

Diego Hills Central Public Charter

PERSONALIZED LEARNING POLICIES

These Board Policies shall apply to all pupils participating in Personalized Learning at the Diego Hills Central Public Charter (“Charter School”).

1.1 POLICY ON ADMISSIONS AND ENROLLMENT

- 1.2 The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
- 1.3 The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code including immigration status, or association with an individual who has any of the aforementioned characteristics).
- 1.4 The Charter School is a public school of choice, which shall enroll all students who wish to attend subject only to capacity. No student shall be required to attend the Charter School. If the Charter School receives a greater number of applications than there are spaces for students, it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B).
- 1.5 The Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2) [pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation]. [Ref. Education Code Section 47605(d)(4)(A)]
- 1.6 The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment. [Ref. Education Code Section 47605(d)(4)(B)]
- 1.7 The Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any

reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2) [pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation]. This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b) [pupil suspension and expulsion procedures]. [Ref. Education Code Section 47605(d)(4)(C)]

- 1.8 The Charter School shall post and maintain on its internet website a notice developed by the California Department of Education of the requirements of Education Code Section 47605(d). The Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times: (i) when a parent, guardian, or pupil inquires about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a pupil. [Ref. Education Code Section 47605(d)(4)(D)]
- 1.9 A person who suspects that the Charter School has violated Education Code Section 47605(d) may file a complaint with the chartering authority. [Ref. Education Code Section 47605(d)(4)(E)]

2.1 **POLICY ON INDEPENDENT STUDY**

- 2.2 The Charter School shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent Study is an alternative education designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate services and resources to enable pupils to complete their independent study successfully, and instruction in partnership with Workforce Training partners, including but not limited to the federal Workforce Innovation and Opportunity Act (“WIOA”).
- 2.3 The Charter School shall comply with all applicable state and federal laws regarding independent study instruction, including Education Code Sections 51745 through 51749.3, and the provisions of the Charter Schools Act and the State Board of Education regulations adopted thereunder.
- 2.4 Each student’s Personalized Learning shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.
- 2.5 For pupils in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time a Personalized Learning assignment is made, and the date by which the pupil must complete the assigned work shall be twenty (20) school days; or as modified by an assigned credentialed teacher at the time the work is assigned to the pupil. When special or extenuating circumstances justify a longer time for individual pupils, the credentialed teacher may approve a period not to exceed eight (8) weeks.

- 2.6 After three (3) missed assignments during any period of 20 days, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in Personalized Learning. If it is determined Personalized Learning is not in the best interest of the student, no pupil shall be involuntarily removed by the charter school for any reason, unless the parent or guardian of the pupil has been provided written notice of the intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. The notice shall inform him or her of the right to initiate, before the effective date of the action, an involuntary removal hearing, which will follow the same procedures as a hearing for a disciplinary removal. If the pupil's parent, guardian, or educational rights holder initiates the involuntary removal hearing procedures, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. The involuntary removal hearing and decision shall follow the same procedures set forth in the school's discipline policy and procedures.
- 2.7 A current written agreement for each Personalized Learning pupil shall be maintained on file for each participating student, including but not limited to, all of the following:
- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - The specific resources, including materials and personnel that will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil

may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

2.8 The Area Superintendent, Principal or designee shall establish regulations to implement these policies in accordance with the law.

2.9 If a permanent change in the supervising teacher occurs, the new supervising teacher must sign and date a Master Agreement addendum. By doing so, the teacher agrees to all the terms previously set forth in that Master Agreement. The isolated substitution of a teacher will be recorded by a signature and date on the "other" line of the Master Agreement.

3.0 PERSONALIZED LEARNING ROLES OF CREDENTIALLED TEACHER(S), PARENTS(S), STUDENT AND STAFF

3.1 **General Policy for Success in Personalized Learning is that there must exist:**

- An understanding of Personalized Learning by all concerned.
- A positive attitude by both the parents and the student about Personalized Learning and its requirements.
- The parent's ability to assist their child and participate in instruction.
- The student's agreement to meet the requirements in the written agreement.
- The student's ability and willingness to work with limited supervision by a certificated teacher.
- Availability of certificated staff to supervise students' study effectively.

3.2 **The Credentialed Teacher will:**

- Be responsible for completing designated portions of the written agreement for Personalized Learning, and add additional information when appropriate.

- Initially and continually assess the student's level of education, modifying the curriculum as necessary to meet district or county guidelines, and administer state mandated tests as required. These tests include but are not limited to: assessment and placement tests upon enrollment; determining progress near the end of each annual Personalized Learning contract period; and as scheduled by district, county, state, and federal agencies for assessment reporting purposes.
- Supervise and approve course work.
- Assess the student's work in written form and or orally.
- Generally, use lesson plans approved by the school for the curriculum, plus design, adapt, and improve all lesson plans for special academic needs.
- Issue lesson plan assignments pre-designed to achieve the correct amount of progress for an average student per week, typically one credit worth of material per week.
- Schedule approved concurrent courses such as Art, Physical Education, Career Education, or other project oriented courses as appropriate to the student's Personalized Learning time allocation and workload.
- Make recommendations to accommodate Work Permits, Work Study, Job Shadowing, or other Career Education programs offered in the community and to be coordinated with an employer of a Personalized Learning student, particularly the student's appointed time(s) to study and test at the Charter School.
- Write assignments to modify assignments for challenged or accelerated students as to their rate of progress or alternative course(s) of study.
- Suggest reinforcement of content with other topical materials when needed or requested, such as scheduled tutors, references on site, libraries, or Internet sites.
- Maintain an attendance register for Personalized Learning based on timely performance of work in Personalized Learning.
- Personally judge the time value of student assignments or work products before ADA is earned.
- Determine and assign grades or other approved measures of student achievement when appropriate.
- Maintain any required records and files on a current basis.

- Select and save representative samples of the student's completed and evaluated assignments to ensure that satisfactory progress is being tracked and checked; these will be stored with the annual Personalized Learning agreement or partial semester agreement for that time period.
- Maintain records of credits for each subject earned by junior and senior high school students, based on work successfully completed.
- As the last credentialed teacher of record, evaluate credits earned towards graduation, sign-off approval to the transcript administrator and Area Superintendent, Principal or designee for the purpose of the Charter School issuing a diploma to a graduate.

3.3 **Parents or legal guardians will:**

- Be committed to understand and use the Personalized Learning strategy appropriately so that the student meets the weeks' time requirements of competent study and skills in preparation for tests.
- Provide an appropriate environment for the student's study.
- Participate with the assigned credentialed teacher to develop the student's educational plan, including goals, objectives and assignments. While the assigned teacher is responsible for the educational design, the parent must be concerned about his or her role in meeting the student's needs and interests. If a Special Education need is perceived and a formal Individual Education Plan (IEP) is created and managed, at least one parent is expected to attend those IEP meetings to determine and offer consent. In certain instances, a Certificate of Completion may be issued in lieu of a diploma of graduation to be determined by the IEP team.
- The parent/guardian has the right to obtain an independent educational evaluation (IEE) at their own expense at any time.
- Facilitate and support, as much as possible, the student's effective and successful study and study habits under the written agreement. This would include avoiding disturbances during study such as phone calls, TV watching interfering with memorization techniques, conflicting family duties, or routine medical appointments conflicting with the student's scheduled time of appointment with their teacher.
- Supervise the student while following the plan as the student is working on assignments, making sure that the student's effort at least meets the minimum requirement set forth in the written agreement.
- Take steps to ensure the timely submission to the assigned teacher of all student work, completed assignments, and accurate records that will be needed for the assessment of student progress and attendance accounting as

specified in the written agreement.

- Participate in a supportive role in regularly scheduled teacher/student meetings. Transportation arrangements are especially critical to the success of routine Personalized Learning appointments.
- Additional courses may be added to a student master agreement as needed if the agreement is re-signed and re-dated by the teacher and the student, the parent understands that the original Master Agreement is in effect.
- Under the direction of the supervising teacher and with the assistance of any other assigned Charter School staff, participate in the student's instruction and assessment of learning and skills mastery. This may include the following:
 - Assume responsibility for supplied textbooks, instructional materials and supplies, and equipment, and their timely return. When school property has been willfully damaged or not returned upon demand, the Area Superintendent, Principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due. This notice shall include a statement that the school may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made. (Education Code 48904 *et seq.*)
 - Making intermediate assignments within the timeframe of the week.
 - Introducing curricular elements at home. Having the student phone the teacher, or the parent phoning the teacher with a question about work in progress being hampered by a needed explanation of a concept.
 - Reinforcing learning by supplying materials and equipment conducive to study, and transportation to school study tables, library, computer access, or family field trips.
 - Promptly checking student work for errors, which the student should then correct on their own initially, and next with some guidance.
 - Whenever possible, attend workshops that provide instruction and guidance that will make Personalized Learning a satisfying and beneficial experience for the participating student and parent. Topics might include Brain-Based Learning, Competency Learning, Career Fairs.
 - Ensure the student's voluntary participation in and understanding of independent study to graduate, or facilitate the student's transfer to traditional instruction upon achievement of coursework goals, or when the student is unwilling to continue in Personalized Learning.

- Ensure the students take all State required testing.

3.4 **Students will:**

- Make regular, scheduled appointments and or contact with their assigned credentialed teacher as specified in the written agreement.
- Complete *at least* the assigned work by the due date. Assignment sheets covering all current and future assignments in a course of study will be issued at the first assignment.
- Have all possible assignments available at meetings with the assigned credentialed teacher.
- Make an effort to participate in pertinent public or private extracurricular activities, including social activities with other youth and adults. Listings exist of all youth groups in the County or adjacent counties, many in the phone directories. Credit can be received in Personalized Learning of Physical Education by participating in numerous local sports organizations.
- Be responsible for other tasks that may be required to fulfill the written agreement. Organize your study area for reading, memorization, writing, and projects in an area devoted to just those tasks requiring critical thinking and effort.
- Be prepared to get to your scheduled appointments and with time to spare for study and tests. This often requires coordination with parents or bus lines. If a difficulty arises, it is your responsibility to call your teacher in advance to reschedule other arrangements if possible. It is preferred you at least deliver your work to your teacher, if there is no available time to test due to other students' scheduled appointment times.
- Be prepared to take and participate in all State required testing.
- The student shall be required to sign the Internet Access Agreement and follow the Internet Code of Conduct Policies.

3.5 **The Area Superintendent, Principal or Designee will:**

- Administer the use of Personalized Learning by pupils.
- Ensure that Personalized Learning occurs in accordance with state law and regulations, and Board policies.
- Facilitate the completion of Personalized Learning agreements.
- Authorize the selection of all staff who is assigned to supervise Personalized Learning.

- Supervise any staff assigned to Personalized Learning functions.
- Complete or coordinate the preparation of all necessary records and reports.
- Establish and maintain in a systematic manner all records required by state regulations for an audit trail of Average Daily Attendance (ADA) attributed to students and reported to the district, school board, and state.
- Monitor enrollment in Personalized Learning and the pupil-to-teacher ratio.
- If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.

3.6 Charter School staff will:

- Maintain records identifying all Personalized Learning students' grade levels and attendance.
- Maintain a file of all agreements with representative samples of completed and evaluated student assignments, in accordance with applicable law.
- Maintain a list showing the credits attempted by or awarded to each student, along with a record of grade and other evaluations of Personalized Learning assignments issued to the students who are participating in Personalized Learning according to the agreement. |
- Provide transcript records verifying enrollment or progress by academic credits earned with proctored tests and project criteria to other academic institutions, employers, or parole or State Children's Services authorities by request of adult students or by permission of parents or legal guardians for those under age 18.