



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

TITLE: High School “a-g” Graduation Requirements and Students with Disabilities

NUMBER: BUL-6257.1

ISSUER: Beth Kauffman, Associate Superintendent
Division of Special Education

DATE: March 27, 2017

ROUTING
 All Secondary Schools
 Instructional Superintendents
 Instructional Directors
 Division of Special Education Staff
 Secondary Principals
 Secondary Assistant Principals
 Special Education Teachers
 Secondary Counselors

POLICY: This Policy Bulletin outlines the course options for high school students with disabilities (SWDs) who will earn a diploma from the Los Angeles Unified School District. This bulletin provides guidelines for an IEP team to authorize a student who meets designated criteria to waive or be exempted from certain “a-g” requirements. Waiver options outlined in this bulletin include the Algebra 2 course (or its equivalent) and year 2 of the Languages Other Than English (LOTE) requirement. This bulletin also outlines the required teaching credentials for special education teachers assigned to carry rosters for “a-g” courses.

MAJOR CHANGES:

- Diploma requirements for the graduating classes of 2016 and beyond have been changed per Board policy on June 9, 2015 and per changes to California *Education Code* in Fall 2015.
- Additional guidance is provided regarding available waivers for the “c” mathematics requirement and year 2 of the “e” Languages Other Than English (LOTE) requirement.
- The guidelines regarding special education teachers and credential authorizations have been updated due to the *Every Student Succeeding Act* (ESSA), which replaced the *No Child Left Behind Act* (NCLB).

BACKGROUND: On June 14, 2005, the Board of Education approved the resolution to “Create Educational Equity in Los Angeles Through the Implementation of the ‘a-g’ Course Sequences as Part of the High School Graduation Requirements.” Part of that resolution stated, “a waiver from the ‘a-g’ requirements will be available to students with disabilities receiving special education services only if it is specified in the student’s Individualized Education Program (IEP).” The resolution’s intent is to ensure all students have access to the full array of college-preparatory courses available at the school of attendance.

This policy bulletin outlines the recommended course of study for SWDs who will work toward a high school diploma, particularly those students served within a special day program. In addition, this bulletin outlines the credentialing/licensure requirements for special education teachers who carry



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BACKGROUND (Continued):

rosters for “a-g” courses and other graduation requirement courses. For the complete policies on graduation requirements for the Class of 2016 and beyond, see the Additional Resources section of this bulletin.

For the Classes of 2016, 2017, and 2018, the CDE requirement to pass the California High School Exit Exam (CAHSEE) has been suspended.

GUIDELINES:

The following guidelines apply.

I. Students with Disabilities Receiving Support from the Resource Specialist Program

Students with disabilities who receive support from the resource specialist program (RSP) may take any general education course offered at a high school, as they participate on the general education curriculum and are working toward a high school diploma.

- A. The IEP team must consider the necessary services, supports, aids, accommodations, and/or modifications and ensure these are documented on the student’s IEP. The IEP team must ensure that all aspects of the student’s IEP are addressed in the general education classroom.
- B. Students receiving support from the RSP program who do not complete the District’s course requirements for earning a diploma, even after being eligible for waivers, should be issued a certificate of completion. For more information on the issuance of certificates of completion, see REF-6056.3.
- C. For SWDs who intend to enroll in a post-secondary school (e.g., trade/vocational school, two- or four-year college/university), the IEP team should discuss the high school course of study, IEP goals, and/or transition preparatory activities that include readiness for post-secondary schooling.
- D. Development of the Individualized Transition Plan (ITP) should include consideration of the type and amount of services available at these types of post-secondary institutions, regardless of the type of special education services/program the student currently receives. For SWDs wishing to enroll in advanced “a-g” coursework designed to prepare them for admission to a four-year college/university, the IEP team should carefully consider the appropriate amount and type(s) of support/services the student needs to be able to successfully transition to the four-year college setting.



**GUIDELINES
(Continued):**

II. Students with Disabilities in the Special Day Program - Recommended Sequence for “a-g” Courses

SWDs on the general education curriculum placed in a special day program (SDP) setting have goals in their IEPs that indicate the supports needed to progress toward earning a high school diploma. These students typically have mild/moderate eligibilities, such as specific learning disability (SLD), other health impairment (OHI), speech and language impairment (SLI), autism-related disorders (AUT), emotional disturbance (ED), and low incidence disabilities related to hearing, sight, or mobility (DEA, HOH, VI, or OI). Some students with mild/moderate cognitive and/or language disabilities, such as intellectual disability (ID) and traumatic brain injury (TBI), may also participate on the general education curriculum as determined by the IEP team.

- A. During the high school years, the IEP team should carefully consider the amount of time, supports, services, aids, accommodations, and/or modifications that the student requires in order to earn a high school diploma.
- B. Students in the special day program who do not complete the District’s course requirements for earning a diploma, even after being eligible for waivers, must be issued a certificate of completion. Students eligible for a certificate after 4 years of high school are encouraged to remain continuously enrolled for the purpose of diploma completion. For more information on the issuance of certificates of completion, see REF-6056.3.
- C. The following LAUSD courses are those that comprise the recommended “a-g” sequence for SWDs in the **special day program**. For information on teacher credentialing for “a-g” courses, see Sections IV and V below:

“a” Subject – History/Social Science (2 years):

- Modern World History AB
- United States History AB

“b” Subject – English (4 years):

- English 9
- English 10
- American Literature/Composition and Contemporary Composition
- Senior English Elective (World Literature or Modern Literature) and Expository Composition **or** Expository Reading/Writing Course AB



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GUIDELINES (Continued):

“c” Subject – Mathematics (3 years):

- CC Algebra 1 AB or Financial Algebra 1 AB
- CC Geometry AB
- CC Algebra 2 AB, Financial Algebra 2AB, Introduction to Data Science AB, or its advanced math equivalent

“d” Subject – Biological and Physical Science (1 year of each):

- Biological Science – Biology or Integrated/Coordinated Science (ICS) 2AB¹
- Physical Science – Integrated/Coordinated Science (ICS) 1AB¹

¹ Integrated/Coordinated Science (ICS) 1 fulfills the physical science requirement, and ICS 2 satisfies the biological science requirement (*EC* 51225.3). The two courses together satisfy the “d” science requirement for LAUSD graduation and the CSU system.

“e” Subject – Languages Other Than English (LOTE) (2 years):

- Students should select a language other than English (LOTE) to study that aligns to their college/career goals.

“f” Subject – Visual Arts/Performing Arts (VAPA) (1 year):

- Students should select a visual or performing arts discipline to study that aligns to their college/career goals.

“g” Subject – College Preparatory Elective (1 year)²:

- Principles of American Democracy (semester course)
- Economics (semester course)

² Most other “g” subject courses will likely only be offered within the general education program.

III. Waivers from Selected “a-g” Courses for Students with Disabilities

A **waiver** is a process that allows a student with a disability and an active IEP to forgo passing a particular course that would otherwise be required for graduation by meeting other specified conditions. By waiving a course, the IEP team understands that the student will remain on track toward receiving a diploma, but may not be eligible to apply to a CSU or UC college because the “a-g” requirements have not been fulfilled.

In some cases, a waiver may be obtained prior to the student attempting the course.



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A. Mathematics “c” Subject Requirement:

1. Waivers from math courses do not exempt the student from the two-year CDE mathematics requirement (20 credits), the requirement to pass 1 year of Algebra 1 or advanced algebra, or the LAUSD requirement that all students must be enrolled in math courses in grades 9, 10, and 11. There is no validation for Algebra 1 and Geometry; therefore, students must pass all 20 credits with a grade of D or better. For more information on applying validation rules, See BUL-6566.2 or BUL-6778.0
2. Year 1 - CC Algebra 1: Common Core Algebra 1 is a graduation requirement in California and LAUSD.
REF-5982.1 outlines the conditions under which a 12th grade student might be eligible for a waiver from the Algebra 1 requirement. Although the IEP team may decide to seek a waiver from the Algebra 1 requirement, only the California State Board of Education is authorized to grant the waiver to an eligible student. The IEP team and the District do not have this authority. For assistance with this process, schools must contact the Division of Special Education.
3. Year 2 - CC Geometry: All SWDs must successfully complete Common Core Geometry AB or another “c”-requirement math course offered at the school to fulfill the second year of math. Intervention or support math courses do not fulfill this requirement.
4. Year 3 - CC Algebra 2 (or its advanced math equivalent): During the year in which a SWD is enrolled in CC Geometry AB, the IEP team should convene to determine whether the student should take additional advanced math courses (e.g., CC Algebra 2 or its equivalent) or continue taking intervention math courses that support the student’s IEP goals in math. This decision must be based on data regarding the student’s achievement in previous math courses and achievement of math goals in the IEP.
 - a. In the event that the IEP team decides that the student will enroll in CC Algebra 2 (or its equivalent), the IEP team must inform the parent/guardian and student that the course may only be offered in the general education program. The IEP team may need to discuss additional supports the student requires to access the course.
 - b. In the event that the IEP team decides that the student will not enroll in the CC Algebra 2 course, the IEP team must



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GUIDELINES (Continued):

- complete Attachment A, “Request to Waive Third Year of College-Preparatory Mathematics for Students with Disabilities with an IEP.” The form must be completed during an IEP team meeting. The IEP team must discuss the consequences with the student and parent/guardian and ensure that the student and family understand that the student may not be eligible to apply to CSU/UC campuses and/or many other four-year institutions without completion of the “c” subject area. The student must replace the course with a supplemental math course to substitute for the third year of “c” requirement mathematics, or CC Algebra 2, from those courses that support the student’s math IEP goals. Courses already required for graduation cannot be used as substitutes.
- c. Entering Exemption Courses to the Student Transcript: After the IEP team meeting has been held and all signatures have been obtained on Attachment A, the form can be forwarded to the student’s counselor for MiSiS processing. The following courses can be added to the transcript using the MiSiS Job Aid for “Entering Out of District Courses to the Transcript”:
- ALG 2A EXEMPT – 103149
 - ALG 2B EXEMPT – 103150
- Note: These courses do not yield numerical credit.
- d. Replacement Courses: Acceptable math support courses (non “a-g”) that can be used during Grades 11 and 12 for students eligible for a waiver include:
- CC ALG2 TUT LAB AB – 312617/312618
 - DEV MATH SH AB – 310127/310128

If either of these courses were taken prior to the waiver being granted, the student will need to enroll in DEV MATH SH for an additional year.

B. Languages Other Than English (LOTE) “e” Subject Requirement:

1. Students must successfully complete two years of study (or its equivalent) of a language other than English (LOTE) to completely satisfy the “e” requirement.
2. Classes of 2016, 2017, 2018, and 2019:
Students with an IEP in classes of 2016-2019 must enroll in and attempt to successfully complete both semesters of Year 1 of LOTE (e.g., Spanish 1A and Spanish 1B).



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GUIDELINES (Continued):

To be eligible for a waiver from Year 1 and Year 2 of LOTE, all of the following three conditions must be met:

- a. IEP team has already convened and determined the student will not enroll in Year 2 of LOTE and has been granted a waiver (Attachment B). Parent/guardian must be advised that the student may not be eligible to apply to CSU/UC and other colleges without successful completion of a LOTE course;
- b. Student is currently in the fourth year of high school and has previously attempted to pass both semesters of Year 1 of LOTE (e.g., Spanish 1A and Spanish 1B);
- c. Student has received a grade of Fail in one or both semesters of Year 1 of LOTE (e.g., Spanish 1A or Spanish 1B) and there is no feasible means of successfully completing either class.

If all three of these conditions have been met, the student can be granted a waiver for Year 1 of LOTE (in addition to the waiver for Year 2). No form is necessary, but the counselor will need to enter the following exemption courses to the transcript:

- LOTE YEAR 1A EXEMPT – 102547
- LOTE YEAR 1B EXEMPT – 102548
- LOTE YEAR 2A EXEMPT – 102549
- LOTE YEAR 2A EXEMPT – 102550

Note: These courses do not yield numerical credit.

3. Class of 2020 and beyond:

- a. There is no waiver from Year 1 of the LOTE requirement. All LAUSD students must successfully complete Year 1 of LOTE by one of two methods:
 - Passing both semesters of the same course (i.e., Spanish 1A and Spanish 1B) with a grade of D or better or utilizing validation rules, or
 - Demonstrating proficiency via one of the options outlined in BUL-2533.1, “Procedures for Granting Credit and Achievement Marks for Foreign Language,” or in BUL-4723.4, “The LAUSD Languages Other Than English (LOTE) Equivalency Examination in Spanish, French, Mandarin, and Korean.”
- b. The IEP team must inform the student and parent/guardian that LOTE courses may only be offered in the general education program. The IEP team may need to discuss additional supports the student requires to be successful in LOTE courses.



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- c. SWD who have failed one or more semesters of LOTE may need additional supports in order to successfully pass the courses. The IEP team should convene to discuss the options for re-enrolling in the course, including available supports, services, aids, accommodations, and/or modifications.
- d. Year 2 of LOTE: During the year in which a SWD is enrolled in Year 1 of LOTE, the IEP team should convene to determine whether the student should take a second year of study in the same language or continue taking other courses that are designed to assist the student in meeting his/her IEP goals. This decision must be based on data regarding the student's achievement in Year 1 of LOTE and achievement of reading/writing/ELD goals in the student's IEP.
 - i. In the event that the IEP team decides that the student will enroll in Year 2 of LOTE, the IEP team must inform the parent/guardian and student that the course may only be offered in the general education program. The IEP team may need to discuss additional supports the student requires.
 - ii. In the event that the IEP team decides that the student will not enroll in Year 2, the IEP team must complete Attachment B, "Request to Waive Second Year of Languages Other Than English (LOTE) Requirement for Students with Disabilities with an IEP." The form must be completed during an IEP team meeting. The IEP team must discuss the consequences with the student and parent/guardian and ensure that the student and family understand that the student may not be eligible to apply to CSU/UC campuses and/or many other four-year institutions without completion of the "e" subject area. The student should select a course (10 credits) to substitute for Year 2 of LOTE from those that support the student's chosen career pathway and/or IEP goals (particularly literacy-related goals).
- e. Entering Exemption Courses to the Student Transcript: After the IEP team meeting has been held and all signatures have been obtained on Attachment B, the form can be forwarded to the student's counselor for MiSiS processing. The following courses can be added to the transcript using the MiSiS Job Aid for "Entering Out of District Courses to the Transcript":



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- LOTE 2A EXEMPT – 102549
- LOTE 2B EXEMPT – 102550

Note: These courses do not yield numerical credit.

- f. Replacement Courses: The student will need to select a course to replace the 10 credits that will be missing. Acceptable courses (non “a-g”) that can be used to support students eligible for a LOTE Year 2 waiver typically would be courses that address the student’s IEP goals in literacy of CTE, including:
- DEV READ SH AB – 350211/350212
 - DEV ELS SH AB – 170605/170606
 - Any LTEL course or English elective course
 - CTE course that aligns to chosen career pathway

IV. Special Education Teacher Credentialing and Authorization to Teach “a-g” Courses and Graduation Requirement Courses

- A. Every Student Succeeding Act (ESSA): Under this law, which was enacted in July 2015, the requirement that special education teachers must be designated as “highly qualified “ in each subject area in which they teach has been removed. This was previously required under the *No Child Left Behind Act* (NCLB). However, given that LAUSD has adopted the “a-g” requirements as the basis for issuing the high school diploma, the District has enacted additional requirements for special education teachers assigned to high schools. This is to ensure that all students with disabilities have access to instruction from teachers who have demonstrated subject matter competence to teach advanced courses that are considered outside the scope of a special education program.
- B. Resource Specialist Teachers and “a-g” Courses: Per BUL-1258.1, resource specialist teachers **may not** be assigned as the teacher of record or be assigned to carry rosters for any course required for graduation or that earns “a-g” credit, regardless of the credentials held. The only courses to which RSP teachers may be assigned are elective courses within the Learning Center. These elective courses do not earn “a-g” credit. The course descriptions for the elective courses that can be offered in the Learning Center are posted on the Division of Special Education website on the Learning Center/RSP page at: <http://achieve.lausd.net/Page/4275>.
- C. Special Day Program Teachers and “a-g” Courses:
1. The chart below denotes the “a-g” courses that may be assigned to special day program teachers who possess a mild/moderate education specialist credential (or its pre-Ryan equivalent).



**GUIDELINES
(Continued):**

Course Options for Special Day Program Teachers

History/ Social Science	Modern World History AB, United States History AB, Principles of American Democracy, Economics
English	English 9, English 10, American Literature/ Composition, Contemporary Composition, World Literature, Modern Literature, Expository Composition, Expository Reading and Writing Course AB
Mathematics	CC Algebra 1 AB, CC Geometry AB, Financial Algebra 1 or 2*, Introduction to Data Science* * Financial Algebra courses and the Introduction to Data Science course require the teacher to attend an LAUSD-sponsored training in advance of being assigned to the course
Laboratory Science	Biology, Integrated/Coordinated Science (ICS) 1AB (physical science) or ICS 2AB (biological science)
Electives that support IEP goals	<u>Examples:</u> STRAT LIT, L&L SH, DEV READ SH, DEV ELS SH, DEV MATH SH, 21 st Century Career Exploration, or any of the Common Core math tutorial lab courses

2. The chart below denotes the courses for which a special day program teacher must possess both a mild/moderate education specialist credential and a single-subject general education credential (or its equivalent) in the required discipline in order to be assigned to teach the following specialized courses:

Specialized A-G Courses Requiring an Additional Credential and the Education Specialist Credential for Mild/Moderate Disabilities

CC Algebra 2	Requires foundational math or K-12 math single-subject credential
Chemistry AB	Requires chemistry authorization on a science single-subject credential
Physics AB	Requires physics authorization on a science single-subject credential
LOTE Year 1 or Year 2	Requires foreign language single-subject credential and authorization for the specific LOTE (A-level fluency)
VAPA (year 1 only, no advanced courses)	Requires a single-subject credential authorizing service in the specific arts field (dance, music, drama, visual art)

3. A special day program teacher with the required credentials may be assigned to teach one of the above specialized courses to both students with disabilities and general education students in an inclusive/ integrated classroom only under the following



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circumstances:

- a. Each semester, the special education teacher may only be assigned one (1) section of one of the specialized math, science, LOTE, or VAPA “a-g” courses listed in the above chart.
- b. If the course is going to be open to general education students because the special education teacher possesses the appropriate single-subject credential, the course may only be assigned to the special education teacher with his/her prior consent.
- c. The special education teacher may not be assigned the course as an auxiliary period during the school day. All special education teachers must be provided with a conference/preparatory period for completing IEPs.
- d. The course must have a **minimum special education student enrollment of 33%** of the total number of students enrolled.
- e. By offering the course, the APSCS/designee ensures that no other section of a special day program course has an enrollment that exceeds District guidelines. Offering these “a-g” courses should not raise the class size in other special day classes.

V. Limitations on Secondary Special Education Teacher Assignments and “a-g” and Graduation Requirement Courses

- A. No secondary courses labeled “advanced,” “honors,” or “advanced placement” either in the title or in the local/emphasis fields may be assigned to or taught by special day program teachers under any circumstances. Special day program teachers are allocated to schools to support SWDs who need significant support in core subjects only.
- B. Middle and high school special education teachers (resource specialist teachers and special day program teachers) **may not** be assigned to teach physical education or athletics/sports courses during the school day. With the teacher’s consent and the proper physical education authorization, the school may assign an athletics/sports course to a special education teacher outside of the school day (e.g., zero or seventh period) provided that the school absorbs the cost of the teacher’s salary for the extra duty. A course offered outside the school day will not be funded by the Division of Special Education. Schools not in compliance with this policy may be charged for staffing expenditures not approved by the Division.
- C. School administrators are reminded that mild/moderate special education teachers are allocated to schools for the purpose of providing specialized support to SWDs who require services in order to access the core



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GUIDELINES (Continued):

general education curriculum. This includes providing each special education teacher with a conference/preparatory period to prepare for, implement, and hold IEP team meetings and to confer with colleagues regarding cases of students suspected of having a disability. Special education teachers may not be assigned to carry an auxiliary roster during the school day, as the teacher must be available for assessments, IEP team meetings, and conferring with colleagues, parents, or outside agencies during the school day.

- D. Special education teachers may not be allocated to perform non-teaching duties during the school day, including serving as dean of discipline, instructional or athletics coaches, and/or coordinators of school programs.
- E. Schools that authorize special education teachers to either teach general education courses/students or to perform non-teaching or unapproved duties during the school day are not in compliance with this policy and may be charged for unapproved staffing expenditures.

AUTHORITY:

This is a policy of the Los Angeles Unified School District in alignment with California *Education Code*.

RELATED RESOURCES:

BUL-1258.1: "Description of the Resource Specialist Program and the Role of the Resource Specialist Teacher-Revised," dated November 15, 2004.

BUL-2533.1: "Procedures for Granting Equivalency and Achievement Marks for Language Other Than English (LOTE) for the Graduation Classes of 2016 and Beyond," dated April 29, 2016.

BUL-4723.4: "The LAUSD Language Other Than English (LOTE) Equivalency Examination in Spanish, French, Mandarin, and Korean," dated February 9, 2017.

BUL-5796.1: "Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age of Attendance," dated February 5, 2013.

REF-5982.1: "Algebra 1 Waiver Procedures for Students with Disabilities," dated December 20, 2013.

REF-6056.3, "Issuance of Diplomas of Certificates of Completion for All Eligible Grade 12 Students with Disabilities," dated May 23, 2016.

BUL-6566.2, "Graduation Requirements for Classes 2016-2019," dated



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**RELATED
RESOURCES**

December 15, 2016.

(Continued):

BUL-6778.0, "Graduation Requirements for Class of 2020," dated December 15, 2016.

ASSISTANCE:

For assistance or further information, please contact Diana Inouye, Coordinator, K-12 Instruction, Division of Special Education, at (213) 241-6701 or via email at diana.inouye@lausd.net.

ATTACHMENTS:

Attachment A: Request to Waive Third Year of College-Preparatory Mathematics Requirement for Students with Disabilities with an IEP

Attachment B: Request to Waive Second Year of Languages Other Than English (LOTE) Requirement for Students with Disabilities with an IEP

**REQUEST TO WAIVE THIRD YEAR OF COLLEGE-PREPARATORY MATHEMATICS
FOR STUDENTS WITH DISABILITIES WITH AN IEP**
(WAIVER OF COMPLETING THE “C” SUBJECT REQUIREMENT FOR GRADUATION)

Student Name: _____ Date of Birth: _____ Grade: _____
School: _____ Date of IEP Team Meeting: _____

Students with disabilities are expected to complete all graduation requirements. All students must have made every attempt to complete all graduation requirements including taking a full class schedule each semester and taking advantage of summer and/or intersession opportunities. Students who receive a mark of “fail” in a course required for graduation must repeat that course. Students with disabilities with an Individualized Education Program (IEP) may request a waiver of enrollment for the third year of College-Preparatory Mathematics (Common Core Algebra 2 or its advanced math equivalent) by using this form when it is completed during an IEP team meeting.

By completing this form, the parent/guardian and student acknowledge that the student may not be eligible to apply to CSU/UC campuses and/or many other four-year institutions without completion of the “c” subject area requirement.

Directions: To fulfill the requirement that students enroll in math courses in grades 9, 10, and 11, CC Algebra 2 (or its equivalent) must be substituted by other mathematics courses. Replacement courses should provide supplemental or intervention math instruction (non-“a-g” math courses). The substitution math course(s) must earn at least a total of ten (10) credits and may not have been taken prior to receiving this waiver.

Required Math Course Title: CC Algebra 2AB Credits: 10
Math course(s) to be substituted: (Fall) _____ Credits: _____ A-G? yes no
(Spring) _____ Credits: _____ A-G? yes no

Two Years/20 credits of “c”-requirement Math in high school will be fulfilled with the following courses:

Rationale for why the student should not enroll in 3rd year of college-preparatory math (include data from previous math courses and the student’s IEP):

Signatures to be obtained during IEP meeting:

Student Signature		Student Name (printed)		Date	
Parent Signature		Parent Name (printed)		Date	
Counselor Signature		Counselor Name (printed)		Date	
IEP Administrator/ Designee Signature		IEP Administrator/ Designee Name (printed)		Date	

Final Signature:

Principal Signature		Principal Name (printed)		Date	
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Return to the Counselor for appropriate recording. Scan and upload form to Welligent.

Place original with signatures in the student’s cumulative record.

Provide a copy to the student, parent/guardian, and the student’s counselor.

___ Credit Clerk - Original in cum record ___ Student copy ___ Parent/Guardian copy ___ Counselor copy
___ Scan & upload to Welligent on (date) ___/___/___ by (name) _____.

___ Appropriate documentation entered into student’s MiSiS electronic record on (date) ___/___/___
by (name) _____.

**REQUEST TO WAIVE SECOND YEAR OF LANGUAGES OTHER THAN ENGLISH
(LOTE) REQUIREMENT FOR STUDENTS WITH DISABILITIES WITH AN IEP
(WAIVER OF COMPLETING YEAR 2 OF THE “E” LOTE SUBJECT REQUIREMENT FOR GRADUATION)**

Student Name: _____ Date of Birth: _____ Grade: _____
School: _____ Date of IEP Team Meeting: _____

Students with disabilities are expected to complete all graduation requirements. All students must have made every attempt to complete all graduation requirements including taking a full class schedule each semester and taking advantage of summer and/or intersession opportunities. Students who receive a mark of “fail” in a course required for graduation must repeat that course. Students with disabilities with an Individualized Education Program (IEP) may request a waiver of enrollment for Year 2 of the Languages Other Than English (LOTE) graduation requirement by using this form when it is completed during an IEP team meeting. By completing this form, parents/guardians and students acknowledge that the student may not be eligible to apply to CSU/UC campuses and/or many other four-year institutions without completion of the “e” subject area requirement. Parent/guardian also understands that Year 1 of the LOTE requirement cannot be waived.

Directions: The student should select a course to substitute for Year 2 of LOTE from those that support the student’s chosen career pathway and/or IEP goals (particularly in literacy). The substitute courses can either be those that earn “a-g” credit or those offered as supplemental or intervention instruction (non-“a-g” courses). Career and Technical Education (CTE) courses may be used to substitute for Year 2 of LOTE. The substitution course(s) must earn at least ten (10) credits.

Semester 1 of LOTE Year 1 Course Title: _____ **1A** Passed? yes no IP Credits Earned: _____
Semester 2 of LOTE Year 1 Course Title: _____ **1B** Passed? yes no IP Credits Earned: _____

Required Year 2 LOTE Course Title: _____ **2AB** Credits: **10**
Course(s) to be substituted: (Fall) _____ Credits: _____ A-G? yes no
(Spring) _____ Credits: _____ A-G? yes no

Rationale for why the student should not enroll in Year 2 of LOTE (include data from previous LOTE courses):

Signatures to be obtained during IEP meeting:

Student Signature		Student Name (printed)		Date	
Parent Signature		Parent Name (printed)		Date	
Counselor Signature		Counselor Name (printed)		Date	
IEP Administrator/ Designee Signature		IEP Administrator/ Designee Name (printed)		Date	

Final Signature:

Principal Signature		Principal Name (printed)		Date	
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Return to the Counselor for appropriate recording. Scan and upload form to Welligent.

Place original with signatures in the student’s cumulative record.

Provide a copy to the student, parent/guardian, and the student’s counselor.

___ Credit Clerk - Original in cum record ___ Student copy ___ Parent/Guardian copy ___ Counselor copy
___ Scan & upload to Welligent on (date) ___/___/___ by (name) _____.

___ Appropriate documentation entered into student’s MiSiS electronic record on (date) ___/___/___
by (name) _____.