

Administrative Regulation

Alternative Instruction/Training, Student ReferralsA. Adult Education Programs for Day School Students

1. Decision for referral is based on counselor judgment and should include consideration of educational and career goals, prior course work, aptitudes, maturity level, motivation, and district graduation requirements.
2. Day school students may be referred for make-up or enrichment.
3. The recommended grade levels for referral are eleventh and twelfth. Ninth and tenth grade students may be considered only if there are adequate educational justifications. In all cases, parents and/or students must accept full responsibility for transportation.

B. Adult Education Programs in Lieu of Regular Day School

1. Students 17½ Years of Age and Over
 - a. Day high school students must be approved through the district Office of Student Services and through the Adult Education Office.
 - b. Continuation students may be referred directly to Adult Education by the continuation principal or designee.
 - c. Out-of-school youths who are not adults must be approved by the district Office of Student Services and the Adult Education Office.
2. Students 16 and 17 years of age who can verify full time employment (at least 30 hours per week) may be allowed to attend Adult Education classes in lieu of regular day school attendance.
 - a. They must be approved by the district Office of Student Services and released by their regular high school.
 - b. They must be scheduled for a minimum of four hours per week and continue to work at least 30 hours per week.
 - c. Any exceptions must be approved by the district Office of Student Services and the regular day high school, and must be in the best educational interests of the student.

C. Adult Education Independent Learning

Any high school student may be assigned to a program of Independent Learning when it is deemed to be in the student's best interest and a program has been developed for the individual needs of that student. An Independent Study program may be an alternative to expulsion, exclusion, or a preventative measure for potential dropout students as identified by one or more of the following criteria: sporadic attendance, low academic achievement, lack of motivation to progress, unacceptable adjustment to regular day school, or identified economic need.

1. Any program of Independent Learning shall be based on the individual needs of the student. A determination, through assessment procedures, must be made whether such placement is an appropriate alternative for the student.
2. Any student enrolled in an Independent Learning program must be registered as a student in the district's adult education program for at least the minimum school day. Independent Learning may include as part of that minimum school day directed independent research or study, volunteer community service, paid business or industrial experience in whole or in part at locations within or outside the district.
3. Credits may be earned within the framework of the district's graduation requirements, basic curriculum requirements, local school requirements, as well as experiences and/or skills which relate to district approved courses. Credits may be earned as authorized by A.R. 6120.2.
4. Any agreement for a student over 17½ years of age to participate in an Independent Learning program requires the signed mutual consent and agreement of the adult school and the student. No student shall be required to participate in an Independent Learning program.
5. Any Independent Study contract developed for a student shall be in written form as required by law and signed by the student, an adult education administrator, and the person (certificated teacher, employer, or direct employment supervisor) who will be instructing and working with the student. Three copies of each signed and approved study contract shall be prepared and distributed as follows:

- a. A copy is placed in the student's cumulative records;
 - b. A copy is given to the student;
 - c. A copy is maintained by the administrator responsible for the Independent Learning program.
6. The written Independent Learning agreement, as required by law, shall include the items listed below and shall represent the equivalent of a minimum school day prescribed for the applicable education program.
- a. A statement of the student's educational needs;
 - b. The length of time or duration of the Independent Learning agreement;
 - c. The title and statement of the major objectives and goals of the course of study covered by the agreement;
 - d. The major activities and/or study materials through which the student agrees to achieve the objectives listed. The specific resources, materials, and personnel to be available and utilized by the student are to be identified;
 - e. The manner, frequency, time, and location of reporting student progress including the schedule of periodic review and evaluation of progress between student and the administrator responsible for the Independent Learning program;
 - f. A calendar for completing the written objectives and the agreement;
 - g. A statement of the number of credits or appropriate achievement units a student will earn upon completion of the written agreement;
 - h. The method by which achievement of the objectives and/or competencies will be evaluated;
 - i. A written statement that the Independent Learning program is an optional alternative in which no student is required to participate;

- j. The signatures of the student identified in the study agreement, certificated person supervising the program, and any person(s) who has direct responsibility to provide instructional assistance.

The Independent Learning agreement does not require that students be in actual scheduled contact with an instructor but their written, expected objectives, and study activities must reflect time allotted, credits earned, and prerequisites fulfilled that represent not less than the minimum day equivalent prescribed for the educational program assigned.

7. No student with identified exceptional needs as defined by state law may participate in an Independent Learning program unless that student's I.E.P. plan specifically provides for the participation.
8. The principal of Adult Education offering an Independent Learning program shall act as or appoint a credentialed staff member to supervise the program. The responsibilities include, but are not limited to:
 - a. Assist in the development and approval of each participating student's Independent Learning agreement;
 - b. Monitor all learning agreements on a weekly basis;
 - c. Maintain mandated attendance records to verify minimum daily attendance requirements;
 - d. Establish and provide communication with student and instructors or employers;
 - e. Maintain appropriate academic records and prepare reports as required.
9. Only the Office of Student Services and Director of Adult Education may authorize a student to be enrolled in a regular school program and concurrently participate in an Independent Learning program.

D. Continuation Education

Continuation education is designed to serve the needs of students ages 16 to 18 who have not completed high school, who are not otherwise exempt from compulsory attendance laws, or whose educational needs are not fulfilled through the regular day school program.

1. Voluntary Transfers to Continuation Education

- a. A student, with parental consent and with concurrence of an administrator at the school of attendance, may transfer voluntarily to a continuation high school;
- b. A student who has voluntarily transferred to a continuation high school shall have the right to return to a regular high school at the beginning of next school year or earlier if deemed appropriate by the continuation school principal.

2. Involuntary Transfers to Continuation Education

State law (E.C. 4832.5) requires the following procedures be followed in any involuntary transfer of a student to a continuation high school:

- a. Reasons must be enumerated for involuntarily transferring the student;
 - b. Decision to transfer the student involuntarily shall be based on a finding that the student committed an act enumerated in E.C. Section 48900 (Grounds for Suspension) or has been habitually truant or irregular in attendance.
 - c. Involuntary transfer shall be imposed only when other means fail to bring about student improvement. A student may be involuntarily transferred on the first act or violation committed if the principal determines that the student's continued presence causes a danger to persons or property or threatens to disrupt the instructional process.
3. When a parent or student opposes a recommended involuntary transfer to continuation education, the following procedure will be followed:
 - a. The school shall inform the student and the student's parents in writing of the opportunity to appear before the District Discipline Committee and to present information for the Committee's consideration;
 - b. The school shall complete and forward to the Office of Student Services a Request for Action (form #9807.29) requesting a hearing on the school's recommended transfer of the student to continuation school. The Request for Action form shall be accompanied by the student's attendance records, discipline record, academic records, and any additional information pertaining to the matter.

- c. If the District Discipline Committee concurs in the recommendation of involuntary transfer, that decision shall be in writing, stating the facts and reasons, and sent to the student and the student's parents/guardian. The letter shall also state whether the decision is subject to periodic review and the procedure thereof.
- d. The student or the student's parent/guardian may request that the continuation principal review the involuntary transfer at the end of any semester following the semester of involuntary transfer. The continuation school principal shall determine whether the student remains in continuation education or may elect to return to the regular day high school. Students who have not earned five semester hours of work in each of their subjects may not be returned to the regular day high school.
- e. If a continuation education student elects to return to a regular day school and graduate, the student must complete all district and regular day school requirements established, including 220 units of completed work.

E. Career and Technical Education (CTE) Programs for Day School Students

- 1. In-school students (grades 9-12), out-of-school youth, and adults within the CTE boundaries are eligible.
- 2. In-school students must be enrolled for a minimum of four daytime classes (non-CTE) at the resident school.
- 3. Referral is based on counselor judgment and should include consideration of educational, IEP, and career goals, adequate preparation, aptitude, maturity level, motivation, and ability to benefit from the program. Referral may be subject to approval by the CTE director.
- 4. Five credits are based upon successful completion of a minimum of 54 hours of instruction per semester, a passing grade, and the successful completion of the semester course.
 - a. Students attending CTE courses during the comprehensive school day will receive five credits based on successful completion of the semester course.

F. Other High School Vocational/Career Technical Programs for Day School Students

1. A student from one day high school may be referred to another day high school for a vocational/career technical program not provided on the student's home campus. In all cases, parents and/or students must accept full responsibility for transportation.
2. The recommended grade levels for referral are 11 and 12. Ninth and 10th grade students may be considered if there are adequate educational justifications.
3. The student's request must be approved by the sending school and the receiving school.
4. The student must adhere to the rules and regulations of the receiving school. Grades and credits will be transmitted to the sending school for action.

G. School Age Parenting Education

1. Any student whose pregnancy is confirmed by a licensed physician, or any minor-aged mother who needs the services provided by the program in order to complete a high school education, is eligible to enroll.
2. The student may be referred by the resident school or may be self-referred.

H. Community College Attendance for High School Students

1. Students in grades 9-12 may enroll at a community college during the regular school or summer as special part-time students for D-validation, advancement, credit recovery, or enrichment. Consent must be given by the parent. Students who have completed grade 8 may take a community college class in the summer prior to grade 9 with written permission (form 9802.110) of their high school principal. All students attending community classes must receive approval by submitting form 9802.110 (High School Student Request for Community College Attendance).
2. Students referred must attend a minimum day at the high school of attendance.

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3. A community college credit documentation file shall be kept by the high school

which shall include, but not be limited to, the following:

- a. Student's name, present grade, community college to be attended, courses attempted and the number of credits which the principal has approved (DATE ALL MATERIALS);
- b. Written proof of parent approval;
- c. Written proof of a passing grade if submitted.

Upon completion of the course, this information should be placed and retained in the student's cum folder.

4. Concurrent Enrollment in College Classes

For dual enrollment, a student in grades 9-12 may earn high school credit and college credit. A Board approved Memorandum of Understanding must be in place for concurrent enrollment or dual enrollment in order for such credit to be awarded.

Ref: EC Sections 46144, 48400, 48800, 52301-52314, 52500-52512, 76001, 76002, 78008-78012

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Note to students: This form is for Community College courses taken for college credit only. Upon approval, this form allows students to seek enrollment at a community college. Note that most community colleges require additional permission forms, which may be available in your guidance office. Upon passing the course, bring the college transcript to your counselor for inclusion on your GGUSD transcript.

School _____ Date _____

Student Name _____ ID # _____

Community College _____ <i>If known</i>		Semester _____ <i>Fall, Spring or Summer</i>
Community College Course	High School Equivalent Course	Reason for request (List one: Advancement, Enrichment, D-validation)
1.		
2.		
3.		

Student Signature _____ Date _____

Parent Signature _____ Date _____

School Approval:	
_____	Date _____
_____	Date _____
NOTE: A copy of the student's transcript and grad status report is to be attached to this form when submitting to the Office of 7-12 Instruction.	
District: _____	Approved _____ Not approved _____
_____	Date _____
Comments:	

