbox"/> Demonstration of Skills <input type="checkbox"/> Written Test <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Minimum Performance of 60 % <input type="checkbox"/> Other	Credit Attempted:  Beginning Date:	Credit Earned:  Due Date:	Date Completed:
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### ADA CREDIT RECORD

<b>Dates</b>										
	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
<b>ADA Credit</b>										

Evaluating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Subject

Assignment

Teacher Initials  
(Upon Completion  
Secondary)


A sample of independent study work (which includes evaluation, comments, and teacher's signature) must be attached to this form.

Independent Study is an optional education alternative in which no pupil may be required to participate.

INDEPENDENT STUDY TAUGHT BY REGULAR TEACHER  
SHORT-TERM INDEPENDENT STUDY

Students who are on vacation or short-term independent study and being served by their regular teacher should not be dropped from the regular student roster. During the independent study, the pupil's absence is recorded as an unexcused absence. After the work is evaluated by the teacher and agreement completion is verified, the absence is changed to an excused independent study absence.

Attached is a copy of the Short-Term Independent Study Agreement which all schools are to use. This meets the criteria set forth by the California Department of Education. Complete this agreement. All agreements must be fully signed and dated before the absence occurs or we could lose ADA.

The teacher, or other designated certificated employee, must complete the section which shows the amount of ADA which has been completed by the student. Enter the appropriate code into the attendance system on the days apportionment attendance was earned. If the student is not getting full credit for their days absent, show the appropriate code for an unexcused absence for the days that "work" was not done by the student.

A sample of the homework, not a journal/workbook unless it is part of their regular school work, must be attached to the agreement and kept in the file. The homework must include a grade, evaluation, number of apportionment days of work completed and be signed by the certificated employee.

Remember only a certificated person can sign the forms and make the determination of how many days "work" was completed. A classified person cannot sign their own name or for the teacher or principal. The signature must be original (not a stamp).

Restrictions:

Special education students can participate in independent study only if it is specifically noted in their IEP.

Temporarily disabled pupils may receive individual instruction based on an agreement between the district and parent that independent study is an alternative to home and hospital instruction.

Maximum length of time for Independent Study Assignments:

<u>Special Assignments/Individualized Study</u>		<u>Travel*</u>	
Students in grades K-3	two weeks	Students in grades K-3	three weeks
Students in grades 4-8	four weeks	Students in grades 4-8	four weeks

\*In no event can the due date for completion of the assignments extend beyond the end date of the agreement. These dates are for extended travel only which are in excess of three, four, or six weeks, as applicable.

Volunteer Community Service

All students                                      two weeks

When circumstances justify a longer time, the Superintendent or designee may honor a written request with justification of an individual student or his/her parent/guardian to extend the maximum length of an assignment as follows:

Students in grades K-3                      four weeks  
Students in grades 4-8                      eight weeks



# **Lagunitas School District San Geronimo, California**

## BOARD POLICY 6002

### CLASS SIZE POLICY

The Board of Trustees shall respect, whenever possible, the rights of parents to enroll their child/children in the educational program (s) of the parent's choice.

In keeping with its goal of building and maintaining an optimal learning environment the Board of Trustees will endeavor to limit class size to a maximum of 24 students for grades K-3, and 26 for grades 4-5, and 28 for grades 6-8. Every attempt will be made to balance class sizes prior to any class exceeding the grade level limit. A procedure for implementing the class size policy will be reviewed annually by the District administration and certificated staff. This procedure will be revised as needed.

When establishing a program to reduce class size in the primary grades, the program shall be implemented at each school according to the following priorities: (Ed. Code 52124)

1. If only one grade level is reduced at a school, the grade level shall be grade 1.
2. If only two grades are reduced at a school, the grade levels shall be grades 1 and 2.
3. If three grade levels are reduced at a school, then those levels shall be kindergarten and grades 1 and 2 or grades 1 through 3. Priority shall be given to the reduction of class sizes in grade 1 and 2; second priority shall be given to the reduction of class size in kindergarten and grade 3.
4. If four grade levels are reduced at a school, then those grade levels shall be kindergarten through grade 3. First priority shall be given to the reduction of class sizes in grade 1 and 2; second priority shall be given to the reduction of class size in kindergarten and grade 3.

Adopted June 12, 2001

Revised December 6, 2007

Revised April 3, 2008

Revised February. 25, 2016

## **PROCEDURE FOR IMPLEMENTING CLASS SIZE POLICY**

### **1. SCHOOL DISTRICT OF CHOICE:**

The Lagunitas School District is a basic aid district. The District has elected to participate in the state's alternative interdistrict attendance program which sunsets in June 2017. The Board will annually determine, by resolution, the number of interdistrict transfer students the District will accept through the alternative attendance program for the following school year. The Board shall also identify the schools, grade levels and programs that will be able to accept these additional students. It is the intention of the Board that those students accepted into the district with interdistrict transfers will be allowed to continue in the Lagunitas School District as long as the educational opportunities available within the district meet their needs, and the students and families comply with the Interdistrict transfer agreements. We also recognize that the programs and resources of the Lagunitas School District are created and supported primarily by the households within the district for children residing within district boundaries. Also, we acknowledge the value of the contributions made by parents and children attending our school from other districts. Historically these contributions have added greatly to the diversity and quality of our campuses.

In the interest of maintaining a balance of district resident students and interdistrict transfer students, no ~~new~~ class in the District will have more than 30% of the students enrolled as interdistrict transfers.

Beginning in the 2008-09 school year, inter-district transfer students will not be admitted to existing classrooms if the percentage of inter-district transfer students is greater than or equal to 25% of all students enrolled, including Interdistrict transfer students.

In order to continue to provide parent choice for in-district families, new interdistricts may be admitted, using the following timeline and class sizes only if, after the in-district registration period, (1) the District Administration and staff determine that the placement is in the best interest of the student and also in the best interest of the current class configuration and (2) it is determined that there is room in the class for additional students, and (3) the percentage of interdistrict transfers students in an individual classroom does not exceed 25%. The class size and timeline follows:

### **2. DEVELOPING CLASS LISTS**

It shall be the responsibility of the Principal, working in conjunction with classroom teachers, program groups and other support staff to develop class lists for each classroom in the District. These lists shall be developed in the late spring of a current school year for use in the following school year. Lists will be developed after the in-district kindergarten and new student registration and the annual request for program change have been completed.

When placing students on any given class list the following priority will be given:

1. Students who reside in the Lagunitas School District and are currently enrolled in a given program.
2. Existing in-district students requesting program transfer.
3. In-district siblings requesting the same elementary program.
4. Students who reside outside the Lagunitas School District, attending on an Interdistrict transfer, and are currently enrolled in a given program.
5. In-district new families. A lottery will be held (if necessary) 30 days after the first day of registration.
6. Siblings of current interdistrict students requesting the same elementary program.
7. Existing Interdistrict transfer students requesting program transfer.
8. Interdistrict new families. A lottery will be held (if necessary) before May 15.

Whenever possible, the District administration will endeavor to limit class size to a maximum of 24 students for grades K-3, 26 for grades 4-5 and 28 for grades 6-8. The initial lists will be developed in late spring allowing for growth over the period of the summer months and for increased enrollment in the fall when school begins. Exceptions to this policy will be made upon approval by the superintendent/governing board for special circumstances only.

#### WHEN ALL CLASSES REACH GRADE LEVEL LIMIT

In the event that all classrooms at a given grade level have an enrollment of grade level limit of 24 for grades K-3, 26 for grades 4-5 and 28 for grades 6-8, the following procedures will be followed:

1. Students already enrolled in the District wishing to transfer to another program will be placed on a waiting list and notified when space to enroll in the classroom of their choice becomes available.
2. Students new to the District and residing within the Lagunitas School District boundaries, who could not be placed in their program choice, will be placed on a waiting list and notified when space to enroll in their program of choice becomes available.
3. Students with interdistrict transfer agreements wishing to transfer into the District will not be accepted. These students will instead be placed on a waiting list and will be notified when space to enroll in the District is available.

#### EXCEEDING GRADE LEVEL LIMIT

The District administration shall monitor class size and report actual enrollment on a regular basis to the Board. The Board will be notified if and when the proposed enrollment in any given class exceeds the grade level limit and the District administration shall make recommendations to the Board for steps to be taken to address the situation without exceeding the grade level limit. These recommendations may include proposed changes in student and/or teacher allocations among grade levels. In developing these

recommendations, the administration will gather information from certificated staff and program groups so that the recommendations include, to the extent possible, input from all perspectives.

ADOPTED: June 12, 2001

Revised: December 6, 2007

Revised April 3, 2008

Revised February 25, 2016

## **LAGUNITAS SCHOOL DISTRICT**

### **BOARD POLICY- STUDENT USE OF TECHNOLOGY**

#### **# 6003**

##### **Instruction**

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

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

Before a student is authorized to use the district'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 district or any district 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 district and district personnel for any damages or costs incurred.

The 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 district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

##### Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all district 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)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

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

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

## FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

## MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

## WEB SITES

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

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

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

Center for Safe and Responsible Internet Use: <http://csriu.org>

Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy Protection:

<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

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

Web Wise Kids: <http://www.webwisekids.org>

Adopted 6/12/2012

## **LAGUNITAS SCHOOL DISTRICT**

### **ADMINISTRATIVE REGULATION**

#### **STUDENT USE OF TECHNOLOGY**

##### **AR # 6003**

###### **Instruction**

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

(cf. 6163.1 - Library Media Centers)

###### Online/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

(cf. 5131 - Conduct)



(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

(cf. 3513.3 - Tobacco-Free Schools)  
(cf. 5131.6 - Alcohol and Other Drugs)

6. Students shall not use the system to engage in commercial or other for-profit activities.

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

(cf. 5131.9 - Academic Honesty)  
(cf. 6162.6 - Use of Copyrighted Materials)

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

(cf. 5131.5 - Vandalism and Graffiti)

10. Students shall not attempt to interfere with other users' ability to send or receive email,

nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

(cf. 5145.12 - Search and Seizure)

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Adopted June 12, 2012

# **Lagunitas School District**

## **San Geronimo, California**

### BOARD POLICY 6004

#### ENGLISH LANGUAGE DEVELOPMENT STANDARDS, GRADES K-8

Our purpose is to provide English language learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible. The goal is to provide an English language development program for English language learners (ELL) so they can achieve results at the same academic level as English proficient students.

The State Board of Education has adopted English Language Development (ELD) standards for ELL students, grades K-12. The Standards include the core subject areas of "Listening and Speaking," "Reading," "Writing," and "Literary Response and Analysis." The ELD standards were developed with the English Language Arts Standards as the ultimate learning objective for students. Many ELD standards contain wording similar or exactly the same as ELA standards. The intent is for ELL students to progress through the ELD levels of language acquisition until they reach Early Advanced or Advanced. Students continue ELD instruction in an English language mainstream class which provides a rigorous, grade-level English Language Arts curriculum.

The ELD standards are designed to link and build the ELL student's proficiency to the English Language Arts Standards (ELA).

BOARD ADOPTION/REVISION: January 22, 2002  
October 18, 2011

# **Lagunitas School District**

## **San Geronimo, California**

### BOARD POLICY 6005

#### EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Governing Board intends to provide English language learners with a challenging core curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in achieving their full potential.

The district'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.

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

The superintendent or designee shall maintain procedures that provide for the identification, assessment, and placement of English language learners and for their re-designation based on criteria adopted by the Board and specified in the administrative regulations.

Students who are English language learners shall be educated through a combination of English language mainstream and structured English immersion classroom experiences. Nearly all of the classroom instruction in the district's structured English immersion program shall be in English. However, clarification, explanation and support, as needed, may be in a student's primary language. (Education Code 305, 306)

#### Re-designation

An English language learner shall be transferred out of the structured English immersion program when the student has acquired a "reasonable level of proficiency" as measured by the California English Language Development Test, and/or any of the locally developed and approved assessments. (Education Code 305, 5 CCR 11301)

A student has acquired a "reasonable level of proficiency" when he/she has achieved four out of six of the district designated benchmarks.

## Parent Exception Waivers

Upon the request of his/her parent/guardian, a student shall be exempted from a structured English immersion program. (5 CCR 11303)

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

The principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representative of the child's condition. All such waiver requests shall be granted unless: (1) the principal and educational staff determines that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the student or (2) the program requested by the parent/guardian is not offered at the school.

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

If the waiver requested by the parent/guardian is granted, and an appropriate placement is not available at the same school, the student shall be allowed to transfer to another public school in which such a class is offered. (Education Code 310)

Students wishing to transfer to another school shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

If the Superintendent of designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

## Parent Complaint Procedures

The Governing Board recognizes that the district has primary responsibility for compliance with state and federal laws and regulations governing educational programs. All complaints shall be investigated within 60 days of receipt of the complaint. The district shall follow uniform complaint procedures when addressing a complaint alleging failure to comply with state and federal law for English language learners.

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual, and whether or not it should be resolved by the district's process for complaints concerning personnel, other district procedures, or both.

### Legal References:

#### EDUCATION CODE

300-340 English language education for immigrant children  
33308.5 Program guidelines; review; conditions for approval  
44253.5-44253.10 Certification for bilingual-cross-cultural competence  
48985 Notices to parents in language other than English; monitoring; notice to school districts  
52051 Program establishment; components  
52130-52135 Impacted Languages Act of 1984  
52160-52178 Bilingual-Bicultural Education Act of 1976  
52164.4 Previously untested pupil; enrollment in bilingual program  
52169 Requirements for establishment of programs  
52171 Evaluations of pupil progress; submission to department  
52171.6 Annual report to legislature; multiple-funded program evaluation; assessment of pupils  
52177 Administration of article  
52180-52186 Bilingual teacher training assistance program  
54000-54028 Educationally Disadvantaged Youth Programs  
62000-62005.5 Evaluation and sunseting of programs

#### CODE OF REGULATIONS, TITLE 5

4301-4320 Bilingual education program requirements  
11300-11305 English language education for immigrant children

#### UNITED STATES CODE, TITLE 20

1701-1705 Equal Education Opportunities Act

BOARD ADOPTION/REVISION: January 22, 2002  
October 18, 2011

# **Lagunitas School District**

## **San Geronimo, California**

### ADMINISTRATION REGULATION 6005

#### EDUCATION FOR ENGLISH LANGUAGE LEARNER

Except as provided in Education Code 310 and 311, all students shall be taught in English. In particular, this shall require that all students be placed in English language classrooms. Students who are English language learners shall be educated with the support of a sheltered English immersion classroom or a structured English immersion classroom during a temporary transition period not normally intended to exceed one year. (Education Code 305)

#### Definitions

The definitions of the terms used in Education Code 300-340 are as follows: (Education Code 306)

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

"English language mainstream classroom" means a classroom in which the students either are native English language speakers or have already acquired reasonable fluency in English.

"Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

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

#### Identification and Assessment

Upon enrollment, each student's primary language shall be determined. Within 30 days of their initial enrollment, students who are identified as having a primary language other than English shall be assessed for English proficiency in oral comprehension and speaking, reading, comprehension, and writing. Within 90 days of their initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. Students in grades K-1 will be assessed in oral comprehension and speaking only.

The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (Education Code 52164.1, 62002, 5CCR 4304) A student may qualify for English Language Development services (as provisioned in Sections 305 of the Education Code) using any or all of the following criteria:

1. California English Language Development Test (CELDT): Attainment of a "beginning" through "early advanced" designation.
2. Student Oral Language Observation Matrix (SOLOM): English Language development level lower than proficient, as judged by the classroom teacher.
3. Stanford Achievement Test, Ninth Edition (SAT-9): A score of 49% or below as an average combined score in reading and language. (Any state designated norm-referenced achievement test may be used in place of the SAT-9)
4. Writing Assessment: Student does not pass the writing assessment given (RESULTS ELL Dictation, district writing competency, state writing assessment)
5. California Content Standards: Student does not meet grade level benchmarks designated by the state.

The Superintendent or designee shall send a notification of the results of the CELDT assessment and SOLOM to all parents/guardians of students who are assessed, whether the student is designated fluent English proficient (FEP) or English language learner (ELL). [English language learner (ELL) will be used synonymously with limited English proficient (LEP)]. (Education Code 48985)

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

When 15 percent or more of the students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language, and may be answered by the parent/guardian in either language. (Education Code 48985)

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

#### Parent Exception Waivers

A parent/guardian may request that the district waive the requirements of Education Code 305 for the students if one of the following circumstances exists: (Education Code 310, 311)



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

At the beginning of each school year parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310: 5 CCR 11303)

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for an application for a "Parental Exception Waiver" the principal shall provide to the parents/guardians a full written description of: (Education Code 310, 311; 5 CCR 11303)

1. The intent and content of the structured English immersion program
2. Any alternative course of study offered by the district and available to the student
3. All educational opportunities offered by the district and available to the student
4. The educational materials to be used in the different educational program choices

In addition, upon a request for a waiver, the principal may provide to parents/guardians:

1. Alternative course descriptions and education options offered at each district school.
2. Transfer criteria for students moving from a structured English immersion program to an English language mainstream classroom.

Upon request of the parent/guardian, a spoken explanation of items # 1 -4 above shall also be provided. (5 CCR 11303)

For a request for waiver pursuant to Education Code 311 ( c ) (students with special needs), parents/guardians shall also be informed that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to these Board-established guidelines. (5 CCR 1 1303)

Parental exception waivers pursuant to Education Code 311 (b) (students 10 years or older) shall be granted if it is the "informed belief of the principal and education staff that an alternate course of education study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311 ( c ) (students with special needs) shall be granted if it is the "informed belief of the principal and educational staff that, due to the students special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall education development. (5 CCR 11303)

Parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11303)

The school shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311 (c) (students with special needs) shall not be acted upon during the 30-day placement in a structured English immersion classroom. These waivers shall be acted upon no later than 10 structured English immersion classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11303)

In cases where a parental exception waiver is denied, the parent/guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision to the Board. (5 CCR 11302)

### Redesignation

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

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

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. This proficiency shall be assessed by means of the following criteria: (Education Code 52164.6)

1. California English Language Development Test (CELDT): Attainment of an "early advanced" or "advanced" designation.
2. Student Oral Language Observation Matrix (SOLOM): Attainment of English language proficiency as judged by the classroom teacher.
3. Stanford Achievement Test, Ninth Edition (SAT-9): 50% score in reading and language or a combination of the two (any state designated norm-referenced achievement test may be used in place of the SAT-9).
4. District Designated Writing Assessments: Student achieves grade level benchmarks on the writing assessment. (RESULTS ELL Dictation, district writing competency, state writing assessment)
5. California Content Standards: Student does not meet grade level benchmarks designated by the state.

A student may be redesignated once four of the six benchmarks listed above have been achieved. Before a student may be redesignated, the administrator must review the student's achievement information and sign off on the Student Redesignation Procedure. A member of the Student Redesignation Team must inform the parent or guardian of a time to meet to discuss the student's progress. At this time, the team and the parent/guardian may choose to redesignate the students as fluent English proficient.

#### Monitoring of Redesignation Students

The Superintendent or designee shall provide subsequent monitoring and support of redesignated students. For each redesignated student, teachers will monitor classroom achievement relative to the other students in the class. If there appears to be a discrepancy, the teacher shall request a Student Study Team (SST) meeting during which time the student's work, assessment results will be presented along with the teacher's observations of the student's classroom work. As a result of the SST, the educational staff will make a decision about further action required, if any, regarding the reinstatement of ELD services for that student or assessment for the determination of eligibility for any other Special Education Services that are deemed appropriate. The Superintendent or designee shall review this information, which will be maintained in the student's cumulative file.

### Advisory Committees

At the District level, with 50 or more English language learners, and at each school site with more than 20 English language learners enrolled, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. In such committees, parent/guardians of English language learners shall constitute the same percentage in committee membership as the English language learners represent in the school population. (Education Code 62002.5)

### Parent Complaint Procedures

The Governing Board recognized that the District has primary responsibility for compliance with state and federal laws and regulations governing educational programs. All complaints shall be investigated within the time framework established in the district's uniform complaint procedures. The district shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state and federal law in education for English language learners.

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or the individual, and whether or not it should be resolved by the district's process for complaints concerning personnel, other district procedures, or both.

BOARD ADOPTION/REVISION: January 22, 2002  
October 18, 2011

# **Lagunitas School District**

## **San Geronimo, California**

### BOARD POLICY 6006

#### ACADEMIC STANDARDS

The Governing Board recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study.

The Lagunitas School District is adopting the State Content Standards for California Public Schools, Kindergarten through grade 12 in the following areas:

- English Language Arts
- ELD Standards (English Language Development)
- Mathematics
- History - Social Science
- Science
- Visual and Performing Arts

These State Standards will become the Standards used in the Lagunitas School district.

Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance in accordance with Board policy. The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance.

While desiring district standards to be specific and comprehensive, the Board does not intend that these standards be so extensive as to describe everything that will be taught in the classroom. Staff shall have sufficient time and flexibility to provide instruction that supplements the standards. Staff shall also have flexibility to determine the best instructional methods to use in preparing students to meet the standards.

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary.

#### Legal References:

##### EDUCATION CODE

44662 Evaluation and assessment guidelines.

51003 Statewide academic standards; adoption

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

BOARD ADOPTION/REVISION: February 12, 2002  
October 18, 2011

# **Lagunitas School District**

## **San Geronimo, California**

### BOARD POLICY 6007

#### INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed in the least restrictive environment which meets their needs. The Board of Trustees provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the general education classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student's exceptional need(s), the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, and make placement decisions. Students and parents/guardians shall have the right to participate in the development of the IEP.

The IEP team shall consider the educational and nonacademic benefits of placing the student in a general education class and shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of both.

Each IEP shall be consistent with the curriculum and course of study pursued in the general education program. Students with exceptional needs should also receive instruction which fosters their independence and integration into the community.

Students and parents/guardians shall have the right to approve the student's placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian's approval, that placement remains in effect unless the parties agree otherwise or a due process hearing officer so orders.

A special education or general education teacher may request a review of the classroom assignment of an individual with exceptional needs in accordance with procedures set forth in administrative regulations.

Legal References:

EDUCATION CODE

56195.8 Adoption of policies

56321 Development or revision of IEP; proposed assessment plan; requirements; parental consent; documentation

56321.5 Right to electronically record meetings

56340-56347 Instructional planning and individualized education program

56380 IEP reviews

56390-56392 Certificate of completion, special education

56506 Due process rights of pupil and parent

CODE OF REGULATIONS, TITLE 5

4301-4320 Bilingual education program requirements

11300-11305 English language education for immigrant children

UNITED STATES CODE, TITLE 20

1701-1705 Equal Education Opportunities Act

BOARD ADOPTION/REVISION: March 11, 2003  
October 18, 2011

# **Lagunitas School District San Geronimo, California**

## ADMINISTRATION REGULATION 6007

### INDIVIDUALIZED EDUCATION PROGRAM

#### **Individualized Education Program (IEP) Team**

At the beginning of each school year, the District shall have an individualized education program (IEP) in effect for each student with a disability within District jurisdiction. (34 CFR 300.342(a))

#### **Members of the IEP Team**

The IEP team for any student with a disability shall include at least the following members: (20 USC 1414 (d)(1)(B); 34 CFR 300.344; Education Code 56341)

1. The parent/guardian of the student.
2. If the student is or may be participating in the general education program, at least one general education teacher.
3. At least one special education teacher, or where appropriate, at least one special education provider for the student.
4. A representative of the District who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
  - b. Knowledgeable of the general curriculum
  - c. Knowledgeable about the availability of District and/or Special Education Local Plan Area (SELPA) resources
5. An individual who conducted an assessment of the student or is knowledgeable about the assessment procedures used to assess the student and is familiar with the assessment results or recommendations. He or she shall be qualified to interpret the instructional implications of the assessment results and may already be a member of the team described above.
6. At the discretion of the parent/guardian or District, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.



7. Whenever appropriate, the student with the disability.
8. For students with suspected learning disabilities:
  - a. A person qualified to conduct individual diagnostic examinations such as a school psychologist, a speech-language pathologist, or a remedial reading teacher.
  - b. A person other than the student's general education teacher who has observed the student's educational performance in an appropriate setting

In addition, any of the following may participate, as appropriate:

1. The program specialist, school psychologist, school nurse, school social worker, counselor, or other student services worker who has conducted an assessment of the student, when the assessment is significant to the development of the IEP.
2. Any other person whose competence is needed because of the nature and extent of the student's disability.
3. A public agency representative fluent in the student's primary language.

### **IEP Meetings**

The IEP team shall meet: 20 USC 1414(d)(4)(A); 34 CFR 300.343(c); Education Code 56343

1. Whenever a student has received an initial formal assessment and may meet when a student receives any subsequent formal assessment.
2. Whenever the student demonstrates a lack of anticipated progress.
3. Whenever the parent/guardian or teacher requests a meeting to develop, review or revise the IEP.
4. At least annually to:
  - a. Review the student's progress and to determine whether the student's annual goals are being achieved.
  - b. Review the IEP and the appropriateness of placement.
  - c. Make any necessary revisions to the IEP.

The IEP team shall conduct this review. Others may participate if they have essential expertise or knowledge.

If a participating agency, other than the District, fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service needs for the student set out in the IEP. (Education Code 56345.1(d))

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days in July and August. (Education Code 56343.5)

An IEP required as a result of an assessment of the student shall be developed within 50 days, not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days, from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. However, an IEP shall be developed within 30 days after the commencement of the subsequent regular school year for each student for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of student school vacations, the 50-day time limit shall recommence on the date that student school days reconvene. (Education Code 56344)

At each IEP meeting convened by the District, the District administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1(b))

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting (as specified below) and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.345(a) & (b))

An IEP meeting may be conducted without a parent/guardian in attendance if the District is unable to convince the parent/guardian that he/she should attend. In this case, the District shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (34 CFR 300.345(c) & (d))

1. Detailed records of telephone calls made or attempted and the results of those calls.
2. Copies of correspondence sent to the parent/guardian and any response received.
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

Parents/guardians and the District shall have the right to audiotape the proceedings of IEP meetings, provided members of the IEP team are notified of this intent at least 24 hours

before the meeting. If the District gives notice of intent to audiotape a meeting, and if the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents/guardians also have the right to: (Education Code 56341.1(f))

1. Inspect and review the audiotapes.
2. Request that the audiotapes be amended if the parent/guardian believes they contain information that is inaccurate, misleading or in violation of the student's privacy rights or other rights.
3. Challenge, in a hearing, information that the parent/guardian believes is inaccurate, misleading, or in violation of the student's privacy rights or other rights.

### **Contents of the IEP**

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d)(1)(A); 34 CFR 300.347(a)&(b); Education Code 56345(a), 56345.1)

1. A statement of the present levels of the student's educational performance, including how the student's disability affects his/her involvement and progress in the general curriculum. (e.g., the same curriculum as for non-disabled students)
2. A statement of measurable annual goals, including benchmarks or short-term objectives related to:
  - a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.
  - b. Meeting each of the student's other educational needs that result from the student's disability.
3. A statement of the special education, related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student to:
  - a. Advance appropriately toward attaining the annual goals.
  - b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

- c. Be educated and participate with other students with disabilities and nondisabled students in the activities in this item.
4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class and in the activities described in item #3 above.
5. A statement of any individual modification in the administration of State or District assessments of student achievement that is needed in order for the student to participate in such assessment.
  - a. If the IEP team determines that the student will not participate in the administration of a State or District assessment of student achievement (or part of such an assessment), a statement of:
    - (1) Why that assessment is not appropriate for the student
    - (2) How the student will be assessed
6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.
7. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
8. A statement of:
  - a. How the student's progress toward the annual goals described in item #2 above will be measured.
  - b. How the student's parents/guardians will be regularly informed (by such means as periodic report cards), at least as often as parents/guardians of non-disabled students, of:
    - (1) Their child's progress towards the annual goals described in item #2 above.
    - (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

Where appropriate, the IEP shall also include: (Education Code 56345(b))

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed standards required for graduation.
2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
3. Extended school year services when needed, as determined by the IEP team.
4. Provision for transition into the general education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a general education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the general education program, including indications of the nature of each activity and the time spent on the activity each day or week.
  - b. Support the transition of the student from the special education program into the general education program.
5. Specialized services, materials and equipment for students with low incidence disabilities, consistent with the guidelines of Education Code 56136.

### **Development, Review and Revision of the IEP**

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d)(3) & (4); 34 CFR 300.346(a) & (b); Education Code 56345(a) & (b))

1. The strengths of the student and the concerns of the parents/guardians for enhancing the education of their child.
2. The results of the initial evaluation or most recent evaluation of the student.
3. As appropriate, the results of the student's performance on any general State or District assessment programs.
4. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
5. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.

6. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.
7. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following: (Education Code 56345(e))

- a. The student's primary language mode and language, which may include the use of spoken language with or without visual cues and/or the use of sign language.
  - b. The availability of a sufficient number of age, cognitive and language peers of similar abilities.
  - c. Appropriate, direct and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language.
  - d. Services necessary to ensure communication-accessible academic instructions, school services and extracurricular activities.
8. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items #1-8 above, the IEP team determines that a student needs a particular device or service, in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.346(c); Education Code 56341.1(c))

The IEP maybe revised, as appropriate, to address: (20 USC 1414(d)(4); Education Code 56343, 56345.1(d))

1. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate.
2. The results of any reevaluation conducted.

3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414 (c)(1)(B) and Education Code 56381(b).
4. The student's anticipated needs.
5. Other matters.

As a member of the IEP team, the general education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP, including assisting in the determination of: (34 CFR 300.346(d))

1. Appropriate positive behavioral interventions and strategies for the student.
2. Supplementary aids and services, program modifications or supports for school personnel that will be provided for the student, consistent with 34 CFR 300.347(a)(3).

A student shall not be required to participate in all or part of any special education program unless the parent/guardian is first informed of, in writing, the facts that make participation in the program necessary or desirable and the contents of the IEP, and the parent/guardian consents, in writing, to all or part of the IEP after receiving this notice. If the parent/guardian does not consent to all of the components of the IEP, then those components of the IEP to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346(a))

If the Superintendent or designee determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide a free and appropriate public education to the student, he/she shall either initiate a due process hearing or a pre-hearing mediation conference with the state pursuant to Education Code 56502 and 56500.3. While the due process hearing or pre-hearing mediation conference is pending, the student shall remain in his/her current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346(b))

While a due process hearing is pending, the Superintendent or designee may choose to meet informally with the parent/guardian pursuant to Education Code 56502 or may hold a mediation conference pursuant to Education Code 56503. If a due process hearing is held, the hearing decision shall be the final administrative determination and shall be binding upon the parties. (Education Code 56346(b))

### **Parent/Guardian Notice**

The Superintendent or designee shall send parents/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.345(b))

1. Indicate the purpose, time and location of the meeting.
2. Indicate who will be in attendance at the meeting.
3. Inform the parents/guardians of the provisions of 34 CFR 300.344(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 14, or younger if appropriate:
  - a. Indicate that a purpose of the meeting will be the development of a statement of the transition service needs of the student pursuant to 34 CFR 300.347(b)(1).
  - b. Indicate that the District will invite the student to the IEP meeting.
5. For students age 16, or younger if appropriate:
  - a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student as required by 34 CFR 300.347(b)(2).
  - b. Indicate that the District will invite the student to the IEP meeting.
  - c. Identify any other agency that will be invited to send a representative.

BOARD ADOPTION/REVISION: March 11, 2003  
October 18, 2011



**Lagunitas School District  
San Geronimo, California**

BOARD POLICY 6008

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

A special education student's minor behavioral problems shall be subject to the disciplinary measures applicable to all students for such infractions.

When a special education student's serious behavioral problem significantly interferes with implementing the goals and objectives of his/her individualized education program, a functional analysis assessment shall be conducted with parental consent and a written behavioral intervention plan may be developed for the student in accordance with law and SELPA procedures.

The Superintendent or designee shall ensure that staff are informed of the SELPA's policy and regulations governing the systematic use of behavioral and emergency interventions.

Legal References:

EDUCATION CODE

49001 Prohibition of corporal punishment of pupils

56321 Development or revision of IEP; proposed assessment plan; requirements; parental consent; documentation

56500-56509 Procedural safeguards, including due process rights

56520-56525 Behavioral Interventions

CODE OF REGULATIONS, TITLE 5

4301-4320 Bilingual education program requirements

11300-11305 English language education for immigrant children

UNITED STATES CODE, TITLE 20

1701-1705 Equal Education Opportunities Act

BOARD ADOPTION/REVISION: March 11, 2003  
October 18, 2011

# **Lagunitas School District**

## **San Geronimo, California**

### ADMINISTRATION REGULATION 6008

#### BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

All assessment, intervention and evaluation activities related to a special education student's behavioral intervention plan shall be authorized, facilitated and supervised by the IEP team. Qualified staff, trained in behavior analysis with an emphasis on positive behavioral interventions, shall participate in developing and implementing the plan.

#### **Definitions**

Serious behavior problems are behaviors that are pervasive and maladaptive requiring frequent and systematic use of behavioral interventions, and behaviors that are self-injurious, assaultive, or cause serious property damage, and can lead to suspension or expulsion.

Behavioral intervention means the design, implementation, and evaluation of individual or group instructional and environmental modifications that results in lasting positive changes in the student's behavior. Behavioral interventions should be designed to provide greater access to community settings, social contacts and public events and ensure placement in the least restrictive environment, pursuant to the student's IEP. The use of behavioral interventions shall not cause pain or trauma, shall respect the individual's human dignity and personal privacy, and shall assure his/her physical freedom, social interaction, and individual choice.

A behavioral intervention plan is a written document which is developed when the student exhibits a serious behavior problem that significantly interferes with the implementation of the student's IEP.

A behavioral intervention case manager is a designated certificated school/District/county staff member or other qualified personnel contracted by the District or county office, and trained in behavior analysis with emphasis on positive behavioral interventions.

A behavioral emergency is the demonstration of a serious behavior problem which has not previously been observed and for which a behavioral intervention plan has not been developed, or for which a previously designed behavioral intervention is not effective.

#### **Functional Analysis Assessment**

If the student's behavior is significantly interfering with the implementation of the goals and objectives in his/her IEP, the student's IEP team shall determine whether the instructional/behavioral approaches specified in the student's IEP have proven

ineffective. If the IEP team finds that these approaches have been ineffective, a functional analysis assessment shall be conducted.

Before assessment for a behavioral intervention plan begins, parents/guardians shall be notified and consent obtained pursuant to Education Code 56321.

Qualified assessment staff shall:

1. Observe the targeted inappropriate behavior, its frequency, duration and intensity.
2. Observe events immediately preceding the behavior.
3. Observe the consequences of the behavior to determine the purpose it serves for the individual.
4. Analyze the environment in which the behavior most frequently occurs.
5. Analyze records for medical and health factors which may influence behavior.
6. Review the history.

The parent/guardian shall receive a complete written report of the assessment including a description of the nature and severity of the targeted behavior(s) in objective and measurable terms, with baseline data and an analysis of the antecedents and consequences that maintain the behavior; a functional analysis of the behavior across all appropriate settings in which it occurs; a description of the rate of alternative behaviors, their antecedents and consequences; and a proposed behavioral intervention plan for consideration by the IEP team.

### **Behavioral Intervention Plan**

Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the District shall implement a behavioral intervention plan in accordance with IEP.

The functional analysis assessment shall be conducted by, or be under the supervision of, a person with documented training in behavior analysis with an emphasis on positive behavioral interventions.

Based on the functional analysis assessment, the IEP team, including a behavioral intervention case manager, shall meet to determine whether a behavioral intervention plan is needed. If a behavioral intervention plan is needed, the IEP team qualified staff knowledgeable of the student's health needs, and others with expertise as deemed necessary by the parent/guardian, district or Special Education Local Plan Area (SELPA). This team shall develop a written behavioral intervention plan which includes:

1. A summary of information gathered from the functional analysis assessment.
2. An objective description of the targeted maladaptive behavior(s) and replacement positive behavior(s).
3. The student's goals and objectives specific to the behavioral intervention plan.
4. A detailed description of interventions to be used and the circumstances for their use.
5. Specific schedules for recording the frequency of intervention use and the frequency of the targeted and replacement behaviors, including specific criteria for discontinuing an ineffective intervention or replacing it with a specified alternative.
6. Criteria by which the procedure will be phased out or less frequent restrictive behavioral intervention schedules or techniques will be used.
7. The extent to which the behavioral interventions will be used in the home, residential facility, work site or other settings.
8. Specific dates when the IEP team will periodically review the efficacy of the program.
9. The frequency of the consultation to be provided by the behavioral intervention case manager to the staff and parents/guardians who are responsible for implementing the plan.

The behavioral intervention plan shall become a part of the student's IEP and shall be sufficiently detailed so as to direct the plan's implementation by, or under the supervision of, staff with documented training and qualifications in behavioral management techniques.

Based on the results of the functional analysis assessment, interventions may include:

1. Altering the identified antecedent event to prevent the behavior from occurring;
2. Teaching the student alternative behaviors that produce the same consequences as the inappropriate behavior;
3. Teaching the student adaptive behaviors; or
4. Manipulating the consequences of behaviors so that the alternative behaviors more effectively produce desired outcomes.

Acceptable responses to targeted behavior may include, but are not limited to, one or more of the following:

1. Ignoring the behavior but not the student;
2. Redirecting the student to an activity;
3. Providing verbal feedback;
4. Acknowledging the message of the behavior; or
5. Providing a brief physical prompt to interrupt or prevent aggression, self-abuse or property destruction.

At intervals scheduled by the IEP team, the behavioral intervention case manager, parent/guardian and others as appropriate shall evaluate the effectiveness of the behavioral intervention plan in accordance with law.

If the IEP team determines that major changes in the behavioral intervention plan are necessary, the teacher and behavioral intervention case manager shall conduct additional functional analysis assessments and propose changes. The parent/guardian and the behavioral intervention case manager or qualified designee may make minor modifications in accordance with law without an IEP team meeting. The IEP team also may include in the plan contingency schedules for altering specified procedures, their frequency or their duration, without reconvening the IEP team.

### **Emergency Interventions**

Only emergency interventions approved by the SELPA may be used. Emergency interventions not specified in a student's behavioral intervention plan shall be used only as long as necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm or property damage and which cannot be prevented by a less restrictive response. Upon the prolonged use of an emergency intervention, staff shall seek the assistance of the principal or law enforcement agency as necessitated by the situation. Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans.

Emergency interventions may not include:

1. Locked seclusion, unless otherwise licensed or permitted by law;
2. Use of any material or objects which simultaneously immobilize all hands and feet, except prone containment or similar techniques as a limited emergency intervention by trained staff; or
3. Force exceeding what is reasonable and necessary under the circumstances.

Parents/guardians shall be notified within one school day whenever emergency intervention is used. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include:

1. The name and age of the student.
2. The setting and location of the incident.
3. The name of the staff or other persons involved.
4. A description of the incident and the emergency intervention used.
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan.
6. Details of any injuries sustained by the students or others, including staff, as a result of the incident.

If the behavioral emergency report deals with a student who does not have a behavioral intervention plan, the Superintendent or designee shall, within two days, schedule a functional analysis assessment leading to an IEP review and meeting to develop an interim behavior intervention plan.

If the behavioral emergency report deals with a student who has a behavioral intervention plan, the IEP team shall review the incident and determine whether the student's plan needs to be modified.

7. Prohibited Interventions

The District prohibits any use of the following:

- A. Any intervention designed or likely to cause physical pain.
- B. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face.
- C. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom.
- D. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma.
- E. Use of any material or objects which simultaneously immobilize all hands and feet, except prone containment or similar techniques as a limited emergency intervention by trained staff.

- F. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room.
- G. Any intervention that precludes adequate supervision of the student.
- H. Any intervention that deprives the student of one or more of his/her senses.
- I. Force exceeding what is reasonable and necessary under the circumstances.

Legal References:

EDUCATION CODE

49001 Prohibition of corporal punishment of pupils

56321 Development or revision of IEP; proposed assessment plan; requirements; parental consent; documentation

56500-56509 Procedural safeguards, including due process rights

56520-56525 Behavioral Interventions

CODE OF REGULATIONS, TITLE 5

3001 Definitions

3052 Designated positive behavioral interventions

UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.756 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER

34 CFR Appendix A to Part 300: Notice of Interpretation

BOARD ADOPTION/REVISION: March 11, 2003  
October 18, 2011

# **Lagunitas School District**

## **San Geronimo, California**

### BOARD POLICY 6009

#### PARENT INVOLVEMENT

The Vision Statement from the Lagunitas School District's Long Range Plan, adopted in June, 2004 states that the Lagunitas School District is a district where the educational, social, emotional and personal needs of all students are met with programs that address individual requirements. It is a district with the independence to follow goals defined by community driven priorities; it is a district where parents, teachers, the school board, administration and students share roles, participate in governance and cooperate in all aspects of our school's operations and a district that operates from a proactive, fiscally sound plan for the future that draws from committed, long-term community support to offer our children the education each and every one of them deserves.

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

The Board believes that the education of the district's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Encourage a high level of parent involvement in the district, including interacting with the Board of Trustees to help determine policy and utilize district resources.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.



3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home.
5. Encourage parents/guardians to serve as volunteers in the school, attend student performances and school meetings, and participate in school site councils, advisory councils and monthly program meetings and activities.

cf. 6154 - Homework/Make-Up Work  
 cf. 5124 - Communication with Parents/Guardians  
 cf. 5145.6 - Parent Notification  
 cf. 5022 - Student and Family Privacy Rights  
 cf. 4131 - Staff Development  
 cf. 4231 - Staff Development  
 cf. 4331 - Staff Development  
 cf. 0420 - School Plans/Site Councils  
 cf. 0420.1 - School-Based Program Coordination  
 cf. 0420.5 - School-Based Decision Making  
 cf. 1220- Citizen Advisory Committees  
 cf. 1240 - Volunteer Assistance  
 cf. 1250 - Visitors/Outsiders  
 cf. 6171 - Title I Programs

Legal References:

EDUCATION CODE

11500-11506 Programs to encourage parental involvement  
 33126 School Accountability Report Card  
 35291 Disciplinary rules  
 48070.5 Promotion or retention of pupils; creation of policy  
 48985 Notices to parents in language other than English; monitoring; notice to school districts  
 49091.10-49091.19 Parental review of curriculum and instruction

LABOR CODE

230.8 Time off to visit child's school

Management Resources:

0928.90 Guidelines for the development of policies on parent involvement, SPB: 90/91-3

## WEB SITES

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

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

## SBE POLICIES

Parent Involvement in the Education of Their Children, 1994 (3/91) 6/96

Parent Rights and Responsibilities

49602 - Confidentiality of Pupil Information

51100-51102 Parent/guardian rights

51513 Personal Beliefs

60510 Disposal of Surplus Instructional Materials

## UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of Pupil Rights

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# **Lagunitas School District**

## **San Geronimo, California**

### BOARD POLICY 6010

#### TITLE I PROGRAMS

Title I of the federal Elementary and Secondary Education Act is designed to improve the academic achievement of disadvantaged students. The No Child Left Behind Act of 2001 (20 USC 6313) establishes school eligibility criteria and priorities for funding. Title I funds received by the district must be allocated to eligible schools or school attendance areas, in rank order, on the basis of the total number of students from low-income families in each school or school attendance area. 20 USC 6313 further provides that districts may continue to serve a school or school attendance area for one additional year after it loses its eligibility. Pursuant to 20 USC 6314 and 6321, Title I funds must be used only to supplement, not supplant, funds that would be available from non-federal sources for the education of students participating in Title I.

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

Title I funds may be used and consolidated with other federal program funds to upgrade the entire educational program in eligible schools. The Lagunitas School District shall use Title I funds only for targeted assistance programs for eligible students (20 USC 6315).

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

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

#### District Plan

Pursuant to 20 USC 6312, the district's Title I plan must be submitted to the California Department of Education for the first year following enactment of the No Child Left Behind Act of 2001 and will remain in effect for the duration of the district's participation in Title I. Education Code 64001 provides for the development of a Single Plan for Student Achievement for those categorical programs included in the state's consolidated application, including Title I.

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

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

### Parent Involvement

20 USC 6318 mandates that each district receiving Title I funds to have a written parent involvement policy developed jointly with and agreed upon by parents/guardians of participating students. This policy must be incorporated into the district plan, establish the district's expectations for parent involvement, and describe how the district will address the topics specified in items #1-6 below. Title I programs, activities and procedures shall be developed and agreed upon with parents/guardians of participating students. (20 USC 6318).

The Superintendent or designee shall: (20 USC 6318)

1. Involve parents/guardians in the joint development of the district's Title I plan pursuant to 20 USC 6312, and the process of school review and improvement pursuant to 20 USC 6316.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Build the capacity of schools and parents/guardians for strong parent involvement.
4. Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs specified in 20 USC 6318.
5. Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including:
  - a. Identifying barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

- b. Using evaluation findings to design strategies for more effective parent involvement.
  - c. If necessary, revising the district and school parent involvement policies.
6. Involve parents/guardians in the activities of schools served by Title I.

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

#### Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually review the progress of each participating school and determine whether the school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6312)

- cf. 5149 - At Risk Students
- cf. 6011 - Academic Standards
- cf. 6162.5 - Student Assessment
- cf. 6162.51 - Standardized Testing and Reporting Program
- cf. 0420- School Plans/Site Councils
- cf. 1220 - Citizen Advisory Committees
- cf. 6020 - Parent Involvement
- cf. 0520.2 - Title I Program Improvement Schools
- cf. 6190 - Evaluation of the Instructional Program
- cf. 9000 - Role of the Board

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# **Lagunitas School District**

## **San Geronimo, California**

### BOARD POLICY 6011

#### GUIDANCE/COUNSELING SERVICES

The Governing Board recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of all district students.

#### **Supplemental School Counseling Program for Students in Grades 7-8**

The Board has adopted the Supplemental School Counseling Program as outlined in the administrative regulation in order to provide supplemental counseling services to all students in grades 7-8 delivered by personnel who hold a valid pupil personnel services credential. In accordance with law and as specified in administrative regulation, the district's program shall provide for an individualized review of student records, an opportunity for a counselor to meet with students to discuss educational options, and specialized counseling services for students identified as at risk of academic failure.

#### **Personal Counseling**

Counseling staff shall identify and work with students whose personal problems may prevent them from reaching their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parent/guardian consultation and consent shall be obtained as appropriate.

(cf. 5022 - Student and Family Privacy Rights)

#### **Crisis Counseling**

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in appropriate response techniques and/or to directly help students cope with such crises if they occur.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

Legal References:

EDUCATION CODE

221.5 Policy of State; prohibited discrimination  
41505-41508 Pupil Retention Block Grant  
48431 Establishment and maintenance of guidance, placement, and follow-up program  
49600-49604 Educational counseling  
51250 Schoolage military dependents  
51513 Prohibited materials  
52378-52380 Supplemental school counseling program

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

48431.6 Tenth grade counseling program

PENAL CODE

11166-11170 Reporting known or suspected cases of child abuse

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

UNITED STATES CODE, TITLE 10

503 Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act  
7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

Management Resources:

WEB SITES

American School Counseling Association: <http://www.schoolcounselor.org>  
California Association of School Counselors: <http://www.schoolcounselor-ca.org>  
California Department of Education: <http://www.cde.ca.gov>  
U.S. Department of Education, Access to military recruiters:  
<http://www.ed.gov/policy/gen/guid/fpco/hottopics/htl0-09-02.html>

BOARD ADOPTION/REVISION: November 28, 2006  
October 18, 2011

# **Lagunitas School District San Geronimo, California**

## **BOARD POLICY 6012 – Education for Homeless Children/Students in Transition**

BP 6012

The Board of Trustees recognizes its obligations and desires to ensure that homeless children have access to the same free and appropriate public education provided to other children within the District. The District shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.

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

### **Transportation**

The District shall provide transportation for a homeless student to and from a District school of origin when the student is residing within the District and the parent/guardian requests that such transportation be provided. If the student moves outside of District boundaries but continues to attend this District's school of origin, the Superintendent or designee shall consult with the Superintendent of the District in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.

### 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>

BOARD ADOPTION – May 21, 2014



**Lagunitas School District  
San Geronimo, California**

**BOARD POLICY 6012 – HOMELESS**

**Administrative Regulations**

**Definitions**

Homeless means students who lack a fixed, regular and adequate nighttime residence and includes:

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, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
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.

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.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian.

**District Liaison**

The Superintendent or designee designates the following staff person as the district liaison for homeless students:

Principal  
PO Box 308  
San Geronimo, CA 94963  
415-488-4118 x 202

The district's liaison for homeless students shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities

with other entities and agencies

2. Homeless students enroll in, and have a full and equal opportunity to succeed in, district 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, Governing Board policy and administrative regulation
7. Parents/guardians are fully informed of all transportation services

### **Enrollment**

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

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

The student may continue attending the school of origin for the duration of the homelessness and until the end of any academic year in which the student moves into permanent housing.

In the case of an unaccompanied youth, the district's homeless liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights.

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

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

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

## **Enrollment Dispute Resolution Process**

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

The parent/guardian or unaccompanied youth shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's or unaccompanied youth's right to appeal the decision according to the state's enrollment dispute resolution process. The parent/guardian or unaccompanied youth shall also be referred to the district's homeless liaison.

## **State's Enrollment Dispute Resolution Process**

If the parent/guardian or unaccompanied youth disagrees with the school selection or enrollment, he/she may appeal the decision to the school's district office. The child/youth must be immediately enrolled in the school in which he/she is seeking enrollment, pending resolution of the dispute. Enrollment is defined as "attending classes and participating fully in school activities."

The school must refer the parent/guardian or unaccompanied youth to the LEA's homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure that the dispute resolution process is also followed for unaccompanied youth.

A written explanation of the school's decision regarding school selection or enrollment must be provided if a parent/guardian or unaccompanied youth disputes such a school selection or enrollment decision, including the right to appeal. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent/guardian or unaccompanied youth can understand.

If a parent/guardian or unaccompanied youth disagrees with the district's enrollment decision, he/she may appeal to the Marin County Office of Education (MCOE). The district's homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at MCOE.

MCOE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. MCOE's homeless liaison will notify the LEA and the parent/guardian or the district's homeless liaison on behalf of the unaccompanied youth of MCOE's homeless liaison's decision.

If a parent/guardian or unaccompanied youth disagrees with MCOE's homeless liaison's decision, he/she may appeal to the California Department of Education's State Coordinator for Homeless Education. MCOE's homeless liaison shall forward all written documentation and related paperwork to the State Coordinator for Homeless Education.

Upon the review of the Lagunitas School District, MCOE, and parent/guardian or unaccompanied youth information, the State Coordinator for Homeless Education will notify the parent/guardian or the district's homeless liaison on behalf of the unaccompanied youth and the Lagunitas School district of the final school selection or enrollment decision within ten (10) working days of receipt of materials. The State Coordinator for Homeless Education, Leanne Wheeler, can be reached by phone at 916-319-0383 or by e-mail at [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov).

BOARD ADOPTION – MAY 21, 2014