

**AGENDA OF THE REGULAR MEETING
BOARD OF TRUSTEES
MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
325 S. Peck Ave., Manhattan Beach, CA 90266**

**May 19, 2010
5:30 PM Closed Session
6:30 PM Regular Open Session**

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board Secretary, Nancy Bogart, at 310-318-7345, ext. 5902, for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Writings related to a Board meeting agenda item that are distributed to at least a majority of Board members less than 72 hours before a noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District office, 325 S. Peck Avenue, Manhattan Beach, CA 90266. Such writings may also be available on the District's website. (Government Code §54957.5 (b)).

A. CALL TO ORDER (5 minutes)

1. Call to Order (5:30)
2. Recess to Closed Session
3. Reconvene Open Session (6:30)
4. Pledge of Allegiance
5. Report from Closed Session
6. Approval of Agenda

B. ANNOUNCEMENTS AND COMMUNICATIONS (25 Minutes)

1. Public Comment Regarding Agenda
The purpose of this section is to permit any person in the audience to make a statement to the Board of Trustees on items on the Agenda. Persons are limited to three (3) minutes for their communication, unless the Board deems otherwise. The President will conclude the Public Comment after a reasonable length of time and proceed with the Agenda. The Board may, at its discretion, permit statements on items not on the Agenda, but pertaining to the school district, if appropriate and not an impediment to the efficiency and orderliness of the meeting; no action shall be taken on any item not appearing on the Agenda.
2. Rod Spackman, Frank Semancik, and Jill Brunkhardt from Chevron will make a presentation to the Board of Trustees.
3. The following Manhattan Beach Unified School District's 2010 Site Teachers of the Year will be recognized:

Karen Farris- Grand View Elementary School
Lynn Johnson- Meadows Elementary School
Paula Noda- Pacific Elementary School
Karen Harns- Pennekamp Elementary School
Darri Stephens- Robinson Elementary School
Bev Read- Manhattan Beach Middle School
Bill Fauver- Mira Costa High School
4. The District's Teacher of the Year will be recognized.

5. Board Member Announcements
6. Jeff Whalen and Sarah Keasler, Student Board Members, will discuss student topics at Mira Costa High School, elementary schools, and events and activities in the District. Jina Stanfill will report on activities at Manhattan Beach Middle School.

C. PRESENTATION/DISCUSSION ITEMS (30 Minutes)

Members of the audience may request to speak on any item(s), prior to discussion by the Board. Speakers will have one (1) minute to address the Board.

- Romines
1**
1. Report from the Manhattan Beach Unified School District Surplus Property Advisory Committee (**Discussion/Direction Requested**)

D. PRESENTATION/ACTION ITEMS (None)

Members of the audience may request to speak on any item(s), prior to action by the Board. Speakers will have one (1) minute to address the Board.

None.

E. CONSENT CALENDAR (15 Minutes)

Items included in this section are considered routine and customary school district business. Any Board member or member of the audience may request that any consent item(s) be removed, discussed, and acted upon separately.

General

- Rohrer**
1. Approve Paula Spence and Jennie Wright as CIF league representatives for 2010-2011.
- Seaton
2-5**
2. Approve the Facility Use Agreement between the Manhattan Beach Unified School District and the Regents of the University of California, Irvine Extension, from August 9, 2010, through August 26, 2010, to offer GATE Certificate classes for teachers.
- Seaton
6-7**
3. Approve the Mira Costa High School Vocal Ensemble trip to Syros, Greece, from July 5-21, 2010, for the Sixth Annual International Festival of the Aegean. There will be thirteen male students and twelve female students attending, with two male chaperones and two female chaperones supervising. Transportation will be via Delta Airlines. There is no cost to the District.
- Seaton
8-9**
4. Approve the Mira Costa High School Girls' Volleyball Team trip to Honolulu, Hawaii, from August 10-15, 2010, for the 28th Annual Ann Kang Invitational Volleyball Tournament. There will be fourteen female students and three chaperones supervising. Transportation will be via airline and rental van. There is no cost to the district.
- Schneider
10-11**
5. Ratify Student Services Special Employment Agreement for 2009/10 fiscal year with Elaine Semple, Ph.D., to provide educational consultant services, for the period May 11, 2010, through June 30, 2010. This is a new special employment contract. The amount is within the planned budget for services, therefore no change to existing overall budget. Amount not to exceed \$1,300.00. Funds to be paid from Special Education account, #01.0-65000.0-57500-31200-5850-0000051. This item has been budgeted.

**Hall
12-13**

6. Adopt Resolution 2010-8, Classified School Employee Week, May 17-21, 2010.

**Hall
14**

7. Rescind Manhattan Beach Unified Teachers Association and Manhattan Beach Unified School District Proposed Retirement Incentive offer.

**Hall
15**

8. As a result of the Board's previously adopted Resolution 2010-7 of Intention to Reduce/Eliminate Particular Kinds of Certificated Service, the Board will have before it for consideration and adoption a decision related to the hearing conducted May 5, 2010.

Hall

Personnel

9. Ratify employment of classified personnel at effective dates listed:

Chuntz, Edward, IBI, Limited Term, Pacific, 81.25%, Range 17, Step 2, effective 03/25/10 (IEP)

Harris, Melessia, Food Service Assistant 1, Perm., MBMS, 37.5%, Range 6, Step 2, effective 05/03/10 (Replacement)

Lipari, Donna, Food Service Assistant 1, Perm., MCHS, 40.63%, Range 6, Step 3, effective 05/03/10 (Replacement)

Wilson, Yvonne, Food Service Assistant 1, Perm., MBMS, 37.5%, Range 6, Step 2, effective 05/05/10 (Replacement)

10. Ratify leave of absence for classified employees at effective dates as listed:

Adams, Michele, IBI, MBMS, (Contract Article 6) effective 05/01/10 – 05/24/10

Moreno, Gilberto, Operations Worker, MCHS, (Contract Article 6) effective 05/06/10 – 05/27/10

11. Ratify change of status of classified personnel at effective dates listed:

Chaney, Stephanie, Food Service Assistant 1, MCHS, Perm., 43.75%, to 46.88% effective 05/03/10 (Replacement)

Corral, Arnold, Food Service Assistant 1, MCHS, Perm., 40.62% to 43.75%, effective 05/03/10 (Replacement)

Joya, Cecilia, Food Service Assistant 1, MBMS, Perm., 40.62% to 43.75%, effective 05/03/10 (Replacement)

Loza, Maria, Food Service Assistant 1, MCHS, Perm., 43.75% to 46.88%, effective 05/03/10 (Replacement)

Yepremian, Rita, Food Service Assistant 1, MBMS, 37.5% to 40.63%, effective 05/03/10 (Replacement)

12. Ratify employment of classified personnel to serve as substitute and/or short term/intermittent, district wide, at effective dates listed:

Shambaugh, Sharon, effective 05/06/10

Wilson, Yvonne, effective 05/06/10

13. Accept resignation of Julie Ruisinger, Principal, Mira Costa High School, eff. 6/30/10.
14. Ratify change of status for certificated staff as follows:
 - Brown, Ann (MCHS), Extra period assignment, eff. 4/6/10
 - Sam, Marie-France (MCHS), change from Col. III, Step 5, to Col. IV, Step 5, eff. 5/1/10
15. Ratify leave of absence for certificated staff per MBUTA Contract Article #11.9, #11.10, #11.18 as follows:
 - Skaggs-Brown, Megan (PAC), from 3/08/10 to 6/24/10
 - Smith, Barry (MCHS), from 5/5/10 to 5/28/10
16. Ratify employment of certificated substitutes at current rate of pay as follows:
 - Buckels, Vone, eff. 4/13/10
 - Nicosia, Beth, eff. 3/16/10
17. Accept resignation of certificated staff as follows:
 - Employee #9599, eff. 6/24/10
 - Dispoto, Charlene eff. 6/24/10
 - Fallas-Meins, Floribeth, eff. 6/24/10
 - Shepley, Nicole eff. 6/24/10
 - Villanueva, Jennifer eff. 6/24/10
18. Accept leave of absence for Stephens, Darrow (ROB), from 8/31/10 to 6/23/11, per MBUTA Contract Article #11.9, #11.10, #11.18.

Romines

Business

- 16-19** 19. Approve Agreement for Professional Services with Dannis Woliver Kelley to provide legal services to the District, effective July 1, 2010, through June 30, 2011, continuing thereafter as approved. This firm changed its name from Miller Brown and Dannis.
- 20-23** 20. Ratify purchase orders to date.
- 24-26** 21. Accept developer fees for the month of April 2010.

F. PUBLIC AND STAFF SUBMITTED ITEMS

(This section includes topics submitted in writing by citizens, staff, or students ten (10) working days prior to the Board meeting, by 12:00 noon, [MBUSD Board Bylaw 9322, Agenda/Meeting Materials]. Each person submitting a topic will be allocated a maximum of three minutes in which to address the Board. Some topics may be given additional time, at the Board's discretion. This section of the agenda does not take the place of the public comment section, which follows later. The requirement for advance submission of topics allows for better agenda planning, improved staff response and eliminates the Brown Act restriction against Board discussion of unagendized topics that would otherwise exist.)

None.

G. BOARD BUSINESS (20 Minutes)

- Fournell** 1. SoCALRoc Report
- Rohrer
27-83** 2. Receive for Board adoption and/or review **REVISED** Policies and Regulations:
BP 5123, Promotion/Acceleration/Retention
AR 5123, Promotion/Acceleration/Retention
BP 6000, Concepts and Roles
BP 6011, Academic Standards
BP 6111, School Calendar
BP 6142.91, Reading/Language Arts Instruction
AR 6146.11, Alternative Credits Toward Graduation
AR 6159, Individualized Education Program
BP 6162.5, Student Assessment
BP 6164.5, Student Study Team
BP 6172, Gifted and Talented Student Program
BP 6177, District/State Funded Summer School
AR 6179, Supplemental Instruction
- Schneider
84-101** 3. Receive for information and review, Exhibit 5145.6, Parental Notifications.
- Seaton
102-106** 4. Receive for Board approval REVISED Board Policy 6145, Extracurricular and Cocurricular Activities.
- Seaton
107-112** 5. Receive for Board approval REVISED Board Policy 6145.2, Athletic Competition.
- Seaton
113-119** 6. Receive for Board approval REVISED Board Policy 6146.1, High School Graduation Requirements.
- Seaton
120-130** 7. Receive for Board review REVISED Administrative Regulation 6162.52, High School Exit Examination.
- Seaton
131-133** 8. Receive for Board approval NEW Board Policy 6173.2, Education of Children of Military Families and review NEW Administrative Regulation 6173.2, Education of Children of Military Families.
- Romines
134** 9. Approve Mira Costa High School Schematic Design by the architectural firm of Harley Ellis Devereaux.
- Rohrer** 10. Approve minutes of the regular Board meeting of March 17, 2010.

H. SUPERINTENDENT/CABINET REPORT (10 Minutes)

1. Grade Level Vertical Articulation Meetings
2. Executive Coaching Cadre
3. Deaf and Hard of Hearing Program
4. Other Items as Presented

I. PUBLIC COMMENTS (5 minutes)

As a courtesy, please complete the Public Comment card and give it to the Recorder before the beginning of this meeting. You will have three (3) minutes to speak.

J. ITEMS FOR FUTURE DISCUSSION/ACTION

K. ADJOURNMENT

CLOSED SESSION AGENDA

May 19, 2010

5:30 PM

1. Conference with District labor negotiator Steve Romines regarding MBUTA negotiations, per Government Code Section 54957.6.
2. Conference with District labor negotiator Steve Romines regarding CSEA negotiations, per Government Code Section 54957.6.
3. Conference with Legal Counsel – Anticipated Litigation. Significant exposure to litigation pursuant to subdivision (b) of Government Code Section 54956.9. Six potential cases.

**MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
CALENDAR OF EVENTS**

(Note: These dates are subject to change)

MAY

May 19, 2010, 6:30 PM
Board Meeting

May 27, 2010
Open House
Grand View, Meadows, Pacific, Pennekamp

May 31, 2010
Memorial Day Holiday

JUNE

June 2, 2010, 6:30 PM
Board Meeting

June 3, 2010
Open House
Robinson Elementary School

June 16, 2010, 6:30 PM
Board Meeting

June 22, 2010
MBMS Promotion

June 23, 2010
Last Day of School

June 24, 2010
MCHS Graduation

C. **PRESENTATION/DISCUSSION ITEMS**

1. **TITLE:** Discussion and Direction Regarding Next Steps from the Manhattan Beach Unified School District Surplus Property Advisory Committee Report

BACKGROUND: At the May 5, 2010 Board meeting, the Board was provided a copy of the final report issued by the MBUSD Surplus Property Advisory Committee. The Board was asked to review the report, and at the May 19, 2010 Board meeting, discuss the findings and advise staff as to specific direction that should be taken.

ACTION RECOMMENDED: Discussion and direction regarding next steps from the MBUSD Surplus Property Advisory Committee Report.

PREPARED BY: Steve Romines

DATE OF MEETING: May 19, 2010

E. CONSENT CALENDAR

2. **TITLE:** Facility Use Agreement between the Manhattan Beach Unified School District and the Regents of the University of California

BACKGROUND: Since the summer of 2007, MBUSD has participated in a partnership with the University of California, Irvine Extension Program to offer GATE certificate classes for teachers on MBUSD premises. In the past, there has been an informal understanding that UC Irvine Extension will not be charged a fee for use of MBUSD facilities when providing GATE instruction for MBUSD teachers. As of the summer of 2009, representatives from UC Irvine Extension have asked to make the facility use agreement formal via a contract. The current contract is reflective of the GATE courses that are being offered during August, 2010.

FISCAL IMPACT: None.

ACTION RECOMMENDED: Approval is requested.

PREPARED BY: Carolyn Seaton, Executive Director, Educational Services

DATE OF MEETING: May 19, 2010

AGENDA NOTE

AGENDA NOTE

AGENDA NOTE

FACILITY USE AGREEMENT

THE REGENTS AS LICENSEE

THIS AGREEMENT dated April 29, 2010, ("Effective Date") is by and between MANHATTAN BEACH UNIFIED SCHOOL DISTRICT ("MBUSD") and THE REGENTS OF THE UNIVERSITY OF CALIFORNIA ("University").

WHEREAS, MBUSD is the owner of certain real property described as follows: Manhattan Beach Unified School District Offices located at 325 S. Peck Avenue, Manhattan Beach, CA 90266 and

WHEREAS, University seeks to enter and use the following described portion of MBUSD's real property located at 325 S. Peck Avenue, Manhattan Beach, CA 90266 ("Premises") for educational purposes,

NOW, THEREFORE, MBUSD and University hereby agree as follows:

ARTICLE 1 - GRANT OF LICENSE

1.1 Grant. MBUSD hereby grants to University and to its agents, employees, guests and invitees an exclusive, revocable license to enter and use the Premises for the purposes, and at the times, set forth in Article 3, below.

1.2 Condition of Premises. MBUSD is not aware of any condition in, on, or about the Premises which constitutes a hazard to the safety of any occupant or which violates any governmental law or ordinance intended to protect human safety. Other than as set forth above, University accepts the Premises "as is."

ARTICLE 2 - TERM

2.1 The term of this Agreement shall be for the period from August 9, 2010 to August 26, 2010 ("Term"). However, either party may terminate this Agreement at any time by giving 10 days' written notice to the other.

ARTICLE 3 - USE OF PREMISES

3.1 University Uses. The University shall use the Premises as follows: Classroom instruction for University's GATE Certification Program.

3.2 Time of Use. The University's use of the Premises shall be at the following times and days of the week:

How the Brain Learns

EDUC X372.95

Monday, August 9, 2010 – 9 a.m. to 5 p.m.

Tuesday, August 10, 2010 – 9 a.m. to 5 p.m.

Wednesday, August 11, 2010 – 9 a.m. to 12:30 p.m.

Learning Styles

EDUC X372.94

Wednesday, August 11, 2010 – 1:30 p.m. to 5 p.m.

Thursday, August 12, 2010 – 9 a.m. to 5 p.m.

Monday, August 16, 2010 – 9 a.m. to 5 p.m.

*No class on Friday, August 13, 2010

Teaching Critical Thinking to the Gifted

EDUC X372.93

Tuesday, August 17, 2010 – 9 a.m. to 5 p.m.

Social Emotional Needs of the Gifted

EDUC X372.23

Wednesday, August 18, 2010 – 9 a.m. to 5 p.m.

*No class on Thursday, August 19, 2010

Differentiated Instruction for the Gifted

EDUC X372.3

Friday, August 20, 2010 – 9 a.m. to 5 p.m.

Monday, August 23, 2010 – 9 a.m. to 5 p.m.

Tuesday, August 24, 2010 – 9 a.m. to 5 p.m.

Wednesday, August 25, 2010 – 9 a.m. to 5 p.m.

Thursday, August 26, 2010 – 9 a.m. to 5 p.m.

ARTICLE 4 - CONSIDERATION

- 4.1 No compensation will be paid to MBUSD from the University for the use of Premises.

ARTICLE 5 - INDEMNIFICATION

5.1 **MBUSD's Obligation.** MBUSD shall indemnify, defend, and hold harmless University, its officers, agents and employees, from and against any claims, damages, costs, expenses, or liabilities (collectively "Claims") arising out of or in any way connected with this Agreement including, without limitation, Claims for loss or damage to any property, or for death or injury to any person or persons but only in proportion to and to the extent that such Claims arise from the negligent or intentional acts or omissions of MBUSD, its officers, agents, partners or employees.

5.2 **University's Obligation.** University shall indemnify, defend and hold harmless MBUSD, its officers, agents, partners and employees, from and against any Claims arising out of or in any way connected with this Agreement including, without limitation, Claims for loss or damage to any property, or for death or injury to any person or persons but only in proportion to and to the extent that such Claims arise from the negligent or intentional acts or omissions of University, its officers, agents, or employees.

ARTICLE 6 – INSURANCE

6. Insurance.

6.1 MBUSD's Insurance. MBUSD, at its sole cost and expense, shall insure its activities in connection with this Agreement and obtain, keep in force, and maintain insurance as follows:

A. Commercial Form General Liability Insurance (contractual liability included) with minimum limits as follows:
Each Occurrence \$1,000,000

6.2 University's Insurance. University, at its sole cost and expense, shall self-insure its activities in connection with this Agreement and obtain, keep in force and maintain insurance as follows:

A. General Liability Self-Insurance Program (contractual liability included) with minimum limits as follows:

Each Occurrence \$1,000,000

IN WITNESS WHEREOF, the parties have executed this Facility Use Agreement as of the April 29, 2010.

**MANHATTAN BEACH UNIFIED SCHOOL
SCHOOL DISTRICT**

**THE REGENTS OF THE UNIVERSITY
OF CALIFORNIA**

Name: _____ Date _____
Title: _____

Jane Welgan 5/3/10
Jane Welgan Date
Associate Dean, UC Irvine Extension

Harry Gunther 5/19/10
Harry Gunther Date
Director, Materiel and Risk Management

E. CONSENT CALENDAR

3. **TITLE:** Overnight Field Trip Request – Mira Costa High School Vocal Ensemble at the Sixth Annual International Festival of the Aegean

BACKGROUND: Students from Mira Costa High School’s Vocal Ensemble will travel to Syros, Greece, from July 5, 2010, to July 21, 2010, to participate in the Sixth Annual International Festival of the Aegean. Peter Tiboris of MidAmerica Productions invited the vocal ensemble to be the first high school group ever to perform at the festival. They will combine with the Ionian Chorus from the Greek University of Corfu to sing in three performances of the opera *Carmen*. The choir will be accompanied by the Pan European Philharmonic Orchestra and will back an international cast. The ensemble will also be the only U.S. choir to sing in the festival’s a cappella Sunset Series on the island’s St. Nikolas Church. Travel will be via Delta Airlines and accommodations will be at the Hotel Francoise. There will be thirteen male students attending with two male chaperones and twelve female students attending with two female chaperones. The cost of the trip is being paid for by the students and the Choir Boosters will provide scholarships. There is no cost to the district.

ACTION RECOMMENDED: Approval is requested.

PREPARED BY: Carolyn Seaton, Executive Director, Educational Services

DATE OF MEETING: May 19, 2010

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
OVERNIGHT FIELD TRIP REQUEST FORM

Name of Person Requesting Approval: Mr. Hayden Your Position: Choral Director
Your Location/School Site: Mira Costa H.S. Your Work Telephone: 310-318-7337

Name/Grade Level(s) of Class Participating: Vocal Ensemble

Dates of Travel: from July 5 to July 21

Name of Destination: Syros, Greece

Destination Address: Hotel Francoise

Destination Phone Number: +30-22810+4200, 43311

Name of Contact Person at Destination: Peter Tiboris

Reason for Travel/Educational Goal: Performing at the International Festival of the Aegean.

Number of Students Attending: Male: 13 Female: 12

*Number of Chaperones: Male: 2 Female: 2

Complete Name and Phone Number of Each Chaperone (use additional page if necessary):

1. Michael HAYDEN
2. Mark McCormick
3. Debbie Hofreiter
4. Linda Fredricks
5. _____

A Completed and signed Chaperone Guidelines Agreement for each chaperone must be attached to this request form upon submission to the Board of Trustees. *There must be a minimum of two adult chaperones (one male and one female), unless all travelers are of the same gender. There must be one adult chaperone for each 10 students of the same gender. If the trip involves water activities, the ratio of chaperones shall be revised to ensure closer supervision of elementary grade students appropriate to their age.

Name of Travel Agency: MidAmerica Prod. Contact: Peter Tiboris

(Proof of Insurance must accompany this form.)

Address: 132 W. 36th St. Fourth floor City/State/Zip/Phone: 212-239-0205
NYC, NY 10018

Method of Transportation (be specific): Delta Airlines

Name and Address of Hotel (be specific): Hotel Francoise

How Many Days of School Will Be Missed? 0 List School Dates Missed: _____

Will Student Participate in Water Sports, Rock Climbing or Other Hazardous Activities? _____

If so, what type? Swimming at the Beach w/ supervise of chaperones

Will scholarships be provided? yes Will any cost (including sub costs) be borne by the district? no If so, why? _____

Account Number to be Charged: none

Board approval must be obtained before any deposits are made. Please submit your request at least 3-4 months in advance of the travel. The Board will not approve travel when the request form is incomplete. If you have additional information, please attach it to this request form. This form must be signed by the principal and the Executive Director-Educational Services prior to being submitted to the Superintendent's Office.

Signatures:

Your Signature: Michael Hayden Principal: _____

Exec. Dir, Ed. Srvs: Carolyn Seaton Clerk, Board of Trustees: _____

Exhibit

version: May 21, 2008

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

Manhattan Beach, California

E. CONSENT CALENDAR

4. **TITLE:** Overnight Field Trip Request from Mira Costa High School Girls' Volleyball Team for the Ann Kang Invitational Volleyball Tournament in Honolulu, Hawaii

BACKGROUND: Attached is a field trip request for the Mira Costa High School Girls' Volleyball Team to travel to Honolulu, Hawaii from August 10-August 15, 2010 for the 28th Annual Ann Kang Invitational Volleyball Tournament at the Iolani School Sports Center. Fourteen athletes and three chaperones will travel via airline and rental van and they will stay at the Embassy Suites. There is no cost to the district.

ACTION RECOMMENDED: Approval is requested.

PREPARED BY: Carolyn Seaton, Executive Director, Educational Services

DATE OF MEETING: May 19, 2010

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
OVERNIGHT FIELD TRIP REQUEST FORM

Name of Person Requesting Approval: Erika White / Lisa Zimmerman Your Position: Boost Club Pres. / Head Coach
Your Location/School Site: _____ Your Work Telephone: 310 545 6678

Name/Grade Level(s) of Class Participating: 10-12
Dates of Travel: from August 10, 2010 to August 15, 2010
Name of Destination: Ann Kang Volleyball Tournament
Destination Address: Iolani School Honolulu Hawaii
Destination Phone Number: 808-780-8957
Name of Contact Person at Destination: Jenic Imanens
Reason for Travel/Educational Goal: Volleyball tournament
Number of Students Attending: Male: _____ Female: 12-14
*Number of Chaperones: Male: _____ Female: 2

Complete Name and Phone Number of Each Chaperone (use additional page if necessary):

- 1. Erika White
- 2. Molly Zbojnicwic
- 3. Jennifer Rosenfeld
- 4. _____
- 5. _____

A Completed and signed Chaperone Guidelines Agreement for each chaperone must be attached to this request form upon submission to the Board of Trustees. *There must be a minimum of two adult chaperones (one male and one female), unless all travelers are of the same gender. There must be one adult chaperone for each 10 students of the same gender. If the trip involves water activities, the ratio of chaperones shall be revised to ensure closer supervision of elementary grade students appropriate to their age.

Name of Travel Agency: Pacific Heights Contact: Melita
(Proof of Insurance must accompany this form.)
Address: 2204 Elm City/State/Zip/Phone: MBCA 90264 310 8020066

Method of Transportation (be specific): airline & vans
Name and Address of Hotel (be specific): Embassy Suites, 201 Beachwalk Honolulu, HI
How Many Days of School Will Be Missed? 0 List School Dates Missed: _____
Will Student Participate in Water Sports, Rock Climbing or Other Hazardous Activities? No
If so, what type? _____
Will scholarships be provided? if need Will any cost (including sub costs) be borne by the district? No If so, why? _____

Account Number to be Charged: _____
Board approval must be obtained before any deposits are made. Please submit your request at least 3-4 months in advance of the travel. The Board will not approve travel when the request form is incomplete. If you have additional information, please attach it to this request form. This form must be signed by the principal and the Executive Director-Educational Services prior to being submitted to the Superintendent's Office.

Signatures: _____
Your Signature: [Signature] Principal: [Signature]
Exec. Dir, Ed. Srvs: [Signature] Clerk, Board of Trustees: _____

E. CONSENT CALENDAR

5. **TITLE:** Student Services Special Employment Agreement for 2009/10 School Year with Elaine Semple, Ph.D.

BACKGROUND: An agreement is needed between the District and Elaine Semple, Ph.D., to provide educational consultant services, for the period May 11, 2010, through June 30, 2010.

FINANCIAL IMPACT:

Not to exceed \$1,300.00.

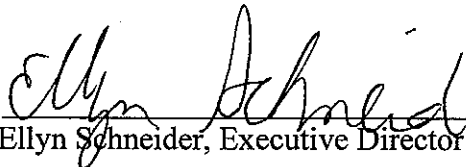
This is a new special employment contract. The amount is within the planned budget for services, therefore no change to existing overall budget.

Funds to be paid from Special Education account, #01.0-65000.0-57500-31200-5850-0000051.

This item has been budgeted.

ACTION RECOMMENDED: Ratify Student Services Special Employment Agreement for 2009/10 fiscal year with Elaine Semple, Ph.D., to provide educational consultant services, for the period May 11, 2010, through June 30, 2010. This is a new special employment contract. The amount is within the planned budget for services, therefore no change to existing overall budget. Amount not to exceed \$1,300.00. Funds to be paid from Special Education account, #01.0-65000.0-57500-31200-5850-0000051. This item has been budgeted.

PREPARED BY:


Ellyn Schneider, Executive Director of Student Services

DATE OF MEETING: May 19, 2010.

Approved by: _____


Steve Romines, Asst. Superintendent of Administrative Services

AGENDA NOTE AGENDA NOTE AGENDA NOTE

E. CONSENT ITEMS

6. **TITLE:** Resolution #2010-8, Classified School Employee Week, May 17 – 21, 2010

BACKGROUND: The District recognizes that the efforts of the classified staff members in the Manhattan Beach Unified School District are essential and critical to the successful functioning of the District and programs. The District recognizes that the quality of all students' educational experiences depends not only on quality teachers but also on the indispensable employees of the classified service.

ACTION RECOMMENDED: Adopt Resolution #2010-8, Classified School Employee Week, May 17 – 21, 2010, in appreciation of the professional support staff of the Manhattan Beach Unified School District.

PREPARED BY: Kathy Hall, Director of Human Resources

DATE: May 19, 2010

AGENDA NOTE

AGENDA NOTE

AGENDA NOTE

AGENDA NOTE

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Resolution 2010-8
CLASSIFIED SCHOOL EMPLOYEE WEEK
May 17-21, 2010

WHEREAS, the efforts of classified staff members in the Manhattan Beach Unified School District are essential and critical to the successful functioning of the District and programs; and

WHEREAS, classified school employees contribute to the establishment and promote a positive instructional environment and play a vital role in providing for the welfare and safety of students; and

WHEREAS, Manhattan Beach Unified School District classified staff members assist in the support of all educational programs and services at all school sites and the District office; and

WHEREAS, classified employees are indispensable in providing high quality, education-related programs and services, maintenance, and clerical functions; and

WHEREAS, classified employees in the Manhattan Beach Unified School District deserve special recognition for their many contributions in a wide variety of roles to the institution of public education in California.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Manhattan Beach Unified School District urges all schools and certificated staff members throughout this District to recognize classified employees during this week as partners in education and to applaud their hard work and dedication to the success of public education.

Signed this 19th day of May 2010, by:

Ida VanderPoorte, President

Amy Howorth, Vice President

Bill Fournell, Clerk

Penny Bordokas, Member

Ellen Rosenberg, Member

E. **CONSENT CALENDAR**

7. **TITLE:** Rescind Manhattan Beach Unified Teachers Association and Manhattan Beach Unified School District Proposed Retirement Incentive Offer

BACKGROUND: On April 7, 2010, the Board approved a Manhattan Beach Unified Teacher Association Early Retirement Plan. This plan was offered to employees turning 55 years of age as of July 1, 2010, who had at least ten (10) years of service with the District. The District reserved the right to opt out of the agreement. Due to low participation in the incentive offer, the District recommends that the Board rescind the proposed retirement incentive. Unit members' resignation(s) shall automatically be rescinded.

ACTION RECOMMENDED: Rescind Manhattan Beach Unified Teachers Association and Manhattan Beach Unified School District Proposed Retirement Incentive Offer.

PREPARED BY: Kathy Hall, Director of Human Resources

DATE OF MEETING: May 19, 2010

E. CONSENT CALENDAR

8. **TITLE:** Proposed Decision Regarding the Reduction of Particular Kinds of Services for Certificated Employees

BACKGROUND: On March 8, 2010, the Board approved Resolution 2010-7 of Intention to Reduce/Eliminate Particular Kinds of Certificated Service at the end of the 2009-2010 school year. Those certificated staff members affected by the reduction in services were notified on or before March 15, 2010, that their services would be reduced or eliminated at the end of the school year.

On May 5, 2010, layoff hearings were conducted. The proposed decision of the Administrative Law Judge presiding over the hearings is provided for consideration by the Board which may adopt the proposed decision or such other decision as may be supported by the hearing record.

ACTION RECOMMENDED: As a result of the Board's previously adopted Resolution 2010-7 of Intention to Reduce/Eliminate Particular Kinds of Certificated Service, the Board will have before it for consideration and adoption a decision related to the hearing conducted May 5, 2010.

PREPARED BY: Kathy Hall, Director of Human Resources

DATE OF MEETING: May 19, 2010

E. **CONSENT CALENDAR**

19. **TITLE:** Agreement for Professional Services with Dannis, Woliver and Kelley DWK formerly (Miller, Brown and Dannis)

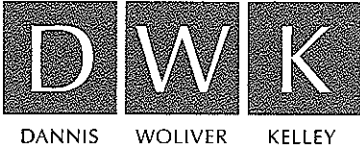
BACKGROUND: Attached is the Agreement for Professional Services with Dannis, Woliver and Kelley, effective July 1, 2010, through June 30, 2011. Rates for professional services remain the same as they were in 2006 which includes a 2% discount on all legal services other than bond-funded construction services or other approved discounted rates.

Additionally DWK is developing flat fee arrangements and other billing protocols that could benefit clients. We will be investigating these alternatives over the next year.

ACTION RECOMMENDED: Approval of the Professional Services agreement with Dannis, Woliver and Kelley (DWK), formerly Miller Brown and Dannis, is requested.

PREPARED BY: Steve Romines

DATE OF MEETING: May 19, 2010



MARILYN J. CLEVELAND
Attorney at Law
mcleveland@DWKesq.com

San Francisco

April 30, 2010

Dr. Beverly Rohrer
Superintendent
Manhattan Beach Unified School District
325 South Peck Avenue
Manhattan Beach, CA 90266

Re: Agreement for Professional Services

Dear Dr. Rohrer:

Thank you for the opportunity to represent the Manhattan Beach Unified School District. As a law firm that specializes in representing school and community college districts, we understand the serious challenges you face and the importance of providing the District with the highest quality service within the confines of your budget, perhaps this year more than ever.

Dannis Woliver Kelley understands the impact of the current fiscal crisis on our public education clients. We have not raised our rate ranges since 2006 and will not do so for the 2010/11 school year, and we are continuing our 2% discount on all legal services other than bond-funded construction services or other approved discounted rates. Additionally, we are arranging with select clients flat-fee and other alternative billing protocols; if you are interested in such an arrangement please contact the undersigned. As always, we will continue to offer the District the efficient and prompt service you have come to expect.

We look forward to serving the Manhattan Beach Unified School District in the coming school year. Please sign both originals of the agreement and return one signed original to our office. Please note that the date of Board approval should be shown in the executed document. If you have any questions regarding our services or agreement, please feel free to call.

Very truly yours,

DANNIS WOLIVER KELLEY

Marilyn J. Cleveland
MC:ce

Enclosures

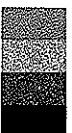
SAN FRANCISCO
71 Stevenson Street
19th Floor
San Francisco, CA 94105
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
301 East Ocean Boulevard
Suite 1750
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2310
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

www.DWKesq.com

DEDICATION
WISDOM
KNOW-HOW



17.

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into this 1st day of July, 2010, by and between the Manhattan Beach Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

District appoints Attorney to represent, advise, and counsel it from July 1, 2010, through and including June 30, 2011, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

District agrees to pay Attorney two hundred ten dollars (\$210) to two hundred sixty-five dollars (\$265) per hour for shareholders, special counsel and of counsel; one hundred eighty-five dollars (\$185) to two hundred fifteen dollars (\$215) per hour for associates; and one hundred ten dollars (\$110) to one hundred twenty-five dollars (\$125) per hour for paralegals and law clerks. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of three-tenths (.3) of an hour. In addition, reasonable travel time will be charged at the regular hourly rate. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit.

Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects or particular scopes of work.

District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying costs, express postage, and facsimile transmittals. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise.

District further agrees to pay for major costs and expenses by paying third parties directly including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, Attorney may pay for such costs and expenses and District shall advance costs and expenses to Attorney.

Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of

Attorney's fees. District shall pay Attorney's statements within thirty (30) days after each statement's date. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request.

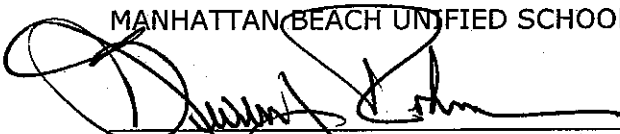
It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other educational entities, conflicts of interest may arise in the course of Attorney's representation. Because Attorney does not represent many private entities or non-school public entities, Attorney will encounter fewer conflicts of interest than the District would encounter with law firms that represent those types of entities. If Attorney becomes aware of any potential or actual conflicts of interest, Attorney will inform the District of the conflict and comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

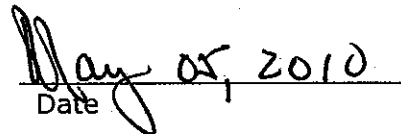
District or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT



Dr. Beverly Rohrer
Superintendent

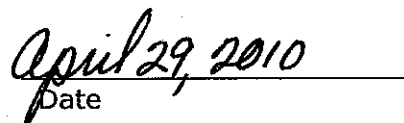


Date

DANNIS WOLIVER KELLEY



Marilyn J. Cleveland
Attorney at Law



Date

At its public meeting of _____, 2010, the Board approved this Agreement and authorized the Board president, Superintendent or Designee to execute this Agreement.

E. CONSENT CALENDAR

20. TITLE: Purchase Orders

BACKGROUND: The attached business item is standard. A listing of purchase orders to date is attached. Per Board directive, an explanation is included for each Purchase Order exceeding \$5,000.00.

ACTION RECOMMENDED: Ratify purchase orders to date.

PREPARED BY: Steve Romines

DATE OF MEETING: May 19, 2010

AGENDA NOTE AGENDA NOTE AGENDA NOTE

Manhattan Beach Unified School District - Business Services Division

Board List Purchase Orders Report

Purchase Orders/Buyouts To The Board for Ratification From: April 12th to May 7th, 2010

Purchase Orders/Buyouts in Excess of \$100,000 To Be Ratified

District - 75333 Manhattan Beach USD

PO Issue	Date	PO #	Change Order #	Vendor Name	Description	Department/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	PO Amount
1	20-Apr-10	10716-4		Standard & Poor's	FINANCIAL SERVICES	Undistributed	01.0	00000.0	00000	72000	5890	00000000	2,000.00
2	2-Jul-09	13638-3	1	Xerox Capital Services, LLC	PRINTING SUPP/EQUIP	Prop 20 Lottery, Mira Costa	01.0	63000.0	11103	10000	4950	90000000	500.00 inc.
3	2-Jul-09	17711	1	Office Depot	OFFICE SUPPLIES	Pennetamp,discretionary	01.0	00000.0	11101	10000	4310	40001000	2,500.00
4	19-Aug-09	17718	2	Office Depot	OFFICE SUPPLIES	Mira Costa,discretionary	01.0	00000.0	12003	10000	4310	40001000	500.00 inc.
5	2-Sep-09	17807	1	S S Corp	PAPER PRODUCTS AND PAPERBOARD	Mira Costa, PTA	01.0	90290.0	11103	10000	4350	90000400	(988.83) dec.
6	2-Jul-09	17779	3	School Specialty Company	INSTRUCTIONAL SUPPLIES	Pennetamp,discretionary	01.0	00000.0	11101	10000	4310	40001000	4,250.00 inc.
7	18-Aug-09	17805	1	S S Corp	PAPER PRODUCTS AND PAPERBOARD	Pennetamp,discretionary	01.0	00000.0	11101	10000	4310	40001000	500.00 inc.
8	29-Jul-09	17635	2	GR Lighting Supplies	LIGHTING SUPP/EQUIP/MAINT/SYST	Maintenance Yard	01.0	81500.0	00000	81100	4380	00001117	(1,000.00) dec.
9	14-Jul-09	17637	1	Home Depot	HARDWARE SUPPLIES	Maintenance Yard	01.0	81500.0	00000	81100	4380	00001117	3,261.17
10	29-Jul-09	17678	2	Tri-Signal Integration	PAINT SUPP/EQUIP	Maintenance Yard	01.0	81500.0	00000	81100	4380	00001117	2,500.00 inc.
11	15-Apr-10	18272		Certified Office Equipment	OFFICE MACHINES SUPP/SERVICES	Maintenance Yard	01.0	00000.0	00000	81100	4350	00001117	4,500.00 inc.
12	15-Apr-10	18273		AAA Electric Motor Sales & Services	HEATING SUPP/EQUIP/SYSTEM	Maintenance Yard	01.0	81500.0	00000	81100	5630	00001117	9,500.00
13	13-Apr-10	18274		Xerox	OFFICE MACHINES SUPP/SERVICES	Pacific, Donations	01.0	90230.0	11101	10000	4310	30000400	1,531.01
14	12-Apr-10	18275		Dulce Capadocia	OFFICE MACHINES SUPP/SERVICES	Pennetamp, PTA	01.0	90245.0	11101	10000	5890	40000400	1,080.00
15	12-Apr-10	18277		Hugo Haezaert	Afterschool Enrichment	Pennetamp, PTA	01.0	90245.0	11101	10000	5890	40000400	1,080.00
16	12-Apr-10	18278		Deborah Delamarter	Afterschool Enrichment	Pennetamp, PTA	01.0	90245.0	11101	10000	5890	40000400	787.50
17	15-Apr-10	18280		South Bay Gardens	LANDSCAPE/GARDENING SUPP/EQUIP	Maintenance Yard	01.0	00000.0	00000	82050	4370	00001117	500.00
18	12-Apr-10	18281		Dulce Capadocia	Afterschool Enrichment	Pacific, PTA	01.0	90235.0	11101	10000	5890	30000400	675.00
19	14-Apr-10	18282		Shade Hotel	MISCELLANEOUS	Music Donations	01.0	90401.0	17201	10000	5630	00001112	100.00
20	14-Apr-10	18283		Infosnap, Inc.	CONTRACTED SERVICES	Reimbursed by PTAs	01.0	10000.0	00000	24200	4340	00001116	20,400.00
21	13-Apr-10	18284		Pacific Art Glass	INSTRUCTIONAL SUPPLIES	Mira Costa,discretionary	01.0	00000.0	17123	10000	4310	90001000	266.13
22	13-Apr-10	18285		Aardvark Clay & Supplies	INSTRUCTIONAL SUPPLIES	Mira Costa,discretionary	01.0	00000.0	17123	10000	4310	90001000	498.59
23	13-Apr-10	18286		First Student	BUSES	Mira Costa,discretionary	01.0	00000.0	18303	10000	5812	90001000	273.68
24	15-Apr-10	18287		Riso	OFFICE MACHINES SUPP/SERVICES	Grand View, PTA	01.0	90210.0	11101	10000	4310	10000400	353.40
25	15-Apr-10	18288		Riso	MAINTENANCE AGREEMENTS	Grand View, PTA	01.0	90210.0	11101	10000	5635	10000400	990.00
26	15-Apr-10	18290		YESCO	EQUIPMENT RENTAL/LEASE	Maintenance Yard	01.0	00000.0	00000	82050	5630	00001117	650.00
27	16-Apr-10	18292		Deborah Delamarter	Afterschool Enrichment	Meadows, PTA	01.0	98172.0	17202	10000	5890	20000400	1,979.00
28	16-Apr-10	18296		Six Flags Magic Mountain	FIELD TRIPS	MBMS Vocal Music	01.0	90225.0	11101	10000	5890	80000400	3,701.79
29	20-Apr-10	18301		Locker Supply	LOCKERS	Mira Costa,discretionary	01.0	00000.0	00000	27000	4310	90001000	1,100.00
30	20-Apr-10	18302		Brian Zimmerman Photographics LLC	UNIFORMS	After School Activities Program	01.0	90700.0	11102	10000	4310	80000400	1,000.00
31	20-Apr-10	18303		Southern California Umpires Association	INSTRUCTIONAL SUPPLIES	After School Activities Program	01.0	00000.0	18303	10000	4310	90001000	1,000.00
32	20-Apr-10	18311		Giuliano's	CATERING SERVICES	Mira Costa,discretionary	01.0	00000.0	18303	10000	4310	90001000	495.55
33	29-Apr-10	18312		National Staff Development Council	MEMBERSHIPS	Title II	01.0	40850.0	11100	10000	5310	00001112	227.00
34	29-Apr-10	18313		Deborah Delamarter	Afterschool Enrichment	Robinson, PTA	01.0	90255.0	11101	10000	5890	50000400	810.00
35	29-Apr-10	18314		Jon Fowler	Afterschool Enrichment	Robinson, PTA	01.0	90255.0	11101	10000	5890	50000400	296.00
36	4-May-10	18315		Mary Lynn Melver	Afterschool Enrichment	Robinson, PTA	01.0	90255.0	11101	10000	5890	50000400	840.00
37	6-May-10	18317		California Department of Education	CONFERENCE AND TRAVEL	Grand View, Donations	01.0	90410.0	11101	10000	5220	10000400	300.00
38	20-Apr-10	AT-117		Ablenet Inc.	CONFERENCE AND TRAVEL	Pacific, Donations	01.0	90430.0	00000	27000	4350	30000400	300.00
39	12-Apr-10	T10-187		Bi Pro Computers	INSTRUCTIONAL SUPPLIES	ARRA, IDEA Local Assistance	01.0	33130.0	57700	11300	4310	00001113	221.04
40	12-Apr-10	T10-187		Bi Pro Computers	OFFICE MACHINES SUPP/SERVICES	Robinson, PTA	01.0	90250.0	00000	24200	4310	50000400	54.86
41	12-Apr-10	T10-188		Bi Pro Computers	OFFICE MACHINES SUPP/SERVICES	MBEF Bonus grants	01.0	90300.0	00000	24200	4310	00000000	219.46
42	13-Apr-10	T10-189		Deil	COMPUTER SUPP/EQUIP	Chevron Grant	01.0	90407.0	00000	24200	4310	00001112	622.28
43	15-Apr-10	T10-191		Lucid8 LLC	COMPUTER SUPP/EQUIP	MBMS, PTA	01.0	90280.0	00000	24200	4310	80000400	173.79
44	20-Apr-10	T10-192		CDW-G	MAINTENANCE AGREEMENTS	Information Technology	01.0	11000.0	00000	24200	5835	00001116	1,799.00
45	20-Apr-10	T10-192		CDW-G	COMPUTER SUPP/EQUIP	Information Technology	01.0	11000.0	00000	24200	4400	00001116	1,321.41
46	20-Apr-10	T10-192		CDW-G	COMPUTER SUPP/EQUIP	Information Technology	01.0	11000.0	00000	24200	4400	00001116	64,294.05
47	20-Apr-10	T10-192		CDW-G	COMPUTER SUPP/EQUIP	Information Technology	01.0	11000.0	00000	24200	4400	00001116	79,555.22

52 Special Education

board 201004apr.xls - Apr

Prepared by: Robin D. Page, Accountant

21

Manhattan Beach Unified School District - Business Services Division

PO Issue	Date	PO #	Change Order #	Date	Vendor Name	Description	Department/Site	Fund	Res.Prj	Goal	Funcnt	OBJ	Sch/Loc	PO Amount
53	14-Apr-10	S10-159		14-Apr-10	Rifton Equipment	INSTRUCTIONAL SUPPLIES	Student Services	01.0	65000.0	57700	31200	4310	0000113	2,082.51
54	22-Apr-10	S10-161		22-Apr-10	Integra Information	OFFICE MACHINES SUPP/SERVICES	Student Services	01.0	65000.0	50010	31100	4350	0000113	174.50
55	Individual Service Agreements (purchase orders to cover board approved contracts)													
56	27-Apr-10	S10-C0101		27-Apr-10	Janet Philabaum Cameron	CONSULTANTS	Student Services	01.0	65000.0	57500	31200	5850	0000113	2,257.01
57	26-Apr-10	S10-C1901		26-Apr-10	Susan H. Norwell M.A.	CONSULTANTS	Student Services	01.0	65000.0	57500	11300	5850	0000113	1,200.00
58	27-Apr-10	S10-C2001		27-Apr-10	Ajang Pam, Ph.D.	CONSULTANTS	Student Services	01.0	65000.0	57500	31200	5850	0000113	4,500.00
59	24-Oct-09	S10-M00301	3	27-Apr-10	Beach Clittes Learning Center	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000053	3,062.50
60	22-Dec-09	S10-M00305	3	27-Apr-10	Beach Clittes Learning Center	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000053	16,225.00
61	23-Jul-09	S10-M01001	2	29-Apr-10	Family Life Center	CONTRACTED SERVICES	District-level,9-12	01.0	65000.0	57500	11802	5810	0000053	inc. (1,028.00) dec. (27,006.90) dec. (2,407.19) dec. (459.20) dec. (1,868.30) dec. (9,274.14) dec. 11,659.60
62	21-Sep-09	S10-M01202	3	29-Apr-10	Help Group, The	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000053	11,500.00
63	18-Sep-09	S10-M01301	1	27-Apr-10	Help Group, The	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000053	(9,823.52) dec. (35,873.75) dec. (5,110.60) dec. 40,300.00
64	18-Sep-09	S10-M01601	2	26-Apr-10	Logan River Academy	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000053	10,506.00
65	28-Oct-09	S10-M01908	2	27-Apr-10	South Bay High School	NONPUBLIC SCHOOLS SERVICE	District-level,6-8	01.0	65000.0	57500	11802	5810	0000052	6,101.50
66	5-Apr-10	S10-M02101	1	27-Apr-10	Switzer Learning Center	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000051	10,358.51
67	27-Apr-10	S10-M02301		27-Apr-10	Provo Canyon School	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000051	548.75
68	21-Sep-09	S10-M02702	3	26-Apr-10	The Westview School	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000053	1,097.50
69	18-Sep-09	S10-M06401	1	27-Apr-10	California Unified Service Providers	Non Public Agency Services	District-level,K-5	01.0	65000.0	57500	11801	5810	0000051	548.75
70	18-Sep-09	S10-M06402	1	27-Apr-10	California Unified Service Providers	Non Public Agency Services	District-level,K-5	01.0	65000.0	57500	11801	5810	0000051	500.00
71	27-Apr-10	S10-M06403		27-Apr-10	JBA Institute, LLC	Non Public Agency Services	District-level,K-5	01.0	65000.0	57500	11801	5810	0000051	1,000.00
72	28-Apr-10	S10-MA1404		28-Apr-10	Heritage Schools	NONPUBLIC SCHOOLS SERVICE	District-level,9-12	01.0	65000.0	57500	11802	5810	0000053	120.00
73	EDP/Preschool													
74	13-Apr-10	17763		13-Apr-10	Office Depot	OFFICE SUPPLIES	Preschool	63.0	00100.0	00000	60000	4350	0000061	3,815.00
76	16-Apr-10	17782		16-Apr-10	Unisource Maintenance Supply Systems	JANITORIAL SUPP/EQUIP	Extended Day Program	63.0	00100.0	00000	60000	4370	0000061	1,974.40
77	13-Apr-10	17763		13-Apr-10	Office Depot	OFFICE SUPPLIES	Preschool	63.0	00200.0	00000	60000	4350	0000060	3,489.94
78	22-Sep-09	17771	1	30-Apr-10	School Specialty Company	INSTRUCTIONAL SUPPLIES	Preschool	63.0	00200.0	00000	60000	4310	0000060	5,464.34
79	7-Jul-09	17793	2	29-Apr-10	Lakeshore	INSTRUCTIONAL SUPPLIES	Preschool	63.0	00200.0	00000	60000	4310	0000060	500.00
80	15-Apr-10	18289		15-Apr-10	Marie Solymsi	PEST CONTROL	Preschool	63.0	00200.0	00000	60000	5630	0000060	inc. 1,000.00
81	Developer Fees													
82	6-May-10	18316		6-May-10	School Space Solutions	OFFICE FURNITURE/EQUIP	MBMS Fireproof safe	25.0	00000.0	00000	72000	4310	0000000	1,974.40
84	7-May-10	18318		7-May-10	School Space Solutions	OFFICE FURNITURE/EQUIP	MBMS Chairs	25.0	00000.0	00000	72000	4310	0000000	3,489.94
85	Bond Fund													
86	20-Apr-10	B10-001		20-Apr-10	Geotechnologies, Inc	CONTRACTED SERVICES	Math/Science Building	21.0	09100.0	00000	85000	6270	9000000	6,500.00
89	20-Apr-10	B10-001		20-Apr-10	Geotechnologies, Inc	CONTRACTED SERVICES	General Academic Buildings	21.0	09200.0	00000	85000	6270	9000000	3,900.00
90	20-Apr-10	B10-001		20-Apr-10	Geotechnologies, Inc	CONTRACTED SERVICES	M&O Relocation	21.0	09800.0	00000	85000	6270	9000000	2,600.00
91	20-Apr-10	B10-002		20-Apr-10	KOA Corporation	CONTRACTED SERVICES	Bond Fund, Maaster Plan	21.0	09000.0	00000	85000	6270	9000000	10,560.00
92	19-Apr-10	B10-003		19-Apr-10	Psomas	CONTRACTED SERVICES	Bond Fund, Maaster Plan	21.0	09000.0	00000	85000	6270	9000000	19,500.00
93	19-Apr-10	B10-003		19-Apr-10	Psomas	CONTRACTED SERVICES	Math/Science Building	21.0	09100.0	00000	85000	6270	9000000	7,500.00
94	19-Apr-10	B10-003		19-Apr-10	Psomas	CONTRACTED SERVICES	General Academic Buildings	21.0	09200.0	00000	85000	6270	9000000	5,000.00
95	22-Apr-10	B10-104		22-Apr-10	American Air Balance Co	CONTRACTED SERVICES	General Academic Buildings	21.0	09200.0	00000	85000	6270	9000000	17,400.00
96	Mira Costa Booster Clubs, etc.													
97	16-Apr-10	18291		16-Apr-10	ACT	TESTING LABORATORIES	Mira Costa, Holding	01.0	91194.0	11103	10000	4310	9000050	274.38
98	20-Apr-10	18297		20-Apr-10	MBUSD - Cafeteria Account	CATERING SERVICES	Mira Costa, Holding	01.0	91194.0	00000	27000	4350	9000050	731.78
100	20-Apr-10	18298		20-Apr-10	Copy Shop, The	PRINTING SERVICES	Mira Costa, Holding	01.0	91194.0	11103	10000	4310	9000050	97.68
101	20-Apr-10	18300		20-Apr-10	Apperson Educational Services	CONTRACTED SERVICES	Mira Costa, Holding	01.0	91194.0	00000	27000	4350	9000050	169.07
102	22-Apr-10	18304		22-Apr-10	Xerox - The Document Company	OFFICE MACHINES SUPP/SERVICES	Mira Costa, Holding	01.0	91194.0	00000	27000	4350	9000050	594.85
103	22-Apr-10	18305		22-Apr-10	MBUSD - Cafeteria Account	CATERING SERVICES	Mira Costa, Holding	01.0	91194.0	11103	10000	4310	9000050	271.63
104	13-Apr-10	18259		13-Apr-10	Library Video Company	VIDEO SUPP/EQUIP/RENTAL	Mira Costa, Science Lab	01.0	91204.0	13403	10000	4310	9000050	303.03
105	20-Apr-10	18279		20-Apr-10	Apperson Educational Services	TEST/TEST MATERIALS	Mira Costa, Science Lab	01.0	91204.0	13403	10000	4310	9000050	1,023.60
106	6-May-10	18307		6-May-10	Bio Corporation	SCIENTIFIC SUPP/EQUIP	Mira Costa, Science Lab	01.0	91204.0	13403	10000	4310	9000050	1,738.86
107	6-May-10	18308		6-May-10	Science Kit & Boreal Laboratories	SCIENTIFIC SUPP/EQUIP	Mira Costa, Science Lab	01.0	91204.0	13403	10000	4310	9000050	168.24
108	board 201004apr.xls - Apr													
109	Prepared by: Robin D. Page, Accountant													
110	22.													

Manhattan Beach Unified School District - Business Services Division

PO Issue Date	PO #	# Change Order	Date	Vendor Name	Description	Department/Site	Fund	Res.Prj	Goal	Funct	OBJ	Sch/Loc	PO Amount
111													177,526.19
112													
113													
114													
115													
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23.

E. **CONSENT ITEM**

21. **TITLE:** Developer Fees

BACKGROUND: The attached material details the District's share of Developer Fees collected during the month of April, 2010. The total received for the month of April is \$37,708.94.

ACTION RECOMMENDED: No action is recommended.

PREPARED BY: Steve Romines

DATE OF BOARD MEETING: May 19, 2010

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEVELOPER FEES
April 2010

<u>DATE</u>	<u>ADDRESS</u>	<u>ADDITION/ NEW CONSTRUCTION</u>	<u>SQUARE FOOTAGE</u>	<u>AMT PAID</u>
Apr				
01	1708 Pine Ave	New Construction	2369	6,230.47
05	3514 Crest Dr	New Construction	1217	3,200.71
06	832 18th St	Addition	1858	4,886.54
16	112 Manhattan Ave	New Const-2 unit condo	2847	7,487.61
26	626 Rosecrans Ave	New Construction	1567	4,121.21
26	629 17th St	Addition	662	1,741.06
27	700 8th St	Addition	1408	3,703.04
29	441 6th Place	New Construction	2410	6,338.30

Total: \$37,708.94

**Manhattan Beach Unified School District
Developer Fees
Report of Collections to Date**

1986/87	27,550.00	1997/98	858,526.83
1987/88	370,367.30	1998/99	949,097.79
1988/89	367,185.00	1999/00	845,723.70
1989/90	664,577.39	2000/01	973,429.53
1990/91	310,430.11	2001/02	887,811.27
1991/92	273,011.74	2002/03	1,028,120.90
1992/93	230,276.57	2003/04	1,101,872.99
1993/94	407,139.86	2004/05	984,925.42
1994/95	327,074.42	2005/06	1,013,410.79
1995/96	456,396.95	2006/07	990,987.60
1996/97	518,156.57	2007/08	787,883.02

2008/09	
July	25,751.91
August	53,606.66
September	72,427.57
October	27,352.00
November	12,487.24
December	40,224.65
January	30,844.64
February	2,779.91
March	12,852.85
April	16,191.07
May	12,101.51
June	23,281.85
2008/09 Total	329,901.86

2009/10	
July	20,011.47
August	3,177.04
September	17,899.78
October	29,747.93
November	19,977.48
December	17,723.57
January	42,921.60
February	25,379.50
March	42,753.28
April	37,708.94
May	
June	
2009/10 Total	257,300.59

G. BOARD BUSINESS

2. **TITLE:** Receive for Board adoption and/or review **REVISED** Policies and Regulations:
BP 5123, Promotion/Acceleration/Retention
AR 5123, Promotion/Acceleration/Retention
BP 6000, Concepts and Roles
BP 6011, Academic Standards
BP 6111, School Calendar
BP 6142.91, Reading/Language Arts Instruction
AR 6146.11, Alternative Credits Toward Graduation
AR 6159, Individualized Education Program
BP 6162.5, Student Assessment
BP 6164.5, Student Study Team
BP 6172, Gifted and Talented Student Program
BP 6177, District/State Funded Summer School
AR 6179, Supplemental Instruction

BACKGROUND: At the May 5th regular meeting of the Board of Trustees, the Board approved a contract with PSmanhattan (Manhattan Beach Athletic Association) for the use of District facilities, fields, buildings, and grounds as well as other stipulated services to operate summer school academic and physical fitness programs for an agreed facilities user's fee. The PSmanhattan programs will be independent of other summer school offerings which may be operated by the District and funded through dollars allocated by the District and/or State. Because of this new independent structure, it is necessary to clarify the language in District policies and regulations by which the District will operate its summer schools from that of the non-profit 501(c)3 agency, PSmanhattan. The revisions, listed above, will support this independent structure, and now only address policy and regulation for summer school classes and programs operated by the Manhattan Beach Unified School District.

ACTION RECOMMENDED: Receive for Board adoption and/or review **REVISED** Policies and Regulations:

- BP 5123, Promotion/Acceleration/Retention
AR 5123, Promotion/Acceleration/Retention
BP 6000, Concepts and Roles
BP 6011, Academic Standards
BP 6111, School Calendar
BP 6142.91, Reading/Language Arts Instruction
AR 6146.11, Alternative Credits Toward Graduation
AR 6159, Individualized Education Program
BP 6162.5, Student Assessment
BP 6164.5, Student Study Team
BP 6172, Gifted and Talented Student Program
BP 6177, District/State Funded Summer School
AR 6179, Supplemental Instruction

PREPARED BY: Dr. Beverly Rohrer, Superintendent of Schools

DATE OF MEETING: May 17, 2010

AGENDA NOTE AGENDA NOTE AGENDA NOTE

Students

The Governing Board believes that every child can and will be successful in his/her educational endeavors. The Board expects students to progress through each grade level within one school year. To accomplish this, the major focus of all school and district planning and assessment efforts will be on the improvement of student achievement. Instruction shall accommodate the variety of ways that students learn and include strategies for addressing academic deficiency when needed.

The district's academic standards which define what students must know will be aligned with rigorous content and performance standards developed at the local, state and national levels. Regular assessment of student progress must occur in order to determine which programs, services and strategies are most effective in helping all students meet these standards, identify academic deficiencies and determine the degree to which students and staff are meeting their responsibilities.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 Academic Standards)
(cf. 6146.1 High School Graduation Requirements)
(cf. 6146.5 Elementary/Middle School Graduation Requirements)
(cf. 6162.52 High School Exit Examination)

Progress towards high school graduation shall be based on the student's ability to pass the courses necessary to earn the required number of credits and on his/her ability to pass the state high school exit exam.

(cf. 6146.1 High School Graduation Requirements)

Acceleration

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration in a higher grade level. Consideration for acceleration of a student may be initiated by a teacher or parent(s)/guardian(s) based upon evidence, including, but not limited to, achievement of grade level standards and advanced performance on designated assessments. The student's maturity level also shall be taken into consideration in making a determination.

Promotion/Retention Parameters

If all students are to be engaged in rigorous learning, students, staff, parent(s)/guardian(s) and the community must accept each one's responsibility for improving student achievement. The Superintendent or designee shall establish regulations that promote student achievement, establish areas of responsibility and accountability and identify benchmarks and consequences for achievement or lack of achievement toward student progress.

Students

These regulations are to be developed within the following Board parameters:

1. Neither social promotion or retention may be an adequate response to student under-achievement. Changes in pedagogy, content, and curricula are usually necessary if issues related to under-achievement are to be adequately addressed.
2. In order for every child to succeed, the district must provide unique educational experiences and support services for children who fail or are at-risk of failure. These interventions must be varied and implemented in a timely manner.
3. Promotion will be based upon evidence that students meet established subject and grade level academic standards, Standardized Testing and Reporting (STAR) program achievement scores in reading, language arts and mathematics and other established measures of services. Students who do not meet promotion requirements shall be retained unless the student's regular classroom teacher(s), as part of the Student Study Team, specifies in writing that retention is not the appropriate intervention. (Education Code 48070.5)

(cf. 5121 Grades/Evaluation of Student Achievement)

(cf. 5149 At-Risk Students)

4. The district will use multiple measures to determine whether students meet established standards. These measures must minimally include examples of student work, performance on standardized tests and performance on district level benchmarks and criterion-referenced tests.
5. Students and parent(s)/guardian(s) will receive sufficient advance notice when a student does not meet standards are at-risk of retention. This notification will occur as early in the school year and as early in student's school career as practical. (Education Code 48070.5)
6. The teacher has primary responsibility for notifying a student and parent(s)/guardian(s) that the student may not be promoted to the next grade level. This notification shall come after a decision has been made by the classroom teacher and the Student Study Team. Administrators and other support staff are expected to establish procedures that ensure participation of the teacher, parent(s)/guardian(s), principal and others, as needed, in the decision-making and notification process.

Students who are at-risk of retention will be required to participate in a special intervention program which *may* include, but is not limited to, extended day, before-school, after-school, *district/state funded* summer school, tutorials, alternative programs and academic settings,

Students

7. Student Study Team assessments and/or other intervention services. The decision to promote or retain will be re-evaluated at the conclusion of the intervention program.
8. Failure to participate in these intervention efforts and continued below grade-level performance will mean the student may not be promoted to the next grade level. If the student at-risk of retention is assigned to a summer intervention program and fails to attend, the student will not be evaluated. The student will be retained.

Parent(s)/guardian(s) shall be notified of the availability of remedial instruction and interventions in writing and a timely manner. (Refer to MBUSD document, Student Promotion/Retention/Teacher Exemption Recommendation)

(cf. 6179 Supplemental Instruction)

9. Schools are expected to demonstrate progress over time in reducing the percent of students at the "at-risk" and basic levels of achievement.
10. The teacher(s) of a student at-risk of retention and the Student Study Team will specify in writing the reasons why retention is or is not appropriate for the student and recommend necessary interventions.
11. Special education students' achievement data will be reviewed in relation to district standards as well as their IEP requirements. The IEP Team will have the responsibility to make the decision on grade placement based upon the standards and each student's IEP.

Mandated Retention

In order for every child to succeed, the district must provide unique educational experiences and support services that children who fail, or are at-risk of failure, need. Retention shall be considered only after other strategies and alternatives have been deemed appropriate and unsuccessful.

The Board expects that the Superintendent, staff, parent(s)/guardian(s) and others who have responsibilities for helping students meet high academic standards will take all necessary actions to support student success.

Students may be considered for retention at any grade. However, the Superintendent or designee must identify students who should be retained or who are at-risk of being retained at the following grade levels (Education Code 48070.5):

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5

Students

- 4. Between grades 7 and 8
- 5. Between grades 8 and 9

The identification of grade two and grade three at-risk students shall be based on student proficiency in reading. (Education Code 48070.5 (c))

Student identification in grades four, five and eight shall be based on a student's level of proficiency in reading, English/language arts, and mathematics. (Education Code 48070.5 (c))

Students may also be identified as at-risk on the basis of report card grades and other indicators of academic achievement including, but not limited to:

- 1. Standardized Testing and Reporting (STAR) program achievement scores and minimum levels of proficiency recommended by the State Board of Education
- 2. District assessments in Reading (Grades Kindergarten and 1), Reading, Writing and Math (Grades 2 and 3) and in Reading, Writing, Math, Social Studies and Science (Grades 4 and 5)
- 3. Student Attendance
- 4. Social/Emotional Adjustment
- 5. Progress in Intervention Programs and *District/State Funded* Summer School, when necessary

(cf. 5121 Grades/Evaluation of Student Achievement)
(cf. 5149 At-Risk Students)
(cf. 6179 Supplemental Instruction)
(cf. 6177 District/State Funded Summer School)

- 6. Other indicators of performance which may include:
 - a. English Language Learner data
 - b. Individual Education Program (IEP) data
 - c. Section 504 Americans with Disability Act data

Retention in a Student's Academic Career

Elementary Grades

No student shall be retained more than one year at any given grade level. If a student has been retained once in a given grade and remains an at-risk candidate for retention, the Student Study Team shall develop an individual learning plan for that student.

Students

A student should not be retained more than one time in grades 1 through 5. Since maturity is a factor, any student entering the fifth grade at the age of thirteen (13) must be referred to the Student Study Team for review. The final decision in regard to promotion and/or retention rests with individual classroom teacher(s), the Student Study Team and the principal. Additional professional staff members may be consulted for input. Should there be an impasse at the school level, the final decision will be made by the Superintendent or designee.

Middle Grades

A student may be retained in one grade for more than one year, but not more than two years without a Student Study Team review. A student who has failed two years in the same grade and who has been tested with no need for special education services shall be considered for promotion or retention by a promotion/retention committee made up of all teachers who have had classroom contact with the student, the principal, assistant principal, counselor and other professional staff members, as needed. All academic, emotional, and social areas as well as the student's chronological age shall be considered by this committee in regard to the student's promotion or retention. Should there be an impasse at the school level, the final decision will be made by the Superintendent or designee.

High School

Students in grades 9 through 12 must be on track for graduation to promote to the next grade. Promotion is determined by the total number of unit credits earned by the student prior to the beginning of each school year. This includes units earned in summer school, *independent study*, ~~SCROC~~ *SoCalROC* and/or adult school or other approved courses. Grade placement is determined at the beginning of the school year and is not changed during the year.

Supplemental Instruction

When any student in grades K-9 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.2 and board policy.

Appeal Process

The Superintendent shall develop a process by which a decision to retain or promote a student can be appealed. If an appeal is made, the burden shall be on the appealing party to show that the decision should be overruled. (Education Code 48070.5)

Students

Notification

The Superintendent or designee shall provide a copy of the district's promotion/retention guidelines to those parent(s)/guardian(s) who have been notified that their child is eligible for retention. In addition, the parent(s)/guardian(s) will be informed about the promotion/retention timeline, and the appeal process.

Legal Reference:

EDUCATION CODE

- 37252-37254.1 Supplemental instruction*
- 41505-41508 Pupil Retention Block Grant*
- 46300 Method of computing ADA*
- 48011 Promotion/retention following one year of kindergarten*
- 48070-48070.5 Promotion and retention*
- 48431.6 Required systematic review of students and grading*
- 56345 Elements of individualized education plan*
- 60641-60648 Standardized Testing and Reporting Program*
- 60850-60859 Exit examination*

CODE OF REGULATIONS, TITLE 5

- 200-202 Admission and exclusion of students*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES

- 0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10*

CDE PUBLICATIONS

- Performance Level Tables for the California Standards Tests and the California Alternative Performance Assessment*
- Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten*

LEGISLATIVE COUNSEL'S OPINION

- Promotion and Retention #21610*

WEB SITES

- CSBA: <http://www.csba.org>*
- California Department of Education: <http://www.cde.ca.gov>*

Policy
adopted: March 2, 2005
revised: May 16, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach California

Students

Criteria for Promotion

Student performance criteria have been defined based on districtwide assessment measures in literacy and mathematics. Cut-points have been set which identify student performance as above/at/close to, below, or significantly below grade level to identify students for promotion, promotion with intervention, or retention with intervention.

At the end of each year, students who have met the appropriate district proficiency level shall be promoted based on the following criteria:

1. Appropriate district proficiency level as identified in BP 5123, Criteria 1-6, as applicable
2. Academic achievement
 - a. Grades K and 1 in reading
 - b. Grades 2 and 3 in reading, writing and math
 - c. Grades 4 and 5 in reading, writing and math as demonstrated in English/Language Arts, Math, Social Studies and Science

Criteria for Acceleration

Consideration for acceleration of a student may be initiated by a teacher or parent(s)/guardian(s) based upon evidence, including, but not limited to, achievement of grade level standards and advanced performance on designated assessments. The student's maturity level also shall be taken into consideration in making a determination to accelerate a student. When considering a student for acceleration, the following steps will be taken:

1. Teacher Conference with Principal or Designee

If, after a student has been enrolled in the district for a minimum of six weeks, the teacher determines that the student manifests academic ability across all subject areas and based on BP 5123, Criteria 1-5, district assessments and social maturity far above what is considered the norm for age and grade level, the teacher or parent shall, with the school principal, initiate a recommendation for a Student Study Team (SST) meeting to consider acceleration.

2. Teacher Conference with Parent(s) or Guardian(s)

The teacher shall confer with the parent(s) or guardian(s) about the Student Study Team meeting for possible student acceleration, no later than end of the first ten weeks of student entry.

Students

3. Agreement on Acceleration

Following the Student Study Team meeting, a signed statement shall be filed with the school office indicating agreement of parent(s) or guardian(s) to the acceleration of the student. As soon as possible, after the agreement statement has been signed by the parent(s) or guardian(s), the student shall be accelerated to the recommended grade placement.

4. Non-agreement on Acceleration

Following the Student Study Team meeting, if the principal recommends that acceleration be denied, the principal shall notify the parent(s) /guardian(s) of the denial and his/her/their right to appeal the decision to the Superintendent or designee.

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent/designee and with the consent of the parent(s)/guardian(s), upon determination that the child is ready for first-grade work. (Education Code 48011)

Admission shall be subject to the following minimum criteria: (5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent(s)/guardian(s) of the student has filed a written statement with the school district approving the placement in first grade.

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent(s)/guardian(s) and the Superintendent/designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Students

Whenever a student continues in kindergarten for an additional year, the Superintendent/designee shall secure an agreement signed by the parent(s)/guardian(s), stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300) Students cannot be retained without parent/guardian permission.

Retention

Retention shall be considered only after other strategies and alternatives have been deemed appropriate and unsuccessful. An intervention plan shall be developed for any individual student identified at-risk for retention and shall be subject to periodic review by a Student Study Team.

The Student Study Team shall include the student's classroom teacher(s), principal/designee and the parent(s)/guardian(s). When appropriate, the Student Study Team may also include the student, other classroom teacher(s) and additional professional staff including, but not limited to, the counselor, resource teacher and school psychologist.

Consultation with parent(s)/guardian(s) shall occur during intervention and retention considerations.

Retention Guidelines

The Superintendent/designee shall identify students who should be retained or who are at-risk of being retained at the following grade levels (Education Code 48070.5):

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 7 and 8
5. Between grades 8 and 9

Students between grades 2 and 3 shall be identified primarily on the basis of their level of proficiency in reading, writing and math. Proficiency in reading, English Language Arts and mathematics shall be the basis for identifying students between grades 3 and 4. Proficiency in reading, writing, English Language Arts, mathematics, social studies and science shall be the basis for identifying students between grades 4 and 5, 7 and 8, and 8 and 9. (Education Code 48070.5)

Mandated Retention

When a student is at-risk of retention in the grades listed above (Education Code 48070.5), the student's academic profile shall be reviewed by the school's Student Study Team to determine an

Students

intervention plan. A parent/guardian conference shall be held as early in the year as practical. The student's progress shall be monitored throughout the school year, and the teacher shall report the student's progress to the parent(s)/guardian(s) at regular intervals.

If a student does not meet the minimum criteria for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. (Education Code 48070.5)

Retention in Other Grades

Retention may be considered at any grade not covered by Education Code 48070.5 if the student has not met the minimum criteria for promotion. The student's academic profile shall be reviewed by the school's Student Study Team to determine an intervention plan. A parent/guardian conference shall be held as early in the year as practical. The student's progress shall be monitored throughout the school year and the teacher shall report the student's progress to the parent/guardian at regular intervals. For these grades, the final decision regarding promotion or retention is made by the principal in consultation with the teacher, Student Study Team and parent(s)/guardian(s). Students cannot be retained without parental permission.

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

Placement at Time of Enrollment

A student who enrolls in the district and who has successfully completed a grade level from kindergarten through 11 at an accredited school or institution shall be placed in the next grade level at the time of enrollment. A student who enrolls in the district during the school year shall be placed in the grade in which he/she was enrolled in his/her previous accredited school of attendance.

Retention Process

If a student is identified as performing below the minimum criteria for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher, in consultation with the Student Study Team, determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher and

Student Study Team, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

Students

If the student does not have a single regular classroom teacher, the principal/designee shall specify the teacher(s) and the Student Study Team responsible for the decision to promote or retain the student. (Education Code 48070.5)

When a student is identified as being at risk for retention, the site principal shall so notify the student's parent(s)/guardian(s) as early in the school year as practical. The student's parent(s)/guardian(s) shall be provided an opportunity to consult with the teacher(s) responsible during intervention and retention considerations. (Education Code 48070.5)

The site principal also shall provide a copy of the district's promotion/retention guidelines to those parent(s)/guardian(s) who have been notified that their child is eligible for retention.

(cf. 5145.6 Parental Notification)

When a student in grades 2 through 9 is retained or recommended for retention, the Superintendent/designee shall offer programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.2 to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited, to tutorial programs and extended day, before school, after school, or ***district and/or state funded*** summer programs.

These services shall be provided to students in the following priority order (Education Code 37252.5):

1. Students who have been recommended for retention or who have been identified as being at-risk of retention pursuant to Education Code 48070.5.
2. Students who have been identified as having a deficiency in reading, writing strategies or application, or mathematics based on the results of the tests administered under the STAR program and/or other district assessments.

(cf. 6179 Supplemental Instruction)

If the teacher's and Student Study Team's recommendation to promote is contingent on the student's participation in a ***district/state funded*** summer school remediation or other intervention program, the student's academic performance shall be reassessed at the end of the intervention program, and the decision to retain or promote the student shall be reevaluated at that time. The Student Promotion/Retention/Teacher Exemption Final Decision form shall be completed by the teacher and submitted to the principal. Assessment results and placement recommendations shall be discussed with the Superintendent or Executive Director, Educational Services.

Students

The teacher's/Student Study Team's evaluation shall be provided to and discussed with the student's parent(s)/guardian(s) and the principal before any final determination of retention or promotion. (Education Code 48070.5)

The student's school will be notified of any placement changes.

(cf. 6177 District/ State Funded Summer School)

(cf. 6179 Supplemental Instruction)

Interventions and Academic Monitoring for Retained Students

At the beginning of the new school year, the site will convene a Student Study Team or Promotion/Retention Committee to assess the student's academic needs and to begin intervention within the first thirty (30) days of the school year. An intervention plan shall be completed and a parent conference shall be scheduled and held to review the intervention plan and goals. This special intervention program can include, but is not limited to, extended day, before-school, after-school, *district/state funded* summer school, tutorials, alternative programs and academic settings, Student Study Team assessments and/or other intervention services.

This plan shall be continuously monitored and revised as needed throughout the year. Regardless of a decision for placement, a plan for differentiated or additional instruction must be developed for each student who does not meet standards of performance in grades 3, 5 or 8.

Procedures/Timeline for Recommended/At-Risk of Retention Students and Retained Students

1. Teacher Conference with Principal or Designee

As soon as the fall district assessments or progress reports are completed (but no later than the month of October) and based also on the Spring assessment scores and/or grades from the student's previous school year, if available, the classroom teacher shall confer with the school principal or designee regarding an in-class intervention plan and initiate a recommendation for out-of-classroom intervention and a Student Study Team (SST) meeting.

2. Teacher Conference with Parent(s) or Guardian(s)

A conference with the parent(s) or guardian(s) shall be held to discuss the pending Student Study Team and the in-classroom interventions that have taken place, as well as any planned out-of-classroom interventions.

3. Student Study Team Meeting: First Parent Notification of Retention Possibility

Students

A Student Study Team meeting shall be held to discuss in-classroom and out-of classroom interventions and the student's possible consideration for retention. An Academic Assistance Plan, noting student's possible candidacy for retention, shall be presented and signed at the Student Study Team meeting.

If the student has an Individualized Education Plan (IEP), and IEP meeting will be held to discuss student's possible candidacy for retention.

4. Follow-up Student Study Team Meeting: Second Parent Notification of Retention Possibility

After the winter district assessment period, but no later than the end of March, a follow-up Student Study Team meeting shall be held to evaluate the results of the interventions. If, despite the interventions, the student continues to meet the criteria for retention, this meeting shall be considered the parent(s)' or guardian(s)' second notification of the student's candidacy for retention.

5. Final Parent Conference

- a. A final conference with the parent(s) or guardian(s) shall be held no later than the last week of May to indicate the teacher's/Student Study Team's recommendation for retention of the student.
- b. If all parties are in agreement with the recommendation for retention, all parties shall sign the appropriate district document, The Student Promotion/Retention/Teacher Exemption Final Decision.
- c. If the parent(s) or guardian(s) are in disagreement with the teacher's/Student Study Team's recommendation for retention, he/she/they may appeal the decision to the Superintendent or his/her designee.
- d. If the parent(s) or guardian(s) is/are not in agreement with the teacher's/Student Study Team's non-recommendation for retention, he/she/they may appeal the decision to the Superintendent or his/her designee.

Each of the steps in the process described above shall be documented in writing.

Process for Exception to Retention

If the student's classroom teacher as a part of the Student Study Team determines that the retention is not the appropriate intervention for the student's academic deficiencies, the team

Students

shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher/Student Study Team, are necessary to assist the student in attaining acceptable levels of achievement.

Retention of Students in Special Education

Students who are receiving special education services may be retained only upon agreement by the IEP team, which by law must also include the parent(s)/guardian(s), at an annual meeting. When retention is deemed to be inappropriate, the academic progress of the student may be determined by the attainment of the IEP goals and/or by other assessment measures.

Retention of English Language Learners

Students who are receiving English Language Development (ELD) services and who are found to be limited English proficient, may be retained only when it can be demonstrated that the lack of academic progress is not related to English language acquisition. When retention is deemed to be inappropriate, the academic progress of the student may be determined by attainment of the District-adopted English language development standards.

The teacher's decision to promote, accelerate or retain a student may be appealed consistent with Governing Board policy, administrative regulation and law. The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5 (f)) The appeal process shall be completed before the start of the new school year.

To appeal a retention/acceleration/promotion decision, the appealing party shall submit a written request to the Superintendent or Executive Director, Educational Services specifying the reasons that the decision should be overruled. The appeal must be initiated within ten (10) school days of the determination of retention, promotion or acceleration.

The teacher and Student Study Team shall be provided an opportunity to state orally and/or in writing the criteria on which the decision was based.

Appeal Process

Within thirty (30) days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's/Student Study Team's decision.

Prior to making this determination, the Superintendent or designee shall meet with the appealing party and the teacher/Student Study Team representative. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the decision should be overruled, he/she shall overrule the teacher's/Student Study Team's decision.

Promotion/Acceleration/Retention

AR 5123(i)

Students

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within fifteen (15) school days. Within thirty (30) days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal.

The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board also may meet with the appealing party, the teacher and Student Study Team representation, and the Superintendent or designee to decide the appeal. The decision of the School Board shall be final.

(cf. 9321 Closed Session Purposed and Agendas)
(cf. 9321.1 Closed Session Actions and Reports)

If the decision of the School Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

(cf. 1312 Complaints Against the Schools)
(cf. 5125 Student Records)
(cf. 5125.3 Challenging Student Records)

Rescinding a Retention Based on Intervention

Retention can be rescinded if the student demonstrates both:

1. Proficiency at grade level, and
2. At least developing proficiency in the next grade level, as demonstrated by daily classroom work

Regulation:
approved: March 2, 2005
revised: May 16, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

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

(cf. 9000 - Role of the Board)

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

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 6158 - Independent Study)
(cf. 6159 - Individualized Education Program)
(cf. 6164.5 - Student Success Teams)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - District/State Funded Summer School)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

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

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

Instruction

The Board shall:

1. Establish standards of student achievement for core subjects at each grade level that are aligned with the district's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6011 - Academic Standards)

2. Establish graduation requirements

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

3. Ensure that a process is in place, involving teachers, administrators, students, and parents/guardians, for the development and review of the district's curriculum

(cf. 6141 - Curriculum Development and Evaluation)

4. Adopt the district curriculum and courses of study to be offered

(cf. 6143 - Courses of Study)

5. Adopt textbooks and other instructional materials

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

6. Support the professional staff's implementation of the curriculum by providing consistent policy direction, allocating resources based on educational program priorities, ensuring that collective bargaining agreements do not constrain the district's ability to achieve curricular goals, recognizing staff accomplishments, and including reasonable annual goals related to student learning in the Superintendent evaluation process

(cf. 2140 - Evaluation of the Superintendent)
(cf. 3100 - Budget)
(cf. 4143 - Negotiations/Consultation)
(cf. 9310 - Board Policies)

Instruction

7. Provide a continuing program of professional development to keep instructional staff, administrators, and Board members updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment

(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4331 - Staff Development)
(cf. 9240 - Board Development)

8. Review and evaluate the educational program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6161.51 - Standardized Testing and Reporting Program)
(cf. 6162.51 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)

9. Communicate clear information about district instructional goals, programs, and progress in student achievement to the community and media

(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)

The Superintendent or designee shall:

1. Review research related to curriculum issues
2. Select and/or develop curricula for recommendation to the Board in accordance with the district's curriculum development and review process
3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6030 - Integrated Academic and Vocational Instruction)

4. Determine the general methods of instruction to be used

Concepts and Roles

BP 6000(d)

Instruction

- 5. Assign instructors and schedule classes for all curricular offerings

(cf. 4113 - Assignment)

(cf. 6112 - School Day)

(cf. ~~6117 - Year-Round Schedules~~)

- 6. Recommend instructional materials to the Board and direct the purchase of approved materials and equipment

(cf. 3310 - Expenditures and Purchases)

- 7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data

Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent, educational program

CODE OF REGULATIONS, TITLE 5

3940 Maintenance of effort

4424 Comparability of services

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements/comparability of services

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

WEB SITES

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

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

Policy
adopted: September 5, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

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 Board shall adopt high standards for student achievement that meet or exceed statewide standards and challenge all students to reach their full potential.

District standards shall be developed through a process that involves staff, students, parents/guardians and community members. Standards shall be based on a review of state model standards and an assessment of the skills that students will need in order to be successful in the workplace and in higher education, including basic skills, problem-solving abilities and conceptual thinking. Special care shall be taken to ensure the proper articulation of standards among district schools.

(cf. 6010 - Goals and Objectives)

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.

(cf. 4115 - Evaluation/Supervision)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6162.5 - Student Assessment)
(cf. 6177- District/State Funded Summer School)
(cf. 6190 - Evaluation of the Instructional Program)

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.

Academic Standards

BP 6011(b)

Instruction

Legal Reference:

EDUCATION CODE

44662 *Evaluation of certificated employees*

51003 *Statewide academic standards*

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

Management Resources:

WEB SITES

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

Policy
adopted: September 5, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

School Calendar

For each school year, the Governing Board shall adopt a calendar that will meet the requirements of law as well as the needs of the community, students and the work year as negotiated with the district's employee organization(s). As appropriate, the Superintendent or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support the district's goals for student achievement.

(cf. 0200 - Goals for the School District)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Each school calendar shall show the beginning and ending school dates, legal and local holidays, staff development days, orientation days, minimum days, vacation periods, and other pertinent dates.

(cf. 6112 - School Day)
(cf. 6115 - Ceremonies and Observances)
(cf. 6177 - District/State Funded Summer School)

The district shall offer 180 days of instruction per school year, unless the district and employee organization(s) have negotiated to reduce the days of instruction in any school year through 2012-13 pursuant to the authorization in Education Code 42605.

(cf. 1431 - Waivers)

Staff development days shall not be counted as instructional days.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Notification of the schedule of minimum days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development, or close the school to students and nonclassified staff. (Elections Code 12283)

(cf. 1400 - Relations Between Governmental Agencies and the Schools)
(cf. 5113 - Absences and Excuses)

School Calendar

Legal Reference:

EDUCATION CODE

37200-37202 *School calendar*

37220-37223 *Holidays*

37252-37254.1 *Summer school*

37618 *School calendar*

37700-37711 *Four-day week*

41422 *Schools not maintained for 175 days*

41530-41532 *Professional Development Block Grant*

46200-46206 *Incentives for longer instructional day and year*

46300 *Method of computing ADA*

48980 *Notice at beginning of term*

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

44579-44579.6 *Instructional Time and Staff Development Reform Program*

ELECTIONS CODE

12283 *School closures, election days*

COURT DECISIONS

Butt v. State of California, (1992) 4 Cal 4th 668

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Davis Joint Unified School District, (1984) PERB Decision No. 474

Management Resources:

WEB SITES

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

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

California Public Employment Relations Board: <http://www.perb.ca.gov>

Secretary of State's Office: <http://www.ss.ca.gov>

Policy
adopted: September 5, 2007
revised: May 5, 2010
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

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

(cf. 0200 - Goals for the School District)
(cf. 6143 - Courses of Study)

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

For each grade level, the Board shall adopt academic standards in reading, speaking, and writing, including spelling and grammar that meet or exceed state standards. The district's program also shall be aligned with the state framework for reading/language arts instruction.

(cf. 6011 - Academic Standards)

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

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

(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)

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

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Instruction

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

(cf. 0500 - Accountability)

(cf. 6000 - Concepts and Roles)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

Grades K-3

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

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills
2. A strong literature, language, and comprehension program that includes a balance of oral and written language
3. Ongoing diagnosis of students' skills
4. An early intervention program that provides assistance to students at risk of reading failure

Grades 4-12

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

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

Instruction

When students in these grades do not have fully developed reading/language arts skills, the Superintendent or designee shall make resources available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

Supplementary Reading Instruction for Grades K-4

When state funding is available, the Board may offer students in grades K-4 increased instructional opportunities before or after school and/or outside the regular school session to assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students.

- (cf. 0420 - School Plans/Site Councils)*
- (cf. 5123 - Promotion/Acceleration/Retention)*
- (cf. 5148.2 - Before/After School Programs)*
- (cf. 6176 - Weekend/Saturday Classes)*
- (cf. 6177 - **District/State Funded** Summer School)*
- (cf. 6179 - Supplemental Instruction)*

Legal Reference:

EDUCATION CODE

- 41505-41508 Pupil Retention Block Grant
- 41530-41532 Professional Development Block Grant
- 44277 Professional growth activities
- 44735 Teaching as a Priority Block Grant
- 44755-44757.5 Teacher Reading Instruction Development Program, K-3
- 51210 Areas of study, grades 1-6
- 51220 Areas of study, grades 7-12
- 51700-51702 Reading First
- 53000-53006 Comprehensive Reading Leadership Program
- 60119 Sufficiency of textbooks and instructional materials
- 60200.4 Fundamental skills
- 60350-60352 Core reading program instructional materials
- 60605 State-adopted content and performance standards in core curricular areas
- 99220-99221 California Reading Professional Development Institutes
- 99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

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

CODE OF REGULATIONS, TITLE 5

- 9535 Purchase of nonadopted core reading program instructional materials
- 11980-11985 Mathematics and Reading Professional Development Program (AB 466 trainings)
- 11991-11991.2 Reading First achievement index

UNITED STATES CODE, TITLE 20

- 6361-6368 Reading First Program
- 6371-6376 Early Reading First Program
- 6381-6381k Even Start Family Literacy Program
- 6383 Improving literacy through school libraries

Instruction

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Every Child a Reader, 1995

English-Language Arts Framework for California Public Schools

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

Recommended Literature: Kindergarten Through Grade Twelve

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Guidance for the Reading First Program, April 2002

WEB SITES

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

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

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

Policy
adopted: September 5, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Alternative Credits Toward Graduation

BP 6146.11(a)

Instruction

In order to meet individual student needs and encourage all students to complete their high school education, the Governing Board desires to provide flexibility in the completion of prescribed courses in accordance with law.

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.3 - Reciprocity of Academic Credit)
(cf. 6200 - Adult Education)

The Board shall actively involve parents/guardians, administrators, teachers, and students in helping the district develop alternative means for students to complete the prescribed course of study required for graduation. (Education Code 51225.3)

As an alternative to completing the course requirements for high school graduation, students may fulfill one or more of the course requirements through the following:

1. Practical demonstration of skills and competencies (Education Code 51225.3)

(cf. 6155 - Challenging Courses by Examinations)

2. Supervised work experience or other outside school experience in accordance with Education Code 51760.3 and 5 CCR 1635 (Education Code 51225.3)

(cf. 6178.1 - Work Experience Education)

3. Career technical education classes offered in high schools (Education Code 51225.3)

(cf. 6178 - Vocational Education)

4. Courses offered by regional occupational centers or programs (Education Code 51225.3)

5. Interdisciplinary study (Education Code 51225.3)

6. Independent study (Education Code 51225.3)

(cf. 6158 - Independent Study)

7. Credit earned at a postsecondary institution (Education Code 48800, 51225.3)

(cf. 6172 - Gifted and Talented Student Program)

8. Private instruction in accordance with 5 CCR 1631

Alternative Credits Toward Graduation

BP 6146.11(b)

Instruction

9. Military service and training in accordance with 5 CCR 1634 (Education Code 51440)
10. Correspondence instruction from a California university or college accredited for teacher training in accordance with 5 CCR 1633 (Education Code 51740-51741)
11. *Credit earned at a district/state funded or other recognized summer school program*

(cf. 6177 – District/State Funded Summer School)

12. To satisfy the district's driver education and training requirement, a program approved by the Department of Motor Vehicles which offers driver education and behind-the-wheel instruction through a driving school or licensed independent driving instructor in accordance with Vehicle Code 12814.6

(cf. 6143 - Courses of Study)

13. For credit toward the district's physical education requirement, participation in district interscholastic athletic programs carried on wholly or partially after regular school hours when such participation entails a comparable amount of time and physical activity (Education Code 51242)

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

(cf. 6142.7 - Physical Education)

(cf. 6145.2 - Athletic Competition)

14. For credit toward the district's foreign language requirement, foreign language studies successfully completed in a private school in accordance with 5 CCR 1632 (Education Code 51243)

The Superintendent or designee shall determine whether a student has satisfactorily met course requirements through any of the above alternative means.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

48645.5 Course credit, juvenile court schools

48800-48802 Attendance at community college; advanced education

51220 Areas of study; grades 7-12

51225.3 Requirements for graduation

51241-51246 Exemptions from requirements

51440 Veterans' education, evaluation and credit toward high school graduation

51740-51741 Authority to provide instruction by correspondence

Alternative Credits Toward Graduation

BP 6146.11(c)

Instruction

Legal Reference: continued

EDUCATION CODE

51760-51769.5 *Work experience education*

VEHICLE CODE

12814.6 *Teen driver's act*

CODE OF REGULATIONS, TITLE 5

1600-1635 *Alternative credit*

Management Resources:

WEB SITES

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

Policy
adopted: September 5, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

Members of the Individualized Education Program (IEP) Team

The district shall ensure that the individualized education program team for any individual with exceptional needs includes the following members: (20 USC 1414(d)(1); 34 CFR 300.321; Education Code 56341, 56341.2, 56341.5)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the regular education program, at least one regular education teacher

If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.

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 individuals with exceptional needs
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

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

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Education Code 56341)

Instruction

7. Whenever appropriate, the student with a disability
8. For transition service participants:
 - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals pursuant to 34 CFR 300.320(b)

If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services

If a representative of such other local agency has been invited but does not attend the meeting, the district shall take other steps to obtain participation of the agency in the planning of any transition services. (Education Code 56341)

9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 (formerly 300.540) and 34 CFR 300.310 (formerly 300.542), at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher (Education Code 56341)

In accordance with 34 CFR 300.310 (formerly 300.542), at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. (Education Code 56341)

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

If a student with a disability is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting. (Education Code 56331)

Upon request of the parent/guardian of a child who was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early

Instruction

Intervention Services Act (Government Code 95000-95004), the district shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (20 USC 1414(d)(1)(D); 34 CFR 300.321; Education Code 56341)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the district agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC 1414(d)(1)(C); 34 CFR 300.321; Education Code 56341)

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the individual with exceptional needs are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR 300.322; Education Code 56341.5)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (34 CFR 300.322; Education Code 56341.5)

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 300.321(a)(6) and (c) relating to the participation on the IEP team of other individuals who have knowledge or special expertise about the student, and 34 CFR 300.321(f) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting
4. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to 20 USC 1414(d)(1)(A)(i)(VIII), 34 CFR 300.320(b), and Education Code 56345.1

Instruction

- b. Indicate that the district will invite the student to the IEP team meeting
- c. Identify any other agency that will be invited to send a representative

(cf. 5145.6 - Parental Notifications)

At each IEP team 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)

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

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the district shall provide complete copies of the records within five business days. (Education Code 56043)

(cf. 5125 - Student Records)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team 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 such a 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 300.322; Education Code 56341.5)

- 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 responses 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 team 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 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)

Instruction

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe 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 parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

The district shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The district shall give the parents/guardians of an individual with exceptional needs a copy of his/her child's IEP at no cost. (34 CFR 300.322)

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 300.320; Education Code 56043, 56345, 56345.1)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities
2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:
 - a. Meet 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 education curriculum
 - b. Meet each of the student's other educational needs that result from his/her disability

Instruction

- c. For individual with exceptional needs who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
- 3. A description of the manner in which the progress of the student toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
- 4. A statement of the specific special educational instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, 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 to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other individuals with exceptional needs and nondisabled students in the activities described in Education Code 56345

(cf. 3541.2 - Transportation for Students with Disabilities)

- 5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in item #4 above
- 6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, a statement of all of the following:

- a. The reason that the student cannot participate in the regular assessment
- b. The reason that the particular alternate assessment selected is appropriate for the student

Individualized Education Program

AR 6159(g)

Instruction

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18

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

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 proficiency standards required for graduation

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English
3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - District/State Funded Summer School)

Instruction

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular 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 regular 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 regular education program

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178 - Vocational Education)

(cf. 6181 - Alternative Schools)

5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following: (20 USC 1414(d)(3)(A); 34 CFR 300.324; Education Code 56341.1, 56345)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. 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
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

Instruction

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. 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)

- 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 which may be met by consolidating services into a local plan area-wide program or providing placement pursuant to Education Code 56361
- 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 consistent with existing law regarding teacher training requirements
- d. Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student's IEP. (Education Code 56341.1)

The Superintendent or designee shall ensure that the IEP team: (20 USC 1414(d)(4); 34 CFR 300.324; Education Code 56043, 56341.1, 56380)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

Individualized Education Program

AR 6159(j)

Instruction

2. Revises the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Other matters
3. Considers the special factors listed in items #5-9 above when reviewing the IEP

The IEP team shall also meet: (Education Code 56343)

1. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment
2. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

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 objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)

As a member of the IEP team, the regular 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: (20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341)

1. Appropriate positive behavioral interventions and supports and other strategies for the student

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320

Instruction

To the extent possible, the district shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the district may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

If an individual with exceptional needs residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6173.1 - Education for Foster Youth)

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

Timelines for the IEP and for the Provision of Services

At the beginning of each school year, the district shall have an IEP in effect for each individual with exceptional needs within district jurisdiction. (34 CFR 300.323; Education Code 56344)

The district shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The district shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (34 CFR 300.323; Education Code 56344)

Instruction

An IEP required as a result of an assessment of the student shall be developed within 60 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. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a 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 school vacations, the 60-day time limit shall recommence on the date that student's school days reconvene. (Education Code 56344)

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 between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session, unless the student's parent/guardian consents in writing to an extension of time.

The district shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The district shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Before providing special education and related services, the district shall seek to obtain informed consent pursuant to 20 USC 1414(a)(1). If the parent/guardian refuses to consent to the initiation of services, the district shall not provide the services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f). If the parent/guardian does not consent to all of the components of the IEP, then those components 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)

Instruction

If the parent/guardian refuses all services in the IEP after having consented to those services in the past, the district shall file a request for a due process hearing. If the district determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the district agree otherwise. (Education Code 56346)

Transfer Students

To facilitate a transfer student's transition, this district shall take reasonable steps to promptly obtain the records of an individual with exceptional needs transferring into this district, including his/her IEP and the supporting documents related to the provision of special education services. (34 CFR 300.323; Education Code 56325)

If an individual with exceptional needs transfers to this district during the school year from a district within this same SELPA, this district shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the student's parent/guardian and district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If an individual with exceptional needs transfers to this district during the school year from a California district outside of this district's SELPA, this district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, this district shall, in consultation with the parents/guardians, adopt the other district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If an individual with exceptional needs transfers to this district during the school year from an out-of-state district, this district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as this district conducts an assessment, if this district determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

Regulation
approved: October 20, 2004
revised: September 5, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

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

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

- (cf. 5123 - Promotion/Acceleration/Retention)*
- (cf. 6146.1 - High School Graduation Requirements)*
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)*
- (cf. 6164.4 - Identification of Individuals for Special Education)*
- (cf. 6164.6 - Identification and Education under Section 504)*
- (cf. 6171 - Title I Programs)*
- (cf. 6172 - Gifted and Talented Student Program)*
- (cf. 6174 - Education for English Language Learners)*
- (cf. 6175 - Migrant Education Program)*
- (cf. 6177 - **District/State Funded Summer School**)*

The Board desires to use a variety of evaluation measures to reach the above-stated goal. To have validity, tests must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)*
- (cf. 5121 - Grades/Evaluation of Student Achievement)*
- (cf. 6011 - Academic Standards)*
- (cf. 6142.7 - Physical Education)*
- (cf. 6162.51 - Standardized Testing and Reporting Program)*
- (cf. 6162.52 - High School Exit Examination)*
- (cf. 6162.54 - Test Integrity/Test Preparation)*

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

- (cf. 0500 - Accountability)*
- (cf. ~~0520 - Intervention for Underperforming Schools~~)*
- (cf. ~~0530 - Awards for School Performance~~)*
- (cf. 4115 - Evaluation/Supervision)*
- (cf. 6190 - Evaluation of the Instructional Program)*

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

Instruction

(cf. 0510 - School Accountability Report Card)

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the achievement test administered under the Standardized Testing and Reporting program pursuant to Education Code 60640-60647
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

Legal Reference:

EDUCATION CODE

- 51041 Evaluation of educational program
- 51450-51455 Golden State Seal Merit Diploma
- 60600-60649 Assessment of academic achievement
- 60800 Physical fitness testing
- 60810 Assessment of language development
- 60850-60856 Exit examination

CODE OF REGULATIONS, TITLE 5

- 850-870 Standardized Testing and Reporting program
- 880-901 Designated primary language test
- ~~1200-1216 High School Exit Examination, as proposed 11/21/00~~

Management Resources:

CDE PROGRAM ADVISORIES

- Students with Disabilities: Guidelines for Testing the California Standardized Testing and Reporting Program*
- 0327.86 Reporting norm-referenced standardized achievement test scores to parents

CSBA ADVISORIES

- 0306.01 California Assessment Update
- 0313.00 Districts must ensure that all required student data is submitted to the publisher, or face financial penalty #00-01

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

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2001

WEB SITES

- CDE: <http://www.cde.ca.gov>
- CSBA: <http://www.csba.org>
- U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

Policy
adopted: September 5, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

The Governing Board encourages the collaboration of parents/guardians, teachers, resource personnel, administrators and students in evaluating the strengths and needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students. The Superintendent or designee shall establish student study teams as needed to address individual students' needs.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 5113.1 - Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)

The Superintendent or designee shall establish a process for initiating referrals of students to the student study team.

Each student study team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1020 - Youth Services)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - Student Health and Social Services)
(cf. 5144 - Discipline)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6020 - Parent Involvement)
(cf. 6158 - Independent Study)
(cf. 6159 - Individualized Education Program)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - District/State Funded Summer School)
(cf. 6178 - Vocational Education)
(cf. 6178.1 - Work Experience Education)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Student Study Teams

BP 6164.5

Instruction

The student study team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children

48260-48273 Truancy

48400-48454 Continuation education

48630-48644.5 Opportunity schools

49600-49604 Educational counseling

51745-51749.3 Independent study programs

52200-52212 Gifted and talented student programs

54400-54425 Programs for disadvantaged children

54440-54445 Migrant children

54660-54669 Dropout prevention programs

54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act

WELFARE AND INSTITUTIONS CODE

4343-4352.5 Primary interventions program, mental health

18986.40-18986.46 Interagency children's services

Management Resources:

CDE PUBLICATIONS

SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000

Student Success Teams: Supporting Teachers in General Education, 1997

CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS

SST: Student Success Teams, 2000

WEB SITES

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

California Dropout Prevention Network: <http://www.edualliance.org/cdpn>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

Policy
adopted: September 5, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

The Governing Board believes that all students deserve an education that challenges them to meet their fullest potential. The Board shall provide gifted and talented students in grades K-12 opportunities for learning commensurate with their particular abilities and talents.

(cf. 0200 - Goals for the School District)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 6000 - Concepts and Roles)

The Board shall approve a district plan for gifted and talented education (GATE) which meets criteria established by the State Board of Education for program approval.

The district's program shall be designed to provide articulated learning experiences across subjects and grade levels and shall be aligned with and extend the state academic content standards and curriculum frameworks.

(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6178 - Career Technical Education)

Identification of Gifted and Talented Students

Students may be identified for the GATE program on the basis of demonstrated or potential abilities in any one or more of the following categories: (Education Code 52202; 5 CCR 3822)

1. Intellectual Ability: The student demonstrates extraordinary or potential for extraordinary intellectual development.
2. High Achievement: The student consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
3. Creative Ability: The student characteristically perceives unusual relationships among aspects of the student's environment and among ideas, overcomes obstacles to thinking and doing, and/or produces unique solutions to problems.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6142.6 - Visual and Performing Arts Education)

Instruction

Instructional Components

The district's GATE program may include part-time groupings and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, *district/state funded summer school*, postsecondary education, and enrichment. (Education Code 52206)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6141.5 - Advanced Placement)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6158 - Independent Study)
(cf. 6172.1 - Concurrent Enrollment in College Classes)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - District/State Funded Summer School)

GATE students may regularly participate, on a planned basis, in special counseling or instructional activity during or outside of the regular school day in order to benefit from additional educational opportunities not provided in the regular classroom. (5 CCR 3840)

(cf. 6164.2 - Guidance/Counseling Services)

In addition, the district may provide specialized services designed to assist underachieving, linguistically diverse, culturally diverse, and/or economically disadvantaged GATE students to achieve at levels commensurate with their abilities. (5 CCR 3840)

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6174 - Education for English Language Learners)

The district's GATE program shall include an academic component and, as appropriate, instruction in basic skills for each student. (Education Code 52206)

The district's GATE program shall include an academic component and, as appropriate, instruction in basic skills for each student. (Education Code 52206)

The district's program shall support the social and emotional development of GATE students in order to increase responsibility, self-awareness, and social awareness and adjustment. Staff development shall be provided to support teachers of GATE students in understanding the unique learning styles and abilities of these students and in developing appropriate instructional strategies.

(cf. 4131 - Staff Development)

Instruction

Advisory Committee

The Superintendent or designee shall appoint an advisory committee to support the needs of the GATE program and to assist in program planning, implementation, and evaluation. The committee shall include the district's program coordinator, certificated staff, parents/guardians of GATE students, community members, and students as appropriate.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Program Evaluation

The Board shall annually review the progress of students enrolled in the district's GATE program and administration of the program using methods identified in the district's GATE plan, and may require modifications in the program as indicated by the results of this review. (5 CCR 3831)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

37223 Weekend classes for mentally gifted minors

41500-41573 Categorical education block grants

48800-48802 Enrollment of gifted students in community college

51740 Instruction by correspondence

51745-51749.3 Independent study programs

52200-52212 Gifted and talented education program

52800-52887 School-Based Program Coordination

64000 Categorical programs included in consolidated application

64001 Single plan for student achievement, consolidated application programs

76000-76002 Enrollment in community college

CODE OF REGULATIONS, TITLE 5

1633 Instruction by correspondence

3820-3870 Gifted and talented education program

Management Resources:

CALIFORNIA ASSOCIATION FOR THE GIFTED PUBLICATIONS

GATE Standards Workbook: A Guide to Design, Improve and Assess Gifted Programs, 2005

Meeting the Standards: A Guide to Developing Services for Gifted Students, 2002

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Gifted and Talented Education Program Resource Guide, rev. 2005

Instruction

Recommended Standards for Programs for Gifted and Talented Students, rev. 2005

WEB SITES

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

California Association for the Gifted: <http://www.cagifted.org>

California Department of Education, Gifted and Talented Education: <http://www.cde.ca.gov/sp/gt>

Council for Exceptional Children, The Association for the Gifted (CEC-TAG): <http://www.cectag.org>

National Association for Gifted Children: <http://www.nagc.org>

Policy
adopted: September 5, 2007
revised: May 20, 2009
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

The Governing Board recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. When the need is demonstrated and funds are available, the Superintendent or designee, with Board approval, shall **may** establish **district/state funded** summer school day and/or evening classes for purposes of remediation, enrichment, and/or acceleration.

The district shall offer summer instructional programs for graduating high school seniors who need courses for graduation before the beginning of the next school year. (Education Code 41976.5)

(cf. 6146.1 - High School Graduation Requirements)

The district's **district/state funded** summer school program may be used to provide supplemental instruction for students failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy, and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 41505-41506; 5 CCR 11472)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

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

(cf. 6162.52 - High School Exit Examination)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6179 - Supplemental Instruction)

Enrollment Priorities

Priority to enroll in **district/state funded** summer programs shall be given to district students who:

1. Are eligible for supplemental instruction on the basis of retention or recommendation for retention pursuant to Education Code 37252.2
2. Are eligible for supplemental instruction on the basis of insufficient progress toward passing the state high school exit examination pursuant to Education Code 37252
3. Need course credits in order to graduate from high school before the beginning of the next school year

The remaining openings shall be offered to district students on a first-come first-served basis.

Instruction

Attendance

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for their **district/state funded** summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

(cf. 5113 - Absences and Excuses)
(cf. 6154 - Homework/Make-Up Work)

Rotation of School Sites

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to equalize long-term facility and maintenance needs.

Legal Reference:

EDUCATION CODE

- 37252-37254.1 Supplemental instruction
- 41505-41508 Pupil Retention Block Grant
- 41976.5 Summer school programs, substantially disabled persons or graduating high school seniors
- 42238.8 Revenue limit for average daily attendance
- 42239 Summer school apportionments
- 48070-48070.5 Promotion and retention
- 51210 Areas of study for elementary schools
- 51220 Areas of study for grades 7-12
- 51730-51732 Powers of governing boards (authorization for elementary summer school classes)
- 56345 Extended-year program for special education students
- 58700-58702 Credit towards summer school apportionments for tutoring and homework assistance program
- 58806 Summer school apportionments

60851 Supplemental instruction toward exit examination
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

- 53025-53032 Intensive reading instruction
- 53091-53095 Intensive algebra instruction

CODE OF REGULATIONS, TITLE 5

- 3043 Extended school year, special education students
- 11470-11472 Summer school

ATTORNEY GENERAL OPINIONS

- 70 Ops.Cal.Atty.Gen. 282 (1987)

Management Resources:

WEB SITES

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

Policy
adopted: September 5, 2007
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

Instruction

Supplemental instructional programs may be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday, and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)

- (cf. 5148.2 - Before/After School Programs)*
- (cf. 6111 - School Calendar)*
- (cf. 6112 - School Day)*
- (cf. 6176 - Weekend/Saturday Classes)*
- (cf. 6177 – District/State Funded Summer School)*

Supplemental Instruction Based on Retention or Academic Deficiencies

Students in grades 2-9 who have been retained or recommended for retention shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252.2)

1. For the purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.
2. Students who were enrolled in grade 6 or 9 during the prior school year shall be eligible for ***District/State Funded*** summer school instruction ***when offered***.

(cf. 5123 - Promotion/Acceleration/Retention)

To the extent that the district provides supplemental instruction to students in grades 2-6 who are identified as being at risk of retention or as having deficiencies in mathematics, reading, or written expression, those students also shall be subject to the provisions set forth in items #1 and #2 above. (Education Code 37252.8)

The Superintendent or designee shall seek the active involvement of parents/guardians and classroom teachers in the development and implementation of supplemental instructional programs. (Education Code 37252.2, 37252.8)

An intensive remedial program in reading or written expression shall, as needed, include instruction in phonemic awareness, systematic explicit phonics and decoding, word attack skills, spelling and vocabulary, explicit instruction of reading comprehension, writing, and study skills. (Education Code 37252.2, 37252.8)

(cf. 6142.91 - Reading/Language Arts Instruction)

Supplemental Instruction Based on Progress Toward Passing Exit Examination

Students in grades 7-12 who do not demonstrate "sufficient progress," as defined in Board policy, toward passing the state exit examination required for high school graduation shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252)

Instruction

1. For the purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.
2. Students who were enrolled in grade 12 during the prior school year shall be eligible for supplemental instructional programs.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

The curriculum of the supplemental instruction program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit examination. (Education Code 60851)

(cf. 6011 - Academic Standards)

Intensive instruction and services designed to help students pass the exit examination after they have failed to pass one or both parts of the examination by the end of grade 12 shall be provided as follows: (Education Code 37254)

1. Each eligible student shall receive an appropriate diagnostic assessment to identify his/her areas of need.
2. Each student shall receive intensive instruction and services based on the results of the diagnostic assessment and his/her prior results on the exit exam.
3. The intensive instruction and services shall be based on strategies that are most likely to result in the student passing the part(s) of the exit exam that he/she has not yet passed and may include, but not be limited to:
 - a. Individual or small group instruction
 - b. The hiring of additional teachers
 - c. Purchasing, scoring, and reviewing diagnostic assessments
 - d. Counseling
 - e. Designing instruction to meet specific needs of eligible students
 - f. Appropriate teacher training to meet the needs of eligible students

(cf. 4131 - Staff Development)

- g. Instruction in English language arts and/or mathematics that eligible students need in order to pass those parts of the exit exam not yet passed, including employing different intensive instruction and services aligned to the needs and circumstances of students who have not passed one or both parts of the exit exam by the end of grade 12 compared to other district students in grade 12 with similar needs

Instruction

- h. Instruction and services by a public or nonpublic entity as determined by the Superintendent or designee

- 4. English language learners shall have the opportunity to receive intensive instruction and services as described in item #2 above that also shall include services to improve English proficiency as needed to pass one or both parts of the exit exam not passed by the end of grade 12.

(cf. 6174 - Education for English Language Learners)

The intensive instruction and services may be provided during the regular school day provided that they do not supplant the student's instruction in the core curriculum areas defined in Education Code 60603 or physical education. Eligible students may receive intensive instruction and services on Saturdays, evenings, or at a time and location deemed appropriate by the Superintendent or designee in order to meet the needs of these students. (Education Code 37254)

The Superintendent or designee shall notify, in writing, all students who have not passed one or both parts of the exit exam by the end of grade 12, or the parents/guardians of such students if under age 18, of the availability of intensive instruction and services each term for the next two consecutive school years. Eligible students also shall be notified of their right to file a complaint regarding the intensive instruction and services in accordance with Education Code 35186 (Williams Uniform Complaint Procedures).

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6164.2 - Guidance/Counseling Services)

The notice shall include the name and phone number of a contact person designated by the Superintendent or designee who can assist students who have questions, concerns, or complaints regarding the availability of the additional instruction.

The notification shall be sent to the last known address before the end of each school term in sufficient time for eligible students to register for or avail themselves of those services. The notice shall also be posted in the school office, district office, and on the district's Internet web site, if any. (Education Code 37254)

(cf. 1113 - District and School Web Sites)

Regulation
approved: April 2, 2008
revised:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

G. BOARD BUSINESS

3. **TITLE:** Receive for Information and Review Exhibit 5145.6, Parental Notifications

BACKGROUND: Manhattan Beach Unified School District Exhibit 5145.6, Parental Notifications, is presented to the Board as a replacement for first reading and adoption. The exhibit is updated and replaces existing exhibit to add new notifications required by **NEW LAW** including: (1) Education Code 35256 (**AB 1061**) in reference to notification of availability of SARC by February 1 of each year; (2) Education Code 37254 (**AB 347**) in reference to notification of availability of intensive instruction to students who did not pass the exit examination by the end of grade 12; (3) Education Code 51229 (**AB 428**) in reference to notification of admission requirements to UC and CSU; (4) Education Code 66204 in reference to a copy of list of courses certified as satisfying UC/CSU admission requirements; and (5) Education Code 35186 (**AB 347**) in reference to Williams classroom notices for high schools that list the availability of intensive instruction to students who did not pass the exit exam by the end of grade 12.

FISCAL IMPACT: None

RECOMMENDED ACTION: Receive for Information and Review Exhibit 5145.6, Parental Notifications

PREPARED BY: Ellyn Schneider, Executive Director, Student Services

DATE OF MEETING: May 19, 2010

AGENDA NOTE AGENDA NOTE AGENDA NOTE

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. <u>Annually</u>			
Annually <i>by February 1</i>	35256	BP 0510	School Accountability Report Card provided
Annually	5 CCR 4622	AR 1312.3	Uniform complaint procedures and available appeals and civil law remedies, identity of coordinators
Annually to parent, teacher and employee organizations; in absence of organization, to individual	40 CFR 763.93	AR 3514	Availability of complete, updated management plan for asbestos containing material in school buildings
<i>Annually at high school</i>	<i>66204</i>	<i>BP6143</i>	<i>Copy of list of courses offered student that are certified by UC as meeting admission criteria</i>
Annually	56301	BP 6164.4	Rights of all parents related to special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. <u>Beginning of School Year</u>			
Beginning of each school year	20 USC 1681-1688; 42 USC 2000d-2000d-7 34 CFR 106.9	BP 0410	Nondiscrimination on basis of sex, disability, ethnicity or lack of English skills
Beginning of each school year	17612, 48980.3	AR 3514.2	Use of pesticide product active ingredients, Internet address to access information
Beginning of each school year	49510-49520, 48980	BP 3553	Free and reduced price meals
Beginning of each school year	20 USC 6311	AR <i>4112.24</i> AR 4222	<i>Right to request information</i> ; of professional qualifications of their child's teacher and paraprofessional
Beginning of each school year	49063, 49091.14	AR 5020 AR 5125	Availability of course prospectus
Beginning of each school year	20 USC 1232h	AR 5022	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing
Beginning of each school year	48989	AR 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency
Beginning of each school year	48205, 48980	BP 5113 AR 5113	Absence for justifiable personal reasons
Beginning of each school year in grades 7-12	46010.1	BP 5113	Absence for confidential medical <i>services</i>

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. <u>Beginning of School Year (Continued)</u>			
Beginning of each school year if high school open campus	44805.5, 48980	BP 5112.5	Open Campus
Beginning of each school year if Board has adopted resolution allowing such absence	46014, 48980	BP 5113 AR 5113	Absence for religious purposes
Beginning of each school year	49063, 49068 49069, 20 USC 1232g, 34 CFR 99.7	BP 5125 AR 5125	Student records; inspect and review, access, types, location, persons responsible, location of log, access criteria, costs of copies, amendment requests, criteria to determine school official legitimate educational interests
Beginning of each school year	49063, 49070	AR 5125 AR 5125.3	Challenge, review and expunging of records
Beginning of each school year	49063, 49073	AR 5125.1	Release of directory information
Beginning of each school year	49423, 49480 48980	AR 5141.21	Administration of prescribed medication
Beginning of each school year	4951, 48980	BP 5141.3	Refusal to consent to physical examination
Beginning of each school year	48216, 48980	BP 5141.31 AR 5141.31	Immunizations
Beginning of each school year	49472, 48980	AR 5143	Availability of insurance
Beginning of each school year	35291, 48980	AR 5144 AR 5144.1	District and site discipline rules

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. <u>Beginning of School Year (Continued)</u>			
Beginning of each school year	48980, 231.5	AR 5145.7	Sexual harassment policy as related to students
Beginning of each school year	32255-32255.6, 48980	BP 5145.8 AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	48940	BP 6111	Schedule of minimum days
Beginning of each school year	48980, 52244	AR 6141.5	Availability of state funds to cover costs of advanced placement exam fees
Beginning of each school year for students in grades 7-12	51938, 48980	AR 6142.1	Explanation of sex and HIV/AIDS instruction; right to view A/V materials, who is teaching, request specific Education Code sections, right to excuse
<i>Beginning of each school admission year for students in grades 9-12</i>	<i>51229, 48970</i>	<i>AR 6143</i>	<i>Explanation of college requirements, list of UC and CSU web sites that list certified courses, description of career technical education and CDE Internet address, how students may meet with EA's to help them choose courses or enroll in career technical education courses or both</i>
Beginning of each school year in grades 9-12, and when high school student transfers into the district	48980, 60850	AR 6146.1 AR 6162.52	Requirement to pass the high school exit exam including: date of exam, requirements for passing, consequences of not passing, and that passing is a condition of graduation

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. <u>Beginning of School Year (Continued)</u>			
Beginning of each school year	48205, 48980	AR 6154	Grade/credit cannot be reduced <i>due</i> to excused absence if work or test has been completed
Beginning of each school year for districts connected to the Internet	48980, 51870.5	AR 6163.4	Policy on student access to the Internet
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program
Beginning of each school year	58501	BP 6181	Alternative schools
Beginning of each school year	48206.3, 48207, 48208, 48980	AR 6183	Availability of home/hospital instruction for students with temporary disabilities

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. <u>At Specific Times During the Student's Academic Career</u>			
Before high school student attends specialized secondary program on a university campus	17288	None	University campus buildings may not meet Education Code requirements for structural safety
Upon registration, if K-6 students have not previously been transported	39831.5	AR 3543	School bus safety rules and information, rules of conduct, red in a school bus light danger zone, walking to and from stops
Upon admission to school	48216, 49403; Health and Safety Code 120365, 120370 and 120375	AR 5141.31	Immunizations
When child is enrolled in kindergarten	Health and Safety Code 124085, 124100	AR 5141.32	Health screening examination
<i>When in kindergarten or 1st grade, if not previously enrolled in public school</i>	<i>49452.8</i>	<i>AR 5141.32</i>	<i>Requirement for oral health assessment, explanation of importance of teeth, health agency contact, privacy rights</i>
When child first enrolls in a public school, if the school offers a fingerprinting program	32390, 48980	BP 5142.1	Fingerprinting program
<i>To members of athletic Teams</i>	<i>32221.5</i>	<i>AR 5143</i>	<i>Offer of insurance, no-cost and low-cost program options</i>
Before presenting a course using live or dead animals or animal parts	32255-32255.6	BP 5145.8	Right to refrain from harmful or destructive use of animals

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. <u>At Specific Times During the Student's Academic Career</u>			
To student in grades 11 and 12, early enough to enable registration for current fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
Within 20 working days of receiving results of standardized achievement tests	60641; 5 CCR 863	AR 6162.51	Results of tests, test purpose, individual use and intended use
At least once before counseling in grades 7-12	221.5, 48980	BP 6164.2	Course selection and career counseling
Prior to student participation in gifted and talented program	5 CCR 3831	AR 6172	Gifted and talented student program
At beginning of each school year if student has been placed in structured English immersion program	310; 5 CCR 11309	AR 6174	Placement of child in program and opportunity to apply for parental exception waiver
Upon assessment and reassessment of English proficiency and enrollment in program of education for English Language learners	52164.1, 52164.3, 52173; 5 CCR 11303	AR 6174	Program of education for English language learners
Within 30 calendar days of receipt of results	5 CCR 11511.5	AR 6174	CELDT test results

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. <u>At Specific Times During the Student's Academic Career (Continued)</u>			
<i>Beginning of each term for students who have not passed the exit examination by grade 12</i>	37254	AR 6179	<i>Availability of intensive instruction and services for two consecutive academic years and right to file complaint</i>
Before assigning student to opportunity school/class/program	48637.1	BP 6182 AR 6182	Assignment to an opportunity school/class/program

IV. When Special Circumstances Occur

When school identified for program improvement or corrective action, within 30 days of failure to make annual yearly progress	20 USC 6312	AR 0520.2	Notice of failure to parents of English language learners
When school identified for program improvement or corrective action	20 USC 6316	AR 0520.2 AR 5146.1	Explanation of identification, reasons, how problem will be addressed, how parents can become involved, transfer option, availability of supplemental services
For districts with schools that have been identified for program improvement or corrective action, annually	20 USC 6316	AR 0520.2	Availability of supplemental educational services, identity of providers, description of services, qualifications, effectiveness of providers
When district identified for program improvement	20 USC 6316	AR 0520.3	Explanation of status, reasons for identification, how parents can participate in upgrading district

Students**PARENTAL NOTIFICATIONS**

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. <u>When Special Circumstances Occur (Continued)</u>			
When parents request guidelines for filing complaint of child abuse at a school site	48987	BP 1312.1	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When provided written decision in response to a complaint re: discrimination, special education, or noncompliance with laws regulating educational program	5 CCR 4631	AR 1312.3	Appeal rights and procedures
Upon receipt of a complaint alleging discrimination	262.3	AR 1312.3	Civil law remedies available to complainants
At least 72 hours before use of pesticide product not included in annual list	17612	AR 3514.2	Intended use of pesticide product
When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing
For districts receiving Title I funds, when child has been taught for four or more consecutive weeks by a teacher who is not "highly qualified"	20 USC 6311	AR 4112.24	Timely notice to parent of child's assignment
Before any test questioning personal beliefs	51513	AR 5022	Permission for test -survey questioning personal beliefs

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. <u>When Special Circumstances Occur (Continued)</u>			
When a student is classified a truant	48260.6	AR 5113	Parental obligation
<i>When a student is identified as being at risk of retention</i>	<i>48260.5</i>	<i>AR 5113</i>	<i>Parental obligation</i>
When a truant is referred to a SARB or probation department	48263	AR 5113	Name and address of SARB or probation department and reason for referral
When interdistrict transfer is requested and not approved or denied within 30 days	46601	AR 5117	Appeal process
When student expelled from another district for certain acts seeks admission	48915.1, 48918	AR 5119	Hearing re: possible danger presented by expelled student
When student in danger of failing a course	49067	AR 5121	Student in danger of failing a course
When student identified as being at risk of retention	48070.5	AR 5123	Student at risk of retention
When student transfers from another district or private school	49068	AR 5125	Right to receive copy of student's record and to challenge its contents
Within 24 hours of release of information to a judge or probation officer	49076	AR 5125	Release of student record information to a judge or probation officer for conducting a truancy mediation program or for presenting evidence at a truancy petition

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. <u>When Special Circumstances Occur (Continued)</u>			
Before release of information pursuant to court order or subpoena	49077	AR 5125	Release of information pursuant to court order or subpoena
When sharing student immunization information with an immunization system	Health & Safety 120440	AR 5125	Types of information to be shared, name and address of agency; acceptable use of the information, right to examine; right to refuse to share
When student transfers out of state or records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records
<i>Prior to conducting Initial evaluation</i>	<i>56301, 56329 CFR 300.52</i>	<i>AR 5125</i>	<i>Proposed evaluation plan, related parental rights, Prior written notice</i>
For districts with secondary students receiving Title I Funds	20 USC 7908	AR 5125.1	Notice that parents may request district to not release name, address, phone number of child to military recruiters without prior written consent
Prior to withholding grades, diplomas, or transcripts	48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	48904.3	AR 5125.2	Next school will continue withholding grades, diplomas or transcripts
When injurious object is taken from student	49332	AR 5131.7	Weapons and dangerous objects

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. <u>When Special Circumstances Occur (Continued)</u>			
When screening results in suspicion that student has scoliosis	49452.5	BP 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	49456	BP 5141.3	Vision or hearing test
Before student serves on safety patrol	49302	AR 5142.2	Parental consent
When a district with junior/ high schools does not provide medical/hospital services for injured athletic students	49471	AR 5143	Unavailability of services
At time of suspension	48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	48911	AR 5144.1	Extension of suspension
Before holding a closed session re: suspension	48912	AR 5144.1	Intent to hold a closed session re: suspension
When readmission is denied	48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	48916	AR 5144.1	Description of readmission procedures
10 calendar days before expulsion hearing	48918	AR 5144.1	Notice of expulsion hearing

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. <u>When Special Circumstances Occur (Continued)</u>			
When expulsion or suspension of expulsion occurs	48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
When student is released to peace officer	48906	BP 5145.11	Release of student to peace officer
When child participates in licensed child care and development program	Health & Safety Code 1596.857	AR 5148	Parent right to enter facility
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies re: unexcused absences
One month before the scheduled minimum day	48980	BP 6111	When minimum days scheduled after beginning of the school year
Before implementing a continuous school program	37616	BP 6117	Continuous school program
Within 14 days of instruction if arrangement made for guest speaker after beginning of school year	51938	BP 6142.1	Instruction in HIV/AIDS or sexual health education by guest speaker or outside consultant
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6171	Notice of policy
<i>Prior to involuntary transfer to continuation school</i>	<i>48432.5</i>	<i>AR 6184</i>	<i>Right to require a meeting prior to involuntary transfer to continuation school</i>

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. <u>When Special Circumstances Occur (Continued)</u>			
If school has lost its WASC accreditation status	35178.4	BP 6190	Loss of status, potential consequences
V. <u>Special Education Notices</u>			
<i>Disciplinary action taken</i>	<i>20 USC 1415(k) 34 CFR 300.530</i>	<i>AR 5144.2</i>	<i>Decision and procedural safeguards notice</i>
<i>Suspension or change of Placement for more than 10 days</i>	<i>20 USC 1415(k) 34 CFR 300.530</i>	<i>AR 5144.2</i>	<i>Decision and procedural safeguards notice</i>
Change of placement for more than 10 days	20 USC 1415(k) 34 CFR 300.523	AR 5144.2	Decision
24 hours before IEP when intending to tape record	56341.1	AR 6159	Intention to tape record IEP meeting
When parent orally requests review of IEP	56343.5	AR 6159	Notice for written request
Prior to participation in special education	56346	AR 6159	Notice of IEP meetings, why participation necessary

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. <u>Special Education Notices (Continued)</u>			
Early enough to ensure opportunity for parent to attend IEP meeting	56341.5 34 CFR 300.345	AR 6159	Time, purpose, location, who in attendance, participation of others with special knowledge, transition statements if appropriate
Whenever there is a proposal or refusal to initiate or change the identification, evaluation or placement, <i>or FAPE</i>	20 USC 1415(c) 34 CFR 300.503	AR 6159.1	Prior written notice
Initial referral for Evaluation	20 USC 1415(d) 34 CFR 300.503	AR 6159.1	Prior written notice and Procedural safeguards notice
Notification of IEP meeting	20 USC 1415(d)	AR 6159.1	Procedural safeguards notice
Reevaluation of student	20 USC 1415(d)	AR 6159.1	Procedural safeguards notice
Registration of complaint	20 USC 1415(d) 34 CFR 300.504	AR 6159.1	Procedural safeguards notice
Upon requesting a due process hearing	20 USC 1415(k) 34 CFR 300.507	AR 6159.1	Child's name, address, school, description of problem, proposed resolution
Before functional behavioral assessment begins	5 CCR 3052	AR 6159.4	Notification and consent
Before modification of behavioral intervention plan	5 CCR 3052	AR 6159.4	Need for modification, right to question modification
Within one school day of emergency intervention or serious property damage	5 CCR 3052	AR 6159.4	Emergency intervention

Students

PARENTAL NOTIFICATIONS

Note: This exhibit lists those notices which must be provided to parent(s)/guardian(s). Unless otherwise indicated, code numbers below refer to the Education Code.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. <u>Special Education Notices (Continued)</u>			
<i>For student receiving exit exam waiver, prior to receipt of diploma</i>	<i>60852.4</i>	<i>AR 6162.52</i>	<i>Right to FAPA</i>
When 15 days of referral for assessment, for special education programs	56321	AR 6164.4	Proposed assessment plan and related parental rights
<i>Prior to conducting initial evaluation</i>	<i>56329 CFR 300.502</i>	<i>AR 6164.4</i>	<i>Proposed evaluation plan, related parental rights, prior written notice</i>
Upon completion of administration of assessment	56329; 34 CFR 300.502	AR 6164.4	IEP meeting scheduled and determination at meeting
If parent disagrees with assessment	56329 343 CFR 300.502	AR 6164.4	Right to obtain independent educational assessment

VI. Classroom Notices

In each classroom in each sufficiency school	35186	AR/E 1312.4	Complaint rights re: of instructional materials and maintenance of facilities
In each classroom in each school	35186	AR 1312.4 E 1312.3	Complaint rights re: sufficiency instructional materials, teacher vacancy and misassignment, maintenance of facilities, and, for grades 10-12, right of students who did not pass the exit exam to receive intensive instruction after completion of grade 12

MBUSD

E 5145.6(q)

Students

PARENTAL NOTIFICATIONS

Exhibit MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

version: September 5, 2007 Manhattan Beach, California

revision: July 23, 2008

reviewed:

G. BOARD BUSINESS

4. **TITLE:** Receive for Board approval REVISED Board Policy 6145, Extracurricular and Cocurricular Activities

BACKGROUND: Manhattan Beach Unified District Board Policy 6145, Extracurricular and Cocurricular Activities, is presented for Board approval. The revised **MANDATED** policy reflects **NEW LAW (AB 81)** which provides that a foster youth who changes residences is immediately eligible for participation in extracurricular activities and interscholastic sports. The updated policy also reflects **NEW LAW (AB 343)** which requires districts to be flexible in applying their local rules to children of military families to facilitate their eligibility for extracurricular activities. A new section also has been added on "Student Conduct at Extracurricular/Cocurricular Events."

FISCAL IMPACT: None.

ACTION RECOMMENDED: Receive for Board approval REVISED Board Policy 6145, Extracurricular and Cocurricular Activities

PREPARED BY: Carolyn Seaton, Executive Director, Educational Services

DATE OF MEETING: May 19, 2010

Extracurricular and Cocurricular Activities

BP 6145(a)

Instruction

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately, and no district student's participation in extracurricular and cocurricular activities shall be required or refused, based on the student's *sex*, gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

~~(cf. 5145.7 - Sexual Harassment)~~

No student shall be prohibited from participating in extracurricular and cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale
2. Maintenance of minimum progress toward meeting high school graduation requirements

Extracurricular and Cocurricular Activities

BP 6145(b)

Instruction

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

~~The Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.~~ *The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.*

(cf. 6164.5 - Student Success Teams)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

Any decision regarding the eligibility of any child in foster care or a child of a military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 - Discipline)

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and/or cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Instruction

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

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

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

(cf. 6145.2 - Athletic Competition)

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference:

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49700-49704 Education of children of military families

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

~~CDE LEGAL ADVISORIES~~

~~001.90 Access to School-Related Activities and Events by Disabled Students, LO: 3-0~~

~~409.87 Requirements for Pupil Participation in Extracurricular and Cocurricular activities, AB 2613, CIL: 86/87-11~~

WEB SITES

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

Extracurricular and Cocurricular Activities

BP 6145(d)

Instruction

California Department of Education, Educational Options Office:

<http://www.cde.ca.gov/ls/pf/mc>

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

Policy MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

adopted: September 5, 2007 Manhattan Beach, California

revised:

G. BOARD BUSINESS

5. **TITLE:** Receive for Board approval REVISED Board Policy 6145.2, Athletic Competition

BACKGROUND: Manhattan Beach Unified District Board Policy 6145.2, Athletic Competition, is presented for Board approval. This policy is revised to reflect **NEW LAW (AB 81)** which provides that a foster youth who changes residences because of a court order or decision of a child welfare worker is immediately eligible for participation in extracurricular activities and interscholastic sports. The policy also reflects **NEW LAW (AB 343)** which requires districts to be flexible in applying their local rules to children of military families to facilitate their eligibility for extracurricular activities. The "Health and Safety" section is revised to add language that athletic equipment must be cleaned and inspected for safety before the beginning of each school year.

ACTION RECOMMENDED: Receive for Board approval REVISED Board Policy 6145.2, Athletic Competition

PREPARED BY: Carolyn Seaton, Executive Director, Educational Services

DATE OF MEETING: May 19, 2010

Athletic Competition

BP 6145.2(a)

Instruction

The Governing Board recognizes that the athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation.

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 5137 - Positive School Climate)

(cf. 6142.7 - Physical Education)

(cf. 7110 - Facilities Master Plan)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

The district's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for both sexes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Sportsmanship

The Board values the quality and integrity of the athletic program and the ethical well-being and character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Codes of Conduct, as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor."

Athletic Competition

BP 6145.2(b)

Instruction

Students and staff may be subject to disciplinary action for improper conduct.

(cf. 3515.2 - Disruptions)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.4 - Student Disturbances)

(cf. 5144 - Discipline)

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

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

California Interscholastic Federation

The Board maintains membership in the CIF and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation, and CIF bylaws and rules. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for the site-level decisions, as appropriate.

Upon recommendation of the Superintendent, the Board shall annually designate an employee from the high school to serve as a representative to the local CIF league. Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the district's goals for interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the district representatives to the CIF report regularly to the Board on league, section, and statewide issues, as well as activities and prospective actions related to athletics.

Student Eligibility

The first priority of student athletes shall be a commitment to their education and performing well in the classroom.

(cf. 6011 - Academic Standards)

Athletic Competition

BP 6145.2(c)

Instruction

Eligibility requirements for participation in the district's interscholastic athletic program, *including eligibility for a child in foster care or a child of a military family*, are the same as those set by the district for participation in extracurricular and cocurricular activities.

- (cf. 3530 - Risk Management/Insurance)
- (cf. 5111.1 - District Residency)
- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6162.52 - High School Exit Examination)
- (cf. 6173.1 - Education for Foster Youth)*
- (cf. 6173.2 - Education of Children of Military Families)*

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by the CIF satisfy CIF eligibility requirements.

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities. Universal precautions shall be observed when injuries occur.

- (cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
- (cf. 4119.43/4219.43/4319.43 - Universal Precautions)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
- (cf. 5141.22 - Infectious Diseases)

Students shall have a medical clearance before participating in the interscholastic athletic program. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

- (cf. 5131.61 - Drug Testing)
- (cf. 5131.63 - Steroids)
- (cf. 5141.3 - Health Examinations)
- (cf. 5143 - Insurance)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. *The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.*

Athletic Competition

BP 6145.2(d)

Instruction

(cf. 5142 - Safety)

Supervision

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training, and preparation for competition. Athletic events shall be officiated by qualified personnel.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

270-271 Athletes' Bill of Rights

17578 Cleaning and sterilizing of football equipment

17580-17581 Football equipment

32221.5 Required insurance for athletic activities

33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program

33354 CDE authority over interscholastic athletics

35160.5 District policies; rules and regulations

35161 Powers and duties generally

35179 Interscholastic athletics

48900 Grounds for suspension and expulsion

48930-48938 Student organizations

49020-49023 Athletic programs; legislative intent, equal opportunity

49030-49034 Performance-enhancing substances

60850-60859 High school exit examination

PENAL CODE

245.6 Hazing

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

5531 Supervision of extracurricular activities of students

5590-5596 Employment of noncertificated coaches

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

CODE OF FEDERAL REGULATIONS, TITLE 34

106.31-106.42 Discrimination on the basis of sex in education programs or activities prohibited

COURT DECISIONS

Kahn v. East Side Union High School District, (2004) 31 Cal.4th 990t

Hartzell v. Connell, (1984) 35 Cal. 3d 899

111.

Athletic Competition

BP 6145.2(e)

Instruction

Management Resources:

CSBA PUBLICATIONS

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

A Guide to Equity (Equity Handbook)

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws, 1996-97

WEB SITES

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

California Department of Education, Equal Opportunity and Access:

<http://www.cde.ca.gov/re/di/ee>

California Interscholastic Federation: <http://www.cifstate.org>

National Federation of State High School Associations: <http://www.nfhs.org>

National Operating Committee on Standards for Athletic Equipment: <http://www.nocsae.org>

Policy MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

adopted: September 5, 2007 Manhattan Beach, California

revised:

G. BOARD BUSINESS

6. **TITLE:** Receive for Board approval REVISED Board Policy 6146.1, High School Graduation Requirements

BACKGROUND: Manhattan Beach Unified District Board Policy 6146.1, High School Graduation Requirements, is presented for Board approval. This policy is revised to reflect **NEW LAWS (AB 167 and AB 343)** which require the district to exempt or waive specific course requirements for foster youth or children of military families, respectively. This policy also contains general language in reference to the exemption or waiver of the requirement to pass the high school exit examination for students with disabilities.

FISCAL IMPACT: None.

ACTION RECOMMENDED: Receive for Board approval REVISED Board Policy 6146.1, High School Graduation Requirements

PREPARED BY: Carolyn Seaton, Executive Director, Educational Services

DATE OF MEETING: May 19, 2010

AGENDA NOTE AGENDA NOTE AGENDA NOTE

High School Graduation Requirements

BP 6146.1(a)

Instruction

The Governing Board desires to prepare all students to obtain a diploma of high school graduation to enable them to take advantage of opportunities for postsecondary education and/or employment.

- (cf. 5127 - Graduation Ceremonies and Activities)
- (cf. 5147 - Dropout Prevention)
- (cf. 5149 - At-Risk Students)
- (cf. 6143 - Courses of Study)
- (cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

- (cf. 6011 - Academic Standards)
- (cf. 6142.92 - Mathematics Instruction)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

- (cf. 6142.3 - Civic Education)
- (cf. 6142.93 - History-Social Science Instruction)**

High School Graduation Requirements

BP 6146.1(b)

Instruction

Course Requirements

5. One course in visual or performing arts, foreign language, or American Sign Language (Education Code 51225.3)

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Two courses in physical education/athletics, unless the student has been exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education)

7. One semester course in health/adult living including service learning

(cf. 6142.4 - Service Learning/Community Service Classes)

8. Seventeen semesters of electives

Making a total of 230 credits.

A student enrolled in grades 9, 10, and 11 shall be enrolled in a minimum of six courses, per semester, to complete his/her prescribed courses of study for graduation. A student enrolled in grade 12 shall be enrolled in a minimum of five courses, per semester, to complete his/her course of study for graduation. When a student can demonstrate extenuating circumstances that prevent him/her from attending the required number of courses per semester, per year (i.e. health, family, or economic reasons), the Principal/designee and parent or the student, if age 18 or older, must approve the modified schedule.

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

(cf. 6146.11 - Alternative Credits Toward Graduation)

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

(cf. 6142.4 - Service Learning/Community Service Classes)

High School Exit Examination

As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she *receives a waiver or exemption*. ~~as a condition of high school graduation.~~ (Education Code **High**

School Graduation Requirements

BP 6146.1(c)

Instruction

High School Exit Examination

60851, 60859)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6162.52 - High School Exit Examination)

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in Board policy **6179 - Supplemental Instruction**, toward passing the exit examination. (Education Code 37252, 60851)

(cf. 5148.2 - Before/After School Programs)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

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

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

~~Options for Students Not Passing the High School Exit Examination~~

Upon receipt of the results of the last administration of the exit examination to high school seniors, the Superintendent or designee shall identify students who have fulfilled all local and state graduation requirements except for passage of the exit examination and shall notify them, and their parents/guardians, of the educational options offered by the district. *In addition to intensive remedial instruction, the district shall offer students who have passed all state and local graduation requirements except one or both parts of the exit exam the following options for two years beyond their regular senior year or until they pass the exam, whichever occurs first:*

(cf. 0420.4 - Charter Schools)

(cf. 6158 - Independent Study)

(cf. 6184 - Continuation Education)

Instruction

High School Exit Examination

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

Certificates of Completion

~~The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for passage of the exit examination and the resources that have been offered to such students.~~ Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit examination shall receive a certificate of completion.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student *who was interned by order of the federal government during World War II* or who is an honorably discharged veteran of *World War II*, the Korean War or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding *the internment or* military service and he/she did not receive a diploma because his/her education was interrupted due to the *internment or* military service. (Education Code 51430)

In addition, the Board may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE

35186 Williams Uniform Complaint Procedures

37252 Supplemental instructional programs

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

37254.1 Required student participation in supplemental instruction

47612 Enrollment in charter school

High School Graduation Requirements

BP 6146.1(e)

Instruction

Legal Reference:

EDUCATION CODE

48200 Compulsory attendance

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

49701 Interstate Compact on Educational Opportunity for Military Children

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.3 Requirements for graduation

51225.5 Honorary diplomas; foreign exchange students

51228 Graduation requirements

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51412 Diplomas

51420-51427 High school equivalency certificates

51450-51455 Golden State Seal Merit Diploma

51745 Independent study restrictions

52378 Supplemental school counseling program

56390-56392 Recognition for educational achievement, special education

60850-60859 High school exit examination

66204 Certification of high school courses as meeting university admissions criteria

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of pupils from grade 12 and credit toward graduation

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

CSBA PUBLICATIONS

~~Preparing for the High Stakes of the High School Exit Exam: An Examination of Certificates of Completion, Policy Advisory, September 2005~~

WEB SITES

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

California Department of Education, California High School Exit Examination:

<http://www.cde.ca.gov/ta/tg/hs>

High School Graduation Requirements

BP 6146.1(f)

Instruction

Policy MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

adopted: April 2, 2008 Manhattan Beach, California

revised: October 1, 2008

revised: February 2009

revised: August 26, 2009

revised:

G. BOARD BUSINESS

7. **TITLE:** Receive for Board review **REVISED** Administrative Regulation 6162.52, High School Exit Examination

BACKGROUND: Manhattan Beach Unified District **REVISED** Administrative Regulation 6162.52, High School Exit Examination, is presented for Board review. The regulation has been updated to reflect **NEW LAW (ABX4 2)** which exempts, beginning with the 2009-10 school year, students with disabilities from the requirement to pass the exam as a condition of receiving a diploma. The regulation is also revised to reflect **NEW TITLE 5 REGULATIONS** which (1) clarify that students in grade 12 who have not passed the exam may take the exam up to five times per school year, (2) authorize the district to provide students a testing variation where they are tested in a small group setting, and (3) revise the list of allowable test accommodations.

FISCAL IMPACT: None.

ACTION RECOMMENDED: Receive for Board review **REVISED** Administrative Regulation 6162.52, High School Exit Examination

PREPARED BY: Carolyn Seaton, Executive Director, Educational Services

DATE OF MEETING: May 19, 2010

AGENDA NOTE AGENDA NOTE AGENDA NOTE

120.

High School Exit Examination

AR 6162.52(a)

Instruction

Definitions

Variation means a change in the manner in which a test is presented or administered or in how a student is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850)

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. (Education Code 60850)

District and Test Site Coordinators

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among district employees and shall notify the test contractor of the identity and contact information of the coordinator. The district coordinator or Superintendent or designee shall be available throughout the year; shall serve as the liaison between the district and the test contractor and between the district and the California Department of Education (CDE) for all matters related to the exit examination, and shall perform additional duties specified in 5 CCR 1209-1211.5. (5 CCR 1209)

Annually, the district coordinator or Superintendent or designee shall designate a test site coordinator for each test site to fulfill the responsibilities specified in 5 CCR 1210-1211.5. (5 CCR 1210)

All district and test site coordinators shall sign a test security affidavit/*agreement* pursuant to 5 CCR 1211.5.

Access to exam materials shall be limited to students taking the exam and individuals who have signed the test security affidavit, including employees directly responsible for test administration. All district and test site coordinators shall be responsible for inventory control. (5 CCR 1211)

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

The high school exit exam shall be administered as follows: (Education Code 60851, 60852.3; 5 CCR 1204, 1204.5)

Instruction

District and Test Site Coordinators

1. Students shall ~~take the exam once per school year while in grade 10, including students with disabilities who are otherwise exempt from the requirements of the exam, shall take each section of the exit exam once during the school year, either during the grade 10 census administration or the district-designated grade 10 make-up administration.~~

2. Students in grade 11 who have not yet passed one or both sections of the *exit* exam shall have up to two opportunities per year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students ~~shall not be~~ *may be* tested in successive administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.

3. Students in grade 12 shall have ~~up to~~ *at least* three opportunities to take the section(s) of the *exit* exam not yet passed. ~~The district shall offer either three opportunities during grade 12 or two opportunities in grade 12 and one opportunity in the year following grade 12 to take the exam. Eligible students in grade 12 may elect to take the exam during district-provided opportunities. Students in grade 12 may elect to take the exam up to five times during the school year and may take the exam in successive administrations.~~ Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6179 - Supplemental Instruction)

4. Adult students shall have up to three opportunities per year to take the section(s) of the *exit* exam not yet passed and may elect to take the exam during these opportunities. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6200 - Adult Education)

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

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

(cf. 6174 - Education for English Learners)

Test administrators at the test sites shall be responsible for the accurate identification of eligible

Instruction

District and Test Site Coordinators

students to whom the exit exam is to be administered. This identification shall be made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

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

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)

Testing Variations for All Students

The Superintendent or designee may provide any student taking the exam with extra time within a testing day, simplified or clarified test directions (*but not test questions*), and/or student marks (other than responses) *including highlighting* in test booklets *and/or testing in a small group setting*. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

1. *Special lighting, special acoustics, or* special or adaptive furniture
2. ~~Special lighting, special acoustics,~~ Visual magnifying, or audio amplification equipment
3. *Noise buffers (e.g., an individual carrel or study enclosure)*
4. Testing of individual students in a separate room provided that the student is directly supervised by an employee who has signed the test security affidavit
5. Colored overlay, mask, or other means to maintain visual attention to the exam or test items
6. Manually Coded English or American Sign Language to present test administration directions

At least 30 working days before the proposed administration of the *exit* exam, the Superintendent or designee ~~may~~ *shall* submit a request to the CDE for a case-by-case review of a proposed variation that is not specified in law. *The request shall include a description of the requested variation(s) and, if applicable, a certification that the student's individualized education program (IEP) or Section 504 plan specifies that the requested variation is appropriate and necessary to access the exam due to the student's identified disability(ies) and that such variation is currently listed in his/her IEP or Section 504 plan* (5 CCR 1218)

Instruction

Testing Variations for English Language Learners

In addition to testing variations allowed for all students, identified English language learners may be allowed the following testing variations if regularly used in the classroom or for assessments: (5 CCR 1217)

1. Flexible setting: English language learners may have the opportunity to be tested in a separate room with other English language learners provided that the students are directly supervised by an employee who has signed the test security affidavit.
2. Flexible schedule: English learners may have additional supervised breaks within a testing day.
3. Flexible time: English learners may have extra time on the exam within a testing day.
4. Translated directions: English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.
5. Glossaries: English learners may have access to translation glossaries (English to primary language). The glossaries are to include only the English word or phrase with the corresponding primary language word or phrase. The glossaries shall include no definitions, ~~or~~ formulas, *or parts of speech*.

Accommodations/Modifications for Students with Disabilities

A student with disabilities shall be permitted to take the exit exam with accommodations or modifications when the student's individualized education program (IEP) or his/her Section 504 plan specifies their use on the *exit* exam, for standardized testing, or during classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6159 - Individualized Education Program)
- (cf. 6164.6 - Identification and Education Under Section 504)

The use of accommodations shall not invalidate a student's test score(s). Accommodations may include: (5 CCR 1215.5)

1. Presentation accommodations, including large-print versions in 20-point font, test items enlarged if larger than 20-point font is required, Braille transcriptions provided by the test contractor, audio or oral presentation of the mathematics section of the exam, or use of Manually

Instruction

Accommodations/Modifications for Students with Disabilities

Coded English or American Sign Language to present test questions on the mathematics section of the exam *or any prompts or passages present in the writing task*

2. Response accommodations, including responses marked in the test booklet and transferred to the answer document by an employee who has signed the test security affidavit; responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe for selected-response items (e.g., multiple-choice test questions); responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter on the writing portion of the exam and the student indicates all spelling and language conventions; word processing software with spell and grammar check tools turned off on the writing portion of the exam; or an assistive device that does not interfere with the independent work of the student on the multiple-choice or writing portion of the exam
3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test contractor, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test contractor
4. Setting accommodations, including tests administered by a test examiner to a student at home or in the hospital

For purposes of receiving a high school diploma, the use of modifications shall invalidate a student's test score because they fundamentally alter what the test is designed to measure; for the section of the exam for which the modification(s) were used. If the score is equivalent to a passing score, the student may be eligible for a waiver, as detailed below. Modifications may include: (5 CCR 1216)

1. Arithmetic table *or formulas*, calculators, or math manipulatives on the mathematics section of the *exit* exam
2. Audio or oral presentation *of the multiple-choice portion* of the English language arts section of the *exit* exam
3. Manually Coded English or American Sign Language to present test questions *the multiple-choice portion* on the English language arts section of the *exit* exam
4. Spell checkers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the *exit* exam
5. Mechanical or electronic devices or other assistive devices that are not used solely to record

Instruction

Accommodations/Modifications for Students with Disabilities

the student's responses including, but not limited to, transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar, or conventions on the writing portion of the *exit* exam

6. Responses dictated orally, in Manually Coded English, or in American Sign Language to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions
7. Dictionary on any section of the exam

Exemption for Students with Disabilities Beginning in 2009-2010

The district shall grant a diploma to a student with a disability who has not passed the exit exam if all of the following criteria are satisfied: (Education Code 60852.3)

- 1. The student has an IEP or Section 504 plan.*
- 2. The IEP or 504 plan states that the student is scheduled to receive a high school diploma.*
- 3. The student has satisfied or will satisfy all other state and district requirements for the receipt of a high school diploma on or after July 1, 2009.*

Waiver for Students with Disabilities

When a student with disabilities has taken any section of the exit exam with one or more modifications and has received the equivalent of a passing score, his/her ~~The parent/guardian of a student with disabilities who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score~~ *may request that his/her child the student* receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the Governing Board. The Board may waive the requirement to successfully pass the *exit* exam if the principal certifies that the student has all of the following: (Education Code 60851)

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

Instruction

Waiver for Students with Disabilities

3. An individual score report showing that the student has received the equivalent of a passing score on the *exit* exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education (SBE)

In order to protect the student's privacy rights, the waiver request shall be considered in closed session. Final Board action on the waiver request shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

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

Each year, the Superintendent or designee shall provide the CDE with data regarding students with disabilities and the district's waiver process as specified in 5 CCR 1207.1.

~~Exemption for Students with Disabilities in the Class of 2007~~

~~The district shall grant a diploma to a student with disabilities who is scheduled to graduate from high school in 2007, has not passed the exit exam, and has not received or is not eligible for a waiver pursuant to Education Code 60851 if all of the following criteria are met: (Education Code 60852.43)~~

- ~~1. The student has an operative IEP or Section 504 plan.~~
- ~~2. The IEP or 504 plan, dated on or before July 1, 2006, indicates that the student has an anticipated graduation date and is scheduled to receive a high school diploma on or before December 31, 2007.~~
- ~~3. The district certifies that the student has satisfied or will satisfy all other state and district requirements for the receipt of a high school diploma on or before December 31, 2007.~~
- ~~4. The student has attempted to pass the section(s) of the exam that he/she has not yet passed at least twice after grade 10, including at least once during the current grade 12 year, with the accommodations or modifications, if any, specified in his/her IEP or Section 504 plan.~~
- ~~5. The student either:~~

Instruction

Waiver for Students with Disabilities

~~a. Received remedial or supplemental instruction from his/her school, private tutoring, or another source that was focused on the section(s) of the exam that he/she has not yet passed. At least once following the receipt of the remedial or supplemental instruction, the student shall have taken the section(s) of the exam not yet passed. However, the student is not required to have taken the exam following the receipt of the remedial or supplemental instruction if, following the receipt of that instruction, there is no further administration of the exam on or before December 31, 2007.~~

~~b. The district failed to provide the student with the opportunity to receive that remedial or supplemental instruction.~~

~~6. No later than 30 days prior to the receipt of a diploma in 2007, the district provides notification in writing, pursuant to 34 CFR 300.503, to the student, or his/her parent guardian if the student is a minor, that the student is entitled to receive a free appropriate public education up to and including the academic year during which the student reaches the maximum age pursuant to Education Code 56026(c) (age 22), or until the student receives a high school diploma, whichever event occurs first.~~

~~If the district determines that a student with a disability who is scheduled to graduate in the class of 2007 does not meet the criteria specified in items #1-6 above, the district shall submit documentation of the failure to grant the student a high school diploma to the SBE within 15 days of its determination. (Education Code 60852.4)~~

~~The Superintendent or designee shall report all of the following information to the SPI: (Education Code 60851, 60852.3)~~

~~1. The number and characteristics of waivers reviewed, granted, and denied under Education Code 60851~~

~~2. Documentation of the procedure used to implement Education Code 60852.4~~

~~3. The number of students granted a diploma pursuant to Education Code 60852.4~~

~~4. Other information as requested~~

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English language arts section and the mathematics section for each test

High School Exit Examination

AR 6162.52(i)

Instruction

Records

administration: (5 CCR 1205)

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken
4. Whether each student has satisfied the requirement to successfully pass each section of the exam

In addition, the Superintendent or designee shall provide the test contractor with the student demographic information specified in 5 CCR 1207.

Within 60 days of receiving electronic data files from the test contractor, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

1. The date on which the student took each section of the exam
2. Whether the student has satisfied the requirement to successfully pass each section of the exam

(cf. 5125 - Student Records)

Notifications

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam, and shall inform the parent/guardian that passing the exam is a condition of graduation. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR 1208)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

High School Exit Examination

AR 6162.52(j)

Instruction

Notifications

Prior to each administration of the exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)

Regulation MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

approved: October 20, 2004 Manhattan Beach, California

revised: September 5, 2007

reviewed:

G. BOARD BUSINESS

8. **TITLE:** Receive for Board approval **NEW** Board Policy 6173.2, Education of Children of Military Families and review **NEW** Administrative Regulation 6173.2, Education of Children of Military Families

BACKGROUND: Manhattan Beach Unified District **NEW** Board Policy 6173.2, Education of Children of Military Families and **NEW** Administrative Regulation 6173.2, Education of Children of Military Families are presented for Board approval and review. This new policy and regulation reflect **NEW LAW (AB 343)** which ratifies the Interstate Compact on Educational Opportunity for Military Children. **AB 343** requires districts to be flexible in implementing their local rules to facilitate the enrollment, placement, attendance, eligibility for extracurricular activities, and on-time graduation of children of active duty military families when those children transfer into and out of the district.

FISCAL IMPACT: None.

ACTION RECOMMENDED: Receive for Board approval **NEW** Board Policy 6173.2, Education of Children of Military Families, and review **NEW** Administrative Regulation 6173.2, Education of Children of Military Families

PREPARED BY: Carolyn Seaton, Executive Director, Educational Services

DATE OF MEETING: May 19, 2010

AGENDA NOTE AGENDA NOTE AGENDA NOTE

Instruction

The Governing Board recognizes the challenges to the academic success of children of military families caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

(cf. 5125 - Student Records)
(cf. 6011 - Academic Standards)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6179 - Supplemental Instruction)

In making decisions about children of military families, including decisions regarding their enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the Superintendent or designee shall be flexible to the extent permitted by law and district policy.

(cf. 5117 - Interdistrict Attendance)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.3 - Reciprocity of Academic Credit)

The Superintendent or designee shall work with parents/guardians and shall collaborate with local, state, and other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall regularly report to the Board on the educational outcomes of children of military families enrolled in district schools, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade levels, participation in extracurricular activities, and graduation rates.

(cf. 0500 - Accountability)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Instruction

Legal Reference:

EDUCATION CODE

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48050-48054 Nonresidents

48200-48208 Persons included (compulsory education law)

49700-49704 Education of children of military families

51225.3 Requirements for graduation

51240-51246 Exemptions from requirements

51250-51251 School-age military dependents

60850-60859 High school exit examination

66204 Certification of high school courses as meeting university admissions criteria

UNITED STATES CODE, TITLE 10

1209 Transfer to inactive status list instead of separation

1211 Members on temporary disability retired list: return to active duty; promotion

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

WEB SITES

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

California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>

Policy
adopted:

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT
Manhattan Beach, California

G. BOARD BUSINESS

9. **TITLE:** Approval of Mira Costa High School Schematic Design by the Architectural Firm Harley Ellis Devereaux

BACKGROUND: At a Board Workshop held on May 12, 2010, Harley Ellis Devereaux presented a detailed summary of the schematic design for the high school. The Board is now asked to approve and accept the schematic design. Approval of the Schematic Design will allow the architects to proceed with the first step of the construction drawing process which is called design development. This phase designs the interior and exteriors of the learning spaces. Once that process is complete the actual construction drawings will be developed.

ACTION RECOMMENDED: Approval of Mira Costa High School schematic design by the architectural firm Harley Ellis Devereaux.

PREPARED BY: Steve Romines

DATE OF MEETING: May 19, 2010