

Sequoia Union High School District
2018-19
CODEX

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

Credit Recovery – Pg. 2

CTE – Pg. 2

Electives – Pg. 2

English Language Arts – Pg. 3

English Learners – Pg. 5

Mathematics – Pg. 7

Physical Education – Pg. 9

Science – Pg. 10

Social Studies – Pg. 11

Special Education (Including SPED placements at Redwood, Independent Study, Home-Hospital and Non-Public School/Residential Treatment) – Pg. 13

Visual and Performing Arts – Pg. 17

World Languages – Pg. 18

As new innovations are adopted, they are reflected in this document. Please see SUHSD Procedures for Assurances and Innovations at the end of this document if interested in proposing a change. – Pg. 19

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Credit Recovery

To be eligible for Cyber High and APEX, students must currently be enrolled. Cyber High and APEX are for students who have already taken a class and need to make up missing credits or improve a grade. Exceptions to this are made for students enrolled in Independent Study.

CTE

Beginning with the Class of 2020, to meet District graduation requirements, students who do not take a third level of world language must take a year of Career Technical Education.

Electives (65 units for graduation)

Any courses taken that are not used to meet District graduation requirements (noted in red, next to the title of each applicable subject area) are applied to the District's 65 elective units requirement. Most students earn the bulk of these units by meeting UC A-G requirements for admission.

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ENGLISH LANGUAGE ARTS (40 units for graduation)

Students must take four years of English. For most students, that will be benchmark level English I, II, III and IV or an honors level equivalent. ELD students must pass at least one UC A-G approved English class (ELA III or higher) to graduate.

Intensive Level (System 44)*

- Intervention ELA (System 44)
 - Students in Intervention ELA receive elective credits, not English credits. In subsequent years, if a student passes a full year of English, their elective credit for Intervention ELA will be changed to having fulfilled the English I requirement.
 - When students complete the System 44 curriculum, they will be exited to English I or II Intensive. If a student leaves Intervention ELA for Intensive with 50% or less of the semester remaining, the student will receive the full five units of English credit if they receive a D or higher, based entirely on the work completed during the time in the Intensive class.
 - Intervention ELA is a separate class (not part of English Intensive (Read 180))
 - Placement will be based on the current Sequoia Union High School District English placement chart
 - Sequoia Union High School District office will make every effort to administer the SRI to all incoming 9th grade students who qualify per the English placement chart prior to the start of the school year.

English I Intensive (Read 180)*

- Attendance Policy: If a student fails to meet the attendance requirement for the English class (“NA”) but meets it for the support class, then the student’s credit will be moved to the English class and the “NA” will be moved to the support class. The grade will be what the student earned academically in English. Teachers need to note this on the appeal form and a grade change form must be submitted.
- Students in Intervention ELA (System 44), English Intensive (Read 180), or ELD I and II (who are 9th graders) will NOT take World Studies in their 9th-grade schedule. The Compass program will cover Life Skills (and a high school success course for a total of five units).
- If a student does not need two periods of math due to Algebra I or Geometry placement, the presence of English I Intensive or Intervention ELA prohibits placement in Social Studies because the course requires reading at or above grade level.
- If a student has an impacted schedule due to Study Skills and is in an ELA support class, then Social Studies is the class that is eliminated to make an elective/Study Skills possible.

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- The District will waive the 5 required credits of World Studies 2 for students enrolled in Intervention and Intensive English courses.
- Students enrolled in English II Intensive will take the 10th-grade World/European History course.

** Due to low #s of qualifying students, for the 2017-18 school year, Carlmont will combine ELA Intervention, English I Intensive & English II Intensive. Likewise Woodside will combine its ELA Intervention with English I Intensive.*

Academic Literacy

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

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

Benchmark:

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

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

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

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

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

ENGLISH LEARNERS*

- English Learners who 1) place into Intervention ELA, 2) have a CELDT Overall Proficiency Level of Intermediate, Early Intermediate, or Beginning and 3) have been in the U.S fewer than 4 years will be placed in ELD Level 1, 2, & 3 with Support. See placement chart for appropriate ELD level.
- An EL student is placed in core subjects according to academic level and not language ability.
- English Learners should be **clustered** in core classes in concentrations of 25% - 30% of the entire class. (Exceptions - primary language or LEP classes). ELs in the general program are to receive support through SDAIE and other research based strategies (including DII).
- If EL students are not in ELD classes, they are placed according to the placement chart as any other student.
- If EL students are in ELD classes, they are placed according to skills and may be placed in a sheltered course addressing their English needs.
- Parents/guardians of new students who have been recommended for ELD I or II, and who reside in Carlmont's attendance area, may select any of the four comprehensive high schools. (Please note that this is only until Carlmont has enough enrollment to run its own sections)
- Students in ELD I, II or III take a two-hour block of ELD. The ELA class receives **English credit** and ELD receives elective credit.
- Curriculum for ELD: Milestones
- The GMRT and ELPAC provide the test-based criteria for **reclassification** (with the minimum criteria), teacher and parent recommendations are also required.
- Students may be reclassified at any time during the year that they've reached all the criteria, and all ELs will be reviewed to determine new candidates at the beginning of the school year and in late January (when new CELDT data is available).
- English learners who have an IEP follow the same placement procedures on the placement chart. The IEP team makes the final decision.
- All English Learners not in the course called "ELD" will receive ELD through their core English class by a CLAD-authorized teacher.
- If EL students receive primary language instruction in a course, the teacher needs a BCLAD. ELs receive core-content from **CLAD-authorized** teachers.
- ELD students must take at least one UCA-G English course before graduating. This means they will take ELD III or English I, II, III or IV benchmark or honors level equivalent.

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

**Due to low #s of qualifying students, for the 2017-18 school year, Carlmont will combine ELD I/II/III in one section and one corresponding support class.*

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MATHEMATICS (20 units for graduation)

Students must take a minimum of two years of math that must include Algebra I. At Sequoia High School students must also complete geometry.

9th Grade:

- All incoming 9th-grade students shall be placed in math classes per the guidelines as reflected on the Sequoia Union High School District Math Placement chart
- Students in Algebra Readiness:
 - For the 1st semester of 9th-grade, students will have two periods of Algebra Readiness
 - Both periods will receive elective credit only, and students will be with the same teacher both periods
 - For the 2nd semester of 9th-grade, students will have one period of Algebra Topics, which covers the first part of Algebra 1, and one period of Support, with the same teacher that the students had in the 1st semester
 - Again, students will receive elective credit both for the Topics and Support classes
 - An attempt will be made to keep class sizes to 20 or fewer students per section, and sections should contain balanced clusters of Special Education and English Language Learners, if possible
 - Note: In 10th grade, this same cohort of students will take Algebra I and Support, with the same teacher they had in 9th-grade, unless logistically impossible, for both courses. The Support course will receive elective credit
- Algebra Readiness Alternative model:
 - In 9th grade, General Education students will have 2 periods of Algebra Readiness/Algebra Topics, with classes taught by 2 Math teachers in a co-teaching arrangement
 - An attempt will be made to keep class sizes to 20 or fewer students per section
 - Special Education students in these classes will have a Study Skills class where they will receive support, but not a separate Math Support class
 - The Math Support section is taught by a different teacher than the Algebra class
 - When needed, a Special Education teacher may serve as a third co-teacher in the Algebra Readiness/Topics classroom
 - In 10th-grade, these students will move on to Algebra I and Support with same teacher as in 9th-grade
- Students in Algebra I

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- o If a student in Algebra fails the first semester of Algebra I but passes the 2nd semester, he/she will have completed the Algebra requirement by validation, but still must complete an additional 15 credits of Math for graduation
- o Students in Algebra I will be grouped heterogeneously beginning in 2015-16.
 - All students placed at the Algebra I level will be heterogeneously grouped, whether or not a support class is required
 - Students needing support will be given an additional Algebra Support class for which they will earn elective credit
 - The teacher of the support class may be different from the Algebra teacher of these students, and therefore the teachers must work collaboratively
- Students in Geometry
 - o Will be placed according to 9th Grade Math Placement Guidelines. Students who earned at least a B+ in Algebra I will be placed in Enriched Geometry.

10th-12th Grades:

- Students' math placement will be placed based on prior year math grade , and input from teacher of the prior grade

**Due to low #s of qualifying students, for the 2017-18 school year, Carlmont's Algebra Readiness students will receive support in study skills or AVID.*

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PHYSICAL EDUCATION (*20 units for graduation)

Grade 9

- All 9th-graders are required to be enrolled in Physical Education I, and grades will be based on performance in all units.
- All 9th-graders take the Physical Fitness Test (PFT) each year. Students who meet at least 5 of the 6 tested standards are considered to have passed the PFT.
 - All students will need to take PE 2 in the 10th grade year, if 5 of the 6 standards are not passed. Students will be re-tested on the PFT in the 10th grade. Students will have the opportunity to retake the PFT quarterly. PE teachers are responsible for recording a passed PFT in the Intervention tab in IC.
- All comprehensive sites may allow 9th graders to take dance in place of PE I. The dance class must meet the PE I Standards.
- All 9th-graders participating in a school sponsored athletic team will earn 3.5 elective credits per sport. Credits cannot be counted towards meeting the PE graduation requirement.
- All 9th-graders participating in a school sponsored competitive dance or cheer team will earn 3.5 elective credits per semester. Credits cannot be counted towards meeting the PE graduation requirement.

Grade 10

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

** Redwood students are not required to meet the PE requirement for graduation.*

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SCIENCE (20 units for graduation)

Grade 9

- All 9th graders will be enrolled in science
- Placement will be based on GMRT and/or Math level
- Schools provide different Science courses for 9th graders
 - Physics
 - Advanced Integrated Science
 - Biology
 - Adv Biology
 - Biology for BioTechnology
- Post 9th grade Science courses will be determined by a variety of factors: math level, grade earned, and teacher recommendation
- All students are required to take two years of science, one of which must be a UC approved lab science

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SOCIAL STUDIES (*35 units for graduation)

9th Graders

All ninth graders who are placed into benchmark English (including those enrolled in a Benchmark English Support) or higher are enrolled in Life Skills for Q1, followed by World Studies 1 in Q2 and World Studies 2 in Semester 2.

Passing World Studies 1 earns students elective credit towards graduation.

Students in Intensive and Intervention English classes are exempted from the World Studies 2 requirement.

Students in Intensive/Intervention who move into Benchmark English prior to the beginning of Semester 2 are required to meet the WS2 requirement for graduation.

Life Skills is a graduation requirement for all students regardless of English placement.

All students placed in Life Skills, WS1, and WS2 are heterogeneously grouped. There are no “advanced” levels of Life Skills, WS1 and WS2.

Students with IEPs and enrolled in two support classes (e.g., Algebra Readiness/Support, Alg. 1 Support, English I Support) may not be enrolled in Life Skills/WS1/WS2.

10th Graders:

All tenth graders, including students with an IEP/Study Skills or multiple support classes, will be placed into Modern European History or accelerated track European History (AP, AS or ICAP) based on 9th-grade SS grades, student preference, parent and teacher recommendation.

11th Graders:

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

12th Graders:

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

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Students returning to a comprehensive high school from Redwood must be enrolled and pass a Government and/or Economics class. Government and/or Economics courses passed at a continuation site will be converted to elective credit at the comprehensive site.

*Students in Intensive and Intervention English classes are exempted from the World Studies 2 requirement and need only 30 units of Social Studies credit for graduation.

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SPECIAL EDUCATION

Co-Teaching

1. Students are placed in co-taught sections based on their IEP goals. For example, if a student has a goal in math but no other deficit areas, the site could place the student in a co-taught math class, but not co-taught sections for any other subject area.
2. A rubric to determine which Special Ed students need co-teaching has been developed and will be used by special education departments at all comprehensive sites to place students, based on the district's ELA and Math placement charts, into co-taught sections.
3. A common prep period for co-teaching pairs will be part of each school's Master Schedule.
4. Limit co-teaching to two (2) co-taught periods for all teachers (General Ed and Special Ed teacher). One subject/discipline for each SPED educator is preferred. In consultation with the SDTA, any variation to this assignment must be requested by the teachers in writing to the IVP and documented if approved.
5. General Ed teachers will have no more than one pure co-teaching partnership – if more periods are needed, then the Special Ed teacher could assist in a support capacity. In consultation with the SDTA, any variation to this assignment must be requested by the teachers in writing to the IVP and documented if approved.
6. In all mainstream classes, no more than 1/3 of the students should have an IEP. In general education courses, if the percentage of students with an IEP needing a course is greater than 1/3, the distribution of students must be comparable across like sections.
7. Modified grades will be indicated by “**M**” for district students (Gen Ed, 504, SPED, etc.) whose curriculum requires significant modification, which will not be UC A-G qualifying credit. Procedures, rubrics and forms for awarding modified grades were developed in 2013-2014.
8. Special Education mild to moderate case managers will be provided with a .2 FTE release time for case management duties. Those case managers whose assignment is entirely within the ILS and TRACE programs will be provided with up to six (6) release days and \$1,000 per semester rather than the .2 FTE release.
9. Co-teaching assignments are made by administration, using the students' needs and appropriate teaching credentials as criteria.

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

** For the 2016-17 school year, Menlo-Atherton is piloting an Internship Program. When a student falls in the IQ range of 70 to 80 they are considered for the Internship Program; when a student falls between the 80 and 85 range there is a discussion with the IEP team as to what is going on and what is the best placement. Students who fall over 85 on the IQ scale do not qualify.*

Alternative Placements for Special Education Students

Sped. Student Placement at Redwood High School Referrals go through the Director of Student Services and a computer program tracks students who qualify. The list has both special education and general education students. Once a special education student is on the list, the team needs to hold an IEP meeting at the School of Residence (SOR) and Redwood attends at the SOR to determine one of the following:

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

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

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

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

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

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

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*Even newer edits made after conversation with SDTA leadership.

Sped. Student Placement at Independent Studies

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

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

Sped. Student Placement at Home-Hospital Instruction

This is handled the same way as general education students, but the HH office can find a teacher with a special education credential to work with student.

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

Time frame: 4 weeks

For a description of the SUSHD Model to Support Students with Emotional Disabilities in Special Education, please visit:

<https://drive.google.com/a/seq.org/file/d/0Bxu37cxIGfpPeDZTcTI2TTctOGc/view?usp=sharing>

1. District representative is invited to an IEP meeting to discuss student transition. District representative will obtain releases to collect and exchange information from the student's current placement/service providers. District representative will obtain a copy of current IEP.
2. Whomever first learns of the incoming student (most commonly the Welfare and Attendance Advisor, Program Specialist, Sped. Coordinator or School Counselor) will immediately contact the *Special Education Director. The Special Education Director will then immediately inform the school of residence VP in charge of Special Ed, or the site that will receive the student if a specific set of services are needed that the school of residence is not able to provide.
3. District representative schedules a site meeting to discuss student and confirm date for MHSC to conduct observation at facility. (Release given to MHSC/Program Specialist. MHSC/Program Specialist faxes release to facility clinician). District representative to provide a copy of the IEP to the site team.

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4. MHSC/Program Specialist contacts the facility clinician to discuss needs of student after initial observation of the student. MHSC will continue to gather relevant information for assessment/tx planning purposes.
5. District representative will notify site Dept chair, MHSC, and AVP (Sped) about the student and provide an update on whether the student is ready to transition back to a comp. site (District representative will provide contact information for facility and parents).
6. District representative will collaborate with the site team to arrange a meeting at the facility to get a baseline of mental health, health, and special education needs (Team will obtain emergency contact information and transcript).
7. Site Team will create a calendar of scheduled visits for student to visit comp. sites in collaboration with facility and parents. Site team will share the calendar with District representative, facility, parents and AVP (SPED). District representative will inform the facility/parents that student is to be accompanied at all times during visits unless shadowing.
 - If student is not ready, District representative will collaborate with facility in regards to readiness of student.
- 8) District representative will inform the students parents of steps to enroll/register (end of 2nd week)
 - Provide address verification paperwork
 - Provide enrollment process form
 - Have parents complete process during the 2nd week of transition (be aware of stay put provision).
 - Student will meet with AVP (SPED) as part of enrollment.
- 9) Visits
 - Minimum of 1 visit per week. We would like to see 2 visits if possible.
 - Student will be accompanied at all times during observations and initial visit by facility staff.
 - Placement testing and review of transcript to determine academic level.
 - MHSC/Program Specialist continues to collaborate with all relevant treatment members/family.
 - MHSC/Program Specialist coordinates transition/termination sessions with assigned facility clinician.
 - MHSC makes sure the site or placement has the student's cum folder.
- 10) 30 Day review held by assigned case manager with Program Specialist in attendance.

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

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Visual and Performing Arts (10 units for graduation)

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

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WORLD LANGUAGES

9th grade placement

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

10th -12th grade placement

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

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SUHSD Procedures for Assurances and Innovations

Assurances

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

Innovations

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

1. If a department wishes to propose a pilot, they must create a proposal that includes:
 1. The challenge the proposal will attempt to address, including data that confirms the challenge exists.
 2. The proposal to meet the challenge and why they think it is a solution
 3. The data to be used to determine how the proposal fared
 4. How the site will decide which students on their site will be in the control group and which will be in the pilot group
 5. How the pilot will address SPED students' IEPs
 6. The pre and post assessment that will be given to both control and pilot students in order to compare outcomes.
1. The department will take their proposed pilot to their principal for approval. If the principal agrees to the pilot, it will then move to district wide councils. At any of the three council levels, a strong consensus must be reached for the pilot to move to the next council. If a strong consensus is not reached, the proposed pilot goes to Superintendent's Staff to determine whether or not the pilot moves on to the next council for consideration. The councils that need to approve a pilot for it to go to the Board for final approval are:
 1. Subject Area Council for the subject in which the pilot is proposed (NOTE: if said proposal will impact enrollment in another subject area, the pilot must be approved by both SACs)
 2. Instructional Vice Principal Council
 3. Principals Council
 - Pilots for the following year must happen be approved by the end of January
 - A report to each of the three councils who approved the pilot must be made in January of the school year in which the pilot is implemented
 - The decision as to whether a pilot becomes the district-wide norm, is tried for a second year, or is not adopted must be made by January.
 - A pilot is for a maximum of two years

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