**Sequoia Union High School District**
**2023-24**
**CODEX**

**The following is a compilation of agreements made amongst SUHSD school sites. Each section addresses how schools will best serve students in each of the following programs or content areas. The Codex sections are:**

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**Build**
10th Grade BUILD Students should be enrolled in the Build Course with the no credit option: 029001 BUILD. At the end of the semester, teachers should submit the grade with the variable credits earned to the GIS for entry in the transcript. The Build course will not post directly to the transcript.

**Carnegie Units**
For every 15 hrs of seat time,  students can earn an elective credit.

**College Units**
No college courses are given grade bumps in District gpa configurations, except for at Middle College, Independent Study, EPAA, TIDE and Redwood which offer limited Honors/AS/AP/IB courses.  College classes at Middle College, Independent Study, EPAA, TIDE and Redwood are those that are UCA-G transferable as these courses often replace the AP/IB option at their sites.   The grade bump will be included in GPA configuration for Middle College, Independent Study, EPAA,  TIDE and Redwood students beginning in their first semester at one of these sites.  Not, for instance, the summer before.

Semester system college unit equivalents for high school credit are as follows.  The semester college unit equivalents must apply to all courses taken at the community colleges, including PE.
**0.5 = 2.5 credits**
**1-3 = 5 credits**
**4+ = 10 credits**

Quarter system college unit equivalents for high school credit are as follows:
All quarter system college unit equivalents for high school credit are the same value when transferring from college units to highschool credit. (ex. 4=4)

**Single Credit College Dual-Enrollment (previously called Concurrent Enrollment)**
With the exception of Middle College, Independent Study, EPAA, TIDE and Redwood, students may take a maximum of 40 approved credits through concurrent enrollment over the course of their high school career, with no more than 20 required course credits.  Students may only take 10 of these credits in any given semester.

**Dual Credit College Dual-Enrollment and High School Credit Allocation**
If a quarter system dual-enrolled course is offered during the entire fall or spring semester, students will earn 5 semester high school credits on their transcript.  For semester system dual-enrolled courses, schools will follow the same semester system college unit equivalents as noted under "College Units."

**Credit Allocation for High School Courses Taken Outside the School District**
If a student takes an advanced high school course outside of the school district.  The course from the sending school with the same title receives the same grade point average bump given by the receiving school.  Courses

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that do not have the same title do not get the grade bump on the receiving school's GPA configuration. The title Honors will be considered equivalent to AS for the bump in SUHSD AS classes that receive a bump.

**Credit Allocation for Transfer Students**
If a student transfers from another school, advanced courses from the sending school with the same title receive the same grade point average bump given by the receiving school. Courses that do not have the same title do not get the grade bump on the receiving school's GPA configuration. The title Honors will be considered equivalent to AS for the bump in SUHSD AS classes that receive a bump.

**Credit Allocation for International Transcripts**
The course titles on the high school transcript must appear as the original transcript. A CR will be issued for courses where a passing grade was earned. An NC will be used when a failing grade was earned.

**Credit Allocation for Volunteer Work**
Community Service is an option for students wishing to earn credit while making an unpaid contribution to their community. Students must receive approval for Community Service credit by completing the SUHSD Request for Community Service Credit form prior to beginning community service. No retroactive credit can be earned. One (1) elective credit is earned for every 15 hours of satisfactory community service. A maximum of 10 elective credits may be applied toward meeting graduation requirements (BP 6142.4). Students will use the SUHSD Community Service Log to track their hours.

**Course Withdrawal and Required Number of Courses**
If a student who is not a first semester freshman or transfer student makes a level change after the add/drop date then the withdrawal shows up with the WF/ WP on their transcript for the course they were in before. Ex: AS Alg II → Alg II, student gets WP or WF with drop date on transcript for AS Alg II.

9-11th graders must be enrolled in six classes.

12th graders must be enrolled in five classes.
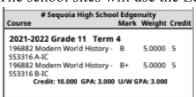
**Credit Recovery**
To be eligible for credit recovery, students must currently be enrolled.

During the school year, students must fail a class prior to their enrollment for credit recovery. Students who enroll in crecit recovery are only allowed to take the courses that are offered at their school sites. Exceptions to this are made for students enrolled in the District's Independent Study, STARs and transfer students needing to meet a SUHSD requirement from a prior year(s). Students may take credit recovery to improve a grade during summer school. Same title courses are repeatable (D+ and below) regardless of the school site where the original grade was issued and as long as the course title is the same or means the same. Ex. English 9 vs. English I.

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Courses should not be listed under a separate school entity. Credit recovery courses should appear as they do on the screenshot below.

The school sites will use the Edgenuity equivalent course name, not SUHSD's course name.

| # Sequoia High School Edgenuity | | | |
|---|---|---|---|
| Course | Mark | Weight | Credit |
| **2021-2022 Grade 11  Term 4** | | | |
| 196882 Modern World History - SS3316 A-IC | B | 5.0000 | 5 |
| 196882 Modern World History - SS3316 B-IC | B+ | 5.0000 | 5 |
| **Credit: 10.000  GPA: 3.000  U/W GPA: 3.000** | | | |

**CTE or World Language 3+**
To meet District graduation requirements, students who do not take a third level of world language must take a year of Career Technical Education.

**Early Graduation Petition -** Students wishing to graduate early must meet the criteria listed on the linked Early Graduation Petition, and complete the application:  Early Graduation Petition - English

**Electives** (60 units for graduation)
Any courses taken that are not used to meet District graduation requirements (noted in red, next to the title of each applicable subject area) are applied to the District's 60 elective units requirement.  Most students earn the bulk of these units by meeting UC A-G requirements for admission.  Any courses taken beyond the minimum subject area SUHSD graduation requirements count towards electives. Some examples include support classes, study skills, and the 3rd year of math and science.

**ENGLISH LANGUAGE ARTS** (40 units for graduation)

Students must take four years of English.  For most students, that will be benchmark level English I, II, III and IV or an honors level equivalent.  ELD students must pass at least one UC A-G approved English class (ELA III or higher) to graduate.  See 9th Grade ELA Placement Chart, the SUHSD Transfer Placement Chart, and the Intervention ELA and Intensive Exit Criteria for placement throughout the school year.

**Intensive Level (System 44)\***

- Intervention ELA (System 44)
    - o Students in Intervention ELA receive English credit for one period and elective credit for the other.
    - o When students complete the System 44 curriculum, they will exit to English I or II Intensive.
    - o Intervention ELA is a separate class (not part of English Intensive (Read 180)
    - o Placement will be based on the current Sequoia Union High School District English placement chart

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    o   Sequoia Union High School District office will make every effort to administer the SRI to all incoming 9th grade students who qualify per the English placement chart prior to the start of the school year.

## English I/II Intensive (Read 180)

- Students in English I/II Intensive receive college prep English credit for one period and elective credit for the other.

## Academic Literacy*

Academic Literacy offers support for US History and English III.  It is for: 1) rising 11th graders who were enrolled in English II Intensive or Intervention ELA as 10th graders and did not exit by the end of 10th grade, and 2) rising 11th graders exiting ELD III.

NOTE: As the year progresses, students can test out of support classes when they obtain the needed scores for the next level of support or complete the support program.

## Benchmark:

- Benchmark classes are grade level courses, English I, II, III and IV(see placement chart for placement criteria). See 9th Grade ELA Placement Chart, the SUHSD Transfer Placement Chart, and the Intervention ELA and Intensive Exit Criteria for placement throughout the school year.
- Benchmark classes are heterogeneous and, at the 9th and 10th grade years, include some students who are in Strategic Support and some who are not.  In the 11th grade, they include some students who are in Literacy Support.
- Students scoring in the strategic level will be enrolled in a benchmark class with an additional support class (see placement chart).
- Strategic Support is a support period for students in the benchmark English class who need additional support to access the curriculum.  Strategic Support includes 50% English 3D (academic language in reading, writing and speaking) and 50% direct support of the benchmark English class.
- Support classes will consist of students drawn from heterogeneous benchmark classes. The course could be taught by the same teacher or by a different teacher.

**Advanced classes:** The following are guidelines for recommending AS placement*

- Student recognition of increased workload (including reading material above grade level, up to 30 pages of reading per night, and two-three page independent writing assignments) and willingness to engage in a more rigorous curriculum
- Teacher recommendation may be a factor for a higher placement but is not the sole determinant.

*Parents can recommend a higher placement for a student, even if the student does not meet the above criteria.

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*Students must be aware that they will remain in an advanced course for the entire first semester.


## ENGLISH LEARNERS*

For the most comprehensive report, see the [EL Master Plan](#). To view the protocol for Identification, Assessment and Notification process for our English Learners, please [click here.](#)

- English Learners who 1) place into Intervention ELA and, 2) have been in the U.S fewer than 4 years, and 3) have an ELPAC Summative Overall Proficiency Level 1, 2, or 3 will be placed in ELD I, II or III with support. An EL student is placed in core subjects according to academic level and not language ability.
- English Learners in mainstream classes should be clustered in concentrations of 25% - 30% of the entire class. (Exceptions - primary language or LEP classes).
- ELs in the general program (mainstream courses) are to receive Integrated ELD through research based strategies (including and not limited to DII, CM, SDAIE, language acquisition support).
- If EL students are not in ELD classes, they are placed according to the placement chart as any other student. See [9th Grade ELA Placement Chart](#) and the [SUHSD Transfer Placement Chart](#).
- If EL students are in ELD classes, they are placed according to language skills and may be temporarily placed in a sheltered course addressing their English needs.
- Parents/guardians of new students who have been recommended for ELD I or II, and who reside in Carlmont's attendance area, may select any of the four comprehensive high schools. (Please note that this is only until Carlmont has enough enrollment to run its own sections)
- Students in ELD I, II or III take a two-hour block of ELD/ELA. The ELA class receives English credit and ELD receives elective credit.
- Curriculum for ELD: ELD/ELA 1: Get Ready/Get Reading - Vista Higher Learning; ELD /ELA 2: Edge Fundamentals / Q Skills; ELD /ELA 3: District developed text-flexible instructional units linked with both ELA/ELD Standards supplemented by Systematic ELD units.
- The ELPAC (minimum State Standards) and a district-determined Lexile Score, or C- or better in a grade level English class that meets the "B" UC A-G requirement, or a 430 College Readiness Benchmark as an 11th grader or 460 score as senior provide the basic skills criteria for reclassification, teacher and parent input is also a required part of the process. Please see the 📄 Reclassification Criteria for a more complete visual of reclassification requirements.
- Students may be reclassified at any time during the year upon achieving the minimum criteria (Lexile Score and Summative ELPAC) along with teacher/parent input, and all ELs will be reviewed to determine new candidates at the beginning of the school year, late January (before ELPAC Summative is administered), and May or June if current year Summative ELPAC scores are received prior to end of the school year..
- English learners who have an IEP follow the same placement procedures on the placement chart. The IEP team makes the final decision.
- All English Learners not in the course called "ELD" will receive Designated ELD through their core English class.
- If EL students receive primary language instruction in a course, the teacher needs a BCLAD. ELs receive core-content from EL -authorized teachers.

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- Students must take at least one UCA-G English course before graduating. This means they will take one of the following: ELA III, English Intensive, English I, II, III or IV benchmark or honors level equivalent.
- AB2121 eligible students need only 30 credits of English and these units do not need to include ELA III.

The Categorical Staff at the District Office will be responsible for updating and maintaining the LEP function in Infinite Campus.

**MATHEMATICS** (20 units for graduation)

Students must take a minimum of two years of math that must include Algebra I or Algebra II. At Sequoia High School students must also complete geometry. Students required to repeat a math course will still earn elective credit for the original course.

**9th Grade:** 9th Grade Math Placement Chart
- Incoming 9th graders who took any 8th grade math course lower than Algebra I will be placed in Algebra I or its equivalent
- Incoming 9th graders who took Algebra I or any year long HS equivalent in 8th grader will be placed in Geometry or its equivalent
- Incoming 9th graders who took Geometry or any year long HS equivalent in 8th grader will be placed in Algebra II or its equivalent
- Incoming 9th graders who took Algebra II or any year long HS equivalent in 8th grader will be placed in Pre-Calculus or its equivalent
- Students in Algebra I
  - If a student in Algebra fails the first semester of Algebra I but passes the 2nd semester, he/she will have completed the Algebra requirement by validation, but still must complete an additional 15 credits of Math for graduation
  - Students in Algebra I will be grouped heterogeneously.

**10th-12th Grades:**
- Students' math placement will be placed based on prior year math grade, and input from teacher of the prior grade

**PHYSICAL EDUCATION** (20 units for graduation)

**Grade 9**
- All 9th-graders are required to be enrolled in Physical Education I, and grades will be based on performance in all units.

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- All 9th-graders take the Physical Fitness Test (PFT) each year. As of 2021-2022 school year, the PFT has paused the reporting of pass rates for standards measured on the PFT. Therefore prior requirements of passing the PFT to waive PE are no longer applicable.
    - All students will need to take PE 2 in the 10th grade year, unless the student is enrolled in a sport.
- Comprehensive sites that offer 9th grade dance may allow 9th graders to take dance in place of PE I may allow 9th graders to take dance in place of PE I. The dance class must meet the PE I Standards.
- All 9th-graders participating in a school sponsored athletic team will earn 3.5 elective credits per sport. Credits cannot be counted towards meeting the PE graduation requirement.
- All 9th-graders participating in a school sponsored competitive dance or cheer team will earn 3.5 elective credits per semester. Credits cannot be counted towards meeting the PE graduation requirement.

## Grade 10

- All 10th-graders are required to be enrolled in Physical Education 2 unless they are enrolled in a school sponsored athletic team, competitive dance or cheer team. This includes special education students.
- 10th grade students may fulfill their PE requirement in the following ways: (1) take PE 2 or equivalent school sponsored course (example – weight training, dance, or conditioning), (2) complete three seasons on a high school sponsored athletic team (3.5 credits per season) during 10th-12th grade, (3) participate in three semesters (3.5 credits per semester) of a competitive dance team or competitive cheer team during 10th-12th grade, or (4) any combination of the above.
- Students fulfilling their 10th grade PE requirement through high school athletics, competitive dance or competitive cheer must remain on the roster for the entire athletic season. If removed from the roster at any point during the season for academic or disciplinary reasons the student athlete will NOT receive credit.
- All courses listed under PE 2, must meet the PE 2 Standards and grades will be based on performance in all units.

## SCIENCE (20 units for graduation)

### Physical and Life Science
All students will take a year of physical science and a year of life science.

### Grade 9

- All 9th graders will be enrolled in a UC A-G approved science course. Ninth Grade Science Placement Chart
- Click here for the 9th grade UC A-G approved science courses at eachs site. All students are required to take two years of science: one must be physical and the other life. If the student is graduating from an alternative program, they still need life and physical lab science but not the UC designation.

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**SOCIAL STUDIES** (*37.5 units for graduation)

**9ᵗʰ Graders**
Beginning in the fall of 2021, all ninth graders are enrolled in Life Skills for Q1, followed by Ethnic Studies I Q2 and Ethnic Studies 2 in Semester 2.   Life Skills is a graduation requirement for all students not enrolled at EPAA.  Click here to view the 9th grade social studies placement chart.

All students placed in Life Skills, ES I, and ES2 are heterogeneously grouped.  There are no "advanced" levels of Life Skills, ES1 and ES2.

**10ᵗʰ Graders:**
All tenth graders will be placed into World History or AP World History (based on student preference).

**11ᵗʰ Graders:**
All 11ᵗʰ graders will be enrolled in US History, AP US History (M-A and Woodside and Carlmont) or IB History of the Americas (Sequoia).  Enrollment in accelerated courses is based on student preference and other multiple measures, including teacher recommendation.

**12ᵗʰ Graders:**
Students meet graduation requirements in Social Studies with enrollment in Government and Economics for one semester each or an accelerated analogue course such as AP Government or AP Econ (Carlmont) and IB 20ᵗʰ Century Topics (Sequoia) based on 11ᵗʰ grade social studies grade, student preference, and teacher recommendation.

*Students who were in Intensive and Intervention English classes prior to fall, 2021 are exempted from the World Studies 2 requirement and need only 30 units of Social Studies credit for graduation.

**SPECIAL EDUCATION**

**Co-Teaching**

1.  A rubric to determine which Special Ed students need co-teaching has been developed and will be used by special education departments at all comprehensive sites to place students, based on the district's ELA and Math placement charts, into co-taught sections.

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2. A common prep period for co-teaching pairs will be part of each school's Master Schedule.

3. Limit co-teaching to two (2) co-taught periods for all teachers (General Ed and Special Ed teacher). One subject/discipline for each SPED educator is preferred. In consultation with the SDTA, any variation to this assignment must be requested by the teachers in writing to the IVP and documented if approved.

4. General Ed teachers will have no more than one pure co-teaching partnership – if more periods are needed, then the Special Ed teacher could assist in a support capacity. In consultation with the SDTA, any variation to this assignment must be requested by the teachers in writing to the IVP and documented if approved.

5. In all mainstream classes, no more than 1/3 of the students should have an IEP. In general education courses, if the percentage of students with an IEP needing a course is greater than 1/3, the distribution of students must be comparable across like sections.

6. Modified grades will be indicated by "*M*" for district students (Gen Ed, 504, SPED, etc.) whose curriculum requires significant modification, which will not be UC A-G qualifying credit. Procedures, rubrics and forms for awarding modified grades were developed in 2013-2014.

7. Special Education mild to moderate case managers will be provided with a .2 FTE release time for case management duties. Those case managers whose assignment is entirely within the ILS, STARs and TRACE programs will be provided with up to six (6) release days and $1,000 per semester rather than the .2 FTE release.

8. Co-teaching assignments are made by administration, using the students' needs and appropriate teaching credentials as criteria.

9. In the SUHSD, co-teaching is sharing the instructional delivery of content, differentiation, planning and assessment of student performance.

## Taking Courses for Initial Credit Via Edgenuity

The request from the sped. case manager will go to the IVP who will send it on to the Executive Director of Special Education. After a discussion with the Associate Superintendent of Ed. Services, a response to the request will be sent to the IVP.

## Alternative Placements for Special Education Students

**Sped. Student Placement at Redwood High School** Referrals go through the Director of Student Services and a computer program tracks students who qualify. The list has both special education and general education

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students. Once a special education student is on the list, the team needs to hold an IEP meeting at the School of Residence (SOR) and Redwood attends at the SOR to determine one of the following:

1. Student is making progress but still requires special education services to access the curriculum.
2. Student is making no progress towards IEP goals; team determines needs of student best met @ SOR.
3. Student is making no progress towards IEP goals; team recommends placement at Redwood.
4. Student does not need special education services in the alternative setting to access and make progress in the general education curriculum. This can be determined by grades,, curriculum-based assessment, etc.

It should be noted that if a student is not attending the SOR or Redwood, the case manager uses the 3 letter method to hold an IEP meeting. These letters need to be attached in SEIS as documentation of the intervention.

A District Special education person (program specialist, i.e.) must be in attendance @ the IEP meeting where Redwood services are discussed.

It should be noted that if a student is not attending the SOR or Redwood, the case manager uses the 3 letter method to hold an IEP meeting. These letters need to be attached in SEIS as documentation of the intervention.

A District Special education person (program specialist, i.e.) must be in attendance @ the IEP meeting where Redwood services are discussed.  The IEP will be the orientation meeting for any student going to Redwood as part of the transition.

The Redwood case manager notifies the SOR case manager and District SEIS Specialist, when the student has arrived.

**Sped. Student Placement at Independent Studies**

Referrals go through the Attendance and Welfare Specialist.  An IEP is held within 30 days to determine the level of support the student needs. The SOR  is still responsible for the student so the SOR case manager needs to attend the IEP meeting, which should take place at the SOR or District Office. Options at 30 day review:

1. Making progress but needs a little bit of special education services.
2. Making no progress; needs to return to SOR for special education services.
3. Does not need special education services in the new setting to access and make progress in the general education curriculum. This can be determined by grades, attendance, and curriculum-based assessment.

**Sped. Student Placement at Home-Hospital Instruction**
This is handled the same way as general education students, but the HH office can find a teacher with a special education credential to work with student.

**Sped. Student Placement from Non-Public School/Residential Treatment Center Placements**

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Time frame:  4 weeks

For a description of the SUSHD Model to Support Students with Emotional Disabilities in Special Education, please visit: https://drive.google.com/a/seq.org/file/d/0Bxu37cxIGfpPeDZTcTI2TTctOGc/view?usp=sharing

1. District representative is invited to an IEP meeting to discuss student transition.  District representative will obtain releases to collect and exchange information from the student's current placement/service providers.  District representative will obtain a copy of current IEP.
2. Whomever first learns of the incoming student (most commonly the Welfare and Attendance Advisor, Program Specialist, Sped. Coordinator or School Counselor) will immediately contact the *Special Education Director.  The Special Education Director will then immediately inform the school of residence VP in charge of Special Ed, or the site that will receive the student if a specific set of services are needed that the school of residence is not able to provide.
3. District representative schedules a site meeting to discuss student and confirm date for MHSC to conduct observation at facility. (Release given to MHSC/Program Specialist. MHSC/Program Specialist faxes release to facility clinician).  District representative to provide a copy of the IEP to the site team.
4. MHSC/Program Specialist contacts the facility clinician to discuss needs of student after initial observation of the student.  MHSC will continue to gather relevant information for assessment/tx planning purposes.
5. District representative will notify site Dept chair, MHSC, and AVP (Sped) about the student and provide an update on whether the student is ready to transition back to a comp. site (District representative will provide contact information for facility and parents).
6. District representative will collaborate with the site team to arrange a meeting at the facility to get a baseline of mental health, health, and special education needs (Team will obtain emergency contact information and transcript).
7. Site Team will create a calendar of scheduled visits for student to visit comp. sites in collaboration with facility and parents.  Site team will share the calendar with District representative, facility, parents and AVP (SPED).  District representative will inform the facility/parents that student is to be accompanied at all times during visits unless shadowing.
   - If student is not ready,  District representative will collaborate with facility in regards to readiness of student.
8  District representative will inform the students parents of steps to enroll/register (end of 2nd week)
   - Provide address verification paperwork
   - Provide enrollment process form
   - Have parents complete process during the 2nd week of transition (be aware of stay put provision).
   - Student will meet with AVP (SPED) as part of enrollment.
9) Visits
   - Minimum of 1 visit per week.  We would like to see 2 visits if possible.
   - Student will be accompanied at all times during observations and initial visit by facility staff.
   - Placement testing and review of transcript to determine academic level.

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- MHSC/Program Specialist continues to collaborate with all relevant treatment members/family.
- MHSC/Program Specialist coordinates transition/termination sessions with assigned facility clinician.
- MHSC makes sure the site or placement has the student's cum folder.

10) 30 Day review held by assigned case manager with Program Specialist in attendance.

<u>Scope/Sequence and Course of Study for Certificate of Achievement</u>

**Scope:**

| | |
|---|---:|
| English | 40 |
| Math | 20 |
| Social Science | 30 |
| Science | 20 |
| Life Skills | 5 |
| Health | 5 |
| PE | 20 |
| Electives | 80 |
| **Total Credits** | **22** |

**Sequence:**

| Grade 9 | Course with Course # | Credits |
|:---:|:---|:---:|
| English | Practical English (617002) | 10 |
| Math | Practical Math (617102) | 10 |
| Social Science | Practical Social Science (617302) | 10 |
| Science | Practical Science (617202) | 10 |
| Life Skills (Sem 1) | Life Skills (617400) | 5 |
| Health (Sem 2) | Personal Health (617200) | 5 |
| PE or APE | PE or APE | 10 |
| **Total** | | **60** |
| | | |
| **Grade 10** | **Course with Course #** | **Credits** |

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| English | Applied English (617000) | 10 |
|---|---|---|
| Math | Functional Math (617100) | 10 |
| Social Science | Social Science History Community (617301) | 10 |
| Science | Community Science (617201) | 10 |
| PE or APE | PE or APE | 10 |
| Elective | | 10 |
| **Total** | | **60** |

| Grade 11 | Course with Course # | Credits |
|---|---|---|
| English | Community English (617001) | 10 |
| Social Science | Social Science History Consumer (617300) | 10 |
| Elective | Voc Ed. (616300) | 10 |
| Elective | | 10 |
| Elective | | 10 |
| **Total** | | **50** |

| Grade 12 | Course with Course # | Credits |
|---|---|---|
| English | Community Resources (617401) | 10 |
| Elective | | 10 |
| Elective | | 10 |
| Elective | | 10 |
| Elective | | 10 |
| **Total** | | **50** |
| **Total Credits** | | **220** |

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- Please note that no course can be counted as meeting more than one graduation requirement.
- *Course does not receive UC A-G subject area credit

*When in doubt about whether a student falls into the NPS/RTC category, contact the Director of Special Education.

**Study Abroad**

Unless studying in an American school using the American grading system, district students who study abroad will receive credit/no credit on their district transcript. Students shall be responsible for submitting transcripts to other educational institutions for the purpose of determining any grades for such courses. Students must provide an official transcript to their home school counseling office from the study abroad institution they attended.

**Subject Area Council Norms**

Each site has one voting subject area council member, filled by the department chair or a delegate if a department chair is unavailable. Others may attend the SAC, but unless they have been invited prior to the meeting to speak (which must be proposed by a SAC member and approved by the administrator assigned to the SAC), they are only allowed to observe, not participate.

**Summer School**

Students may drop or be dropped from a summer school class without academic penalty.

**VISUAL AND PERFORMING ARTS (10 credits)**

All students must complete one year of visual or performing art for graduation.

**WORLD LANGUAGES**

**9<u>th</u> grade placement**

- 9th grade students who take world language are placed in level I, unless they have successfully completed world language in middle school or they are a native speaker in the language of choice.
- Placement in level II or higher is based on a variety of factors including but not limited to 8th grade teacher recommendation, consultation with home high school's world language department chair, number of years previously enrolled in course, and site-specific assessments of Native Speakers.

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## 10<u>th</u> -12<u>th</u> grade placement

- 10th -12th-grade placement is based on successful completion of the previous level, student/parent input, and teacher recommendation.
- Native speakers not enrolled in a world language in the freshmen year will be assessed for proper placement in the 10th-, 11th- or 12th grade year.
- Students who fail World Language courses in ninth grade may repeat the course or recover credits to meet A-G requirements through enrollment in community college or an accredited institution.

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## SUHSD Procedures for Assurances and Innovations

**Assurances**
1. Everyone follows the CODEX
2. As innovations are approved, the CODEX reflects these changes
3. When exceptions are made for a site because of student numbers, this must be reflected in the CODEX

**Innovations**
>    *This protocol applies to site generated innovations.  There are other processes for District and Board initiatives.*

1. If a department wishes to propose a pilot, they must create a proposal that includes:
    1. The challenge the proposal will attempt to address, including data that confirms the challenge exists.
    2. The proposal to meet the challenge and why they think it is a solution
    3. The data to be used to determine how the proposal fared
    4. How the site will decide which students on their site will be in the control group and which will be in the pilot group
    5. How the pilot will address SPED students' IEPs
    6. The pre and post assessment that will be given to both control and pilot students in order to compare outcomes.

2.The department will take their proposed pilot to their principal for approval.  If the principal agrees to the pilot, it will then move to district wide councils.  At any of the three council levels, a strong consensus must be reached for the pilot to move to the next council.  If a strong consensus is not reached, the proposed pilot goes to Superintendent's Staff to determine whether or not the pilot moves on to the next council for consideration.  The councils that need to approve a pilot for it to go to the Board for final approval are:
    1. Subject Area Council for the subject in which the pilot is proposed (NOTE: if said proposal will impact enrollment in another subject area, the pilot must be approved by both SACs)
    2. Instructional Vice Principal Council
    3. Principals Council
    - Pilots for the following year must happen be approved by the end of January
    - A report to each of the three councils who approved the pilot must be made  in January of the school year in which the pilot is implemented
    - The decision as to whether a pilot becomes the district-wide norm, is tried for a second year, or is not adopted must be made by January.
    - A pilot is for a maximum of two years

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