

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Special Session Meeting – May 3, 2007

5:00 PM

District Office – Large Conference Room

1163 E. 7th Street, Chico, CA 95928

AGENDA

1. CALL TO ORDER – OPEN SESSION

1.1 Welcome and Flag Salute

2. DISCUSSION/ACTION

2.1 2ND Reading and Approval of Board Policies – 6000 Series - Instruction

6000 – Concepts & Roles

6011 – Academic Standards

6020 – Parent Involvement

6030 – Integrated Academic & Vocational Instruction

6111 – School Calendar

6112 – School Day

6115 – Ceremonies & Observations

6116 – Classroom Interruptions

6141 – Curriculum Development & Evaluation

6141.2 – Recognition of Religious Beliefs & Customs

6141.5 – Advanced Placement

6141.6 – Multicultural Education

6142.1 – Sexual Health & HIV/AIDS Prevention Instruction

6142.3 – Civic Education

6142.6 – Visual & Performing Arts Education

6142.7 – Physical Education

6142.8 – Comprehensive Health Education

6142.91 – Reading/Language Arts Instruction

6142.92 – Mathematics Instruction

6142.93 – Science Instruction

6143 – Courses of Study

6144 – Controversial Issues

6145 – Extracurricular & Cocurricular Activities

6145.2 – Athletic Competition

6145.5 – Student Organizations & Equal Access

6145.6 – International Exchange

6145.8 – Assemblies & Special Events

6146.1 – High School Graduation Requirements

6146.11 – Alternative Credits Toward Graduation

6146.2 – Certificate of Proficiency/High School Equivalency

6146.3 – Reciprocity of Academic Credit

6146.5 – CUSD Junior High School Promotional Requirements

6151 – Class Size

6152 – Class Assignment

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Posted: 04/30/07:
Prior to 5:00 p.m.

- 6153 – School-Sponsored Trips
- 6154 – Homework/Makeup Work
- 6158 – Independent Study
- 6159 – Individualized Education Program
- 6159.1 – Procedural Safeguards & Complaints for Special Education
- 6159.2 – Nonpublic, Nonsectarian School & Agency Services for Special Education
- 6159.3 – Appointment of Surrogate Parent for Special Education Students
- 6161 – Equipment, Books & Materials
- 6161.1 – Selection & Evaluation of Instructional Materials
- 6161.11 – Supplementary Instructional Materials
- 6161.2 – Damaged or Lost Instructional Materials
- 6161.3 – Toxic Art Supplies
- 6162.5 – Student Assessment
- 6162.51 – Standardized Testing & Reporting Program
- 6162.52 – High School Exit Examination
- 6162.54 – Test Integrity/Test Preparation
- 6162.6 – Use of Copyrighted Material
- 6162.7 – Use of Technology in Instruction
- 6162.8 – Research
- 6163.1 – Library Media Centers
- 6163.2 – Animals at School
- 6163.4 – Student Use of Technology
- 6164.2 – Guidance/Counseling Services
- 6164.4 – Identification of Individuals for Special Education
- 6164.5 – Student Success Teams
- 6164.6 – Identification & Education Under Section 504
- 6171 – Title 1 Programs
- 6172 – Gifted & Talented Student Program
- 6173 – Education for Homeless Children
- 6173.1 – Education for Foster Youth
- 6174 – Education for English Language Learners
- 6176 – Weekend/Saturday Classes
- 6177 – Summer School
- 6178 – Vocational Education
- 6178.1 – Work Experience Education
- 6179 – Supplemental Instruction
- 6181 – Alternative Academic Programs
- 6182 – Opportunity School/Class/Program
- 6184 – Continuation Education
- 6185 – Community Day School
- 6190 – Evaluation of the Instructional Program

3. ITEMS FROM THE FLOOR

4. ANNOUNCEMENTS

5. CLOSED SESSION

5.1 Public Employee Performance Evaluation
Title: Superintendent

6. ADJOURNMENT

Rick Rees, President
Board of Education
Chico Unified School District

TITLE: Board Policy Series 6000 (Instruction)

Action: XX

Consent:

Information:

Prepared by: Kelly Staley, Assistant Superintendent for Educational Services

Background Information

In order to govern effectively, Districts are required to have accurate and up-to-date Board Policies. By law, Districts are mandated to adopt many policies to ensure legal compliance. Working in conjunction with California School Boards Association (CSBA) Policy Services, CUSD continues to update and revise Board Policies to ensure CUSD is legally compliant.

Educational Implications

Up-to-date policies provide clarity to the expectations for students, parents, and staff.

Fiscal Implications

CUSD is required to have up-to-date and legally compliant policies. Failure to have such policies in place jeopardizes funding opportunities, especially in regards to Categorical dollars.

Recommendation

Adopt the CSBA recommended Board Policies Series 6000

6000	BP	Concepts And Roles
6011	BP	Academic Standards
6020	BP	Parent Involvement
6030	BP	Integrated Academic and Vocational Instruction
6111	BP	School Calendar
6112	BP	School Day
6115	BP	Ceremonies and Observances
6116	BP	Classroom Interruptions
6141	BP	Curriculum Development and Evaluation
6141.2	BP	Recognition Of Religious Beliefs And Customs
6141.5	BP	Advanced Placement
6141.6	BP	Multicultural Education
6142.1	BP	Health And HIV/AIDS Prevention Instruction
6142.3	BP	Civic Education
6142.6	BP	Visual And Performing Arts Education
6142.7	BP	Physical Education
6142.8	BP	Comprehensive Health Education
6142.91	BP	Reading/Language Arts Instruction
6142.92	BP	Mathematics Instruction
6142.93	BP	Science Instruction
6143	BP	Courses Of Study
6144	BP	Controversial Issues
6145	BP	Extracurricular and Cocurricular Activities
6145.2	BP	Athletic Competition
6145.5	BP	Student Organizations And Equal Access
6145.6	BP	International Exchange
6145.8	BP	Assemblies And Special Events
6146.1	BP	High School Graduation Requirements
6146.11	BP	Alternative Credits Toward Graduation
6146.2	BP	Certificate Of Proficiency/High School Equivalency
6146.3	BP	Reciprocity Of Academic Credit
6146.5	BP	CUSD Junior High School Promotional Requirements
6151	BP	Class Size
6152	BP	Class Assignment
6153	BP	School-Sponsored Trips
6154	BP	Homework/Makeup Work
6158	BP	Independent Study
6159	BP	Individualized Education Program
6159.1	BP	Procedural Safeguards And Complaints For Special Education
6159.2	BP	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	BP	Appointment of Surrogate Parent For Special Education Students
6161	BP	Equipment, Books And Materials

6161.1	BP	Selection And Evaluation Of Instructional Materials
6161.11	BP	Supplementary Instructional Materials
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6163.1	BP	Library Media Centers
6163.2	BP	Animals at School
6163.4	BP	Student Use of Technology
6164.2	BP	Guidance/Counseling Services
6164.4	BP	Identification of Individuals for Special Education
6164.5	BP	Student Study Teams
6164.6	BP	Identification and Education Under Section 504
6171	BP	Title I Programs
6172	BP	Gifted And Talented Student Program
6173	BP	Education For Homeless Children
6173.1	BP	Education For Foster Youth
6174	BP	Education For English Language Learners
6176	BP	Weekend/Saturday Classes
6177	BP	Summer School
6178	BP	Vocational Education
6178.1	BP	Work Experience Education
6179	BP	Supplemental Instruction
6181	BP	Alternative Academic Programs
6182	BP	Opportunity School/Class/Program
6184	BP	Continuation Education
6185	BP	Community Day School
6190	BP	Evaluation Of The Instructional Program



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CONCEPTS AND ROLES

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

(cf. 9000 - Role of the Board)

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

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

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

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

The Board shall:

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

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

2. Establish graduation requirements.

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

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3. Ensure that a process is in place for the development and review of the district's curriculum.

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6143 - Courses of Study)

5. Adopt textbooks and other instructional materials

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

6. Support the professional staff's implementation of the curriculum by providing consistent policy direction, allocating resources based on educational program priorities, recognizing staff accomplishments, and including reasonable annual goals related to student learning.

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3100 - Budget)

(cf. 4143 - Negotiations/Consultation)

(cf. 9310 - Board Policies)

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

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4331 - Staff Development)

(cf. 9240 - Board Development)

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

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

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

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

The Superintendent or designee shall:

1. Review research related to curriculum issues

2. Select and/or develop curricula for recommendation to the Board in accordance with the district's curriculum

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development and review process

3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and for the workplace

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

4. Determine the general methods of instruction to be used

5. Assign instructors and schedule classes for all curricular offerings

(cf. 4113 - Assignment)
(cf. 6112 - School Day)
(cf. 6117 - Year-Round Schedules)

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

(cf. 3310 - Expenditures and Purchases)

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

Comparability in Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by categorical programs shall supplement, not supplant, the district-provided core curriculum and any services which may be provided by other categorical programs.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6171 - Title I Programs)

Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent, educational program

CODE OF REGULATIONS, TITLE 5

3940 Maintenance of effort

4424 Comparability of services

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements/comparability of services

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

WEB SITES

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

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



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Board Policy: #6011

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ACADEMIC STANDARDS

The Governing Board recognizes that content and performance standards are necessary to clarify for students, parents/guardians, and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards for student achievement that meet or exceed statewide standards and challenge all students to reach their full potential.

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

(cf. 6010 - Goals and Objectives)

Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance in accordance with Board policy. The standards shall also provide a basis for evaluating the instructional program.

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

While desiring district standards to be specific and comprehensive, the Board does not intend that these standards be so extensive as to describe everything that will be taught in the classroom. Staff shall have sufficient time and flexibility to provide instruction that supplements the standards.

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary.

Legal Reference:

EDUCATION CODE

44662 Evaluation of certificated employees

51003 Statewide academic standards

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

Management Resources:

WEB SITES

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



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PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.5 - School-Based Decision Making)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5145.6 - Parental Notifications)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations.
(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

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Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

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

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/fs/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsteachers.org>

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



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Board Policy: #6030

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INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION

In order to maximize the learning and application of skills that will allow students to succeed in life, the Governing Board believes that the instruction of academic and vocational subjects should be combined and fully integrated during all their years of schooling. The Board is confident that achievement will rise when students are routinely called upon to apply their classroom learning to real life and workplace situations.

The Board recognizes that integrated academic/vocational instruction will require new forms of community involvement and a new level of collaboration among schools and staff members. Representatives of all disciplines and grade levels will need to collaborate in developing a curriculum that offers school-based and work-based learning experiences in well-articulated sequences. Career awareness, exploration and guidance should be an integral part of this curriculum.

(cf. 4131 - Staff Development)
(cf. 6010 - Goals and Objectives)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference:

EDUCATION CODE

51041 Evaluation of educational program

52336-52336.5 Career preparatory programs

UNITED STATES CODE, TITLE 20

5801-6084 National Education Reform, Goals 2000

6101-6251 School-to-Work Opportunities Act of 1994

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D



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SCHOOL CALENDAR

The Superintendent or designee shall recommend to the Board of Education a calendar for the district that will meet the requirements of law.

(cf. 4143/4243 - Negotiations/Consultation)

The district calendar shall show the beginning and ending school dates, legal and local holidays, minimum days, vacation periods and other pertinent dates.

(cf. 6112 - School Day)

(cf. 6115 - Ceremonies and Observances)

(cf. 6117 - Year-Round Schedules)

(cf. 6177 - Summer School)

The district shall offer a minimum of 180 days of instruction per school year.

Staff development days shall not be counted as instructional days.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

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

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37220-37223 Holidays

37252-37253.5 Summer school

37300-37307 Year-Round School Demonstration Project

37600-37672 Continuous school programs: year-round schools, especially:

37618 School calendar

37700-37707 Four-day week

41422 Schools not maintained for 175 days

44579-44579.5 Instructional Time and Staff Development Reform Program

46200-46205 Incentives for longer instructional day and year

46206 Waiver

48980 Notice at beginning of term

ELECTIONS CODE

12283 School closures, election days

Management Resources:

WEB SITES

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

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



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SCHOOL DAY

The Board of Education shall fix the length of the school day subject to the provisions of law. (Education Code 46100)

(cf. 6111 - School Calendar)

The Superintendent or designee shall schedule class periods giving consideration to course requirements and curricular demands, availability of school facilities, the age and attention span of students, and legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning; provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

(cf. 4131 - Staff Development)

Legal Reference:

EDUCATION CODE

- 8970-8974 Early primary program, including extended-day kindergarten
- 37202 Equal time in all schools
- 37670 Year-round schools
- 46010 Total days of attendance
- 46100 Length of schoolday
- 46110-46119 Kindergarten and elementary schools (day of attendance)
- 46140-46147 Junior high school and high school (day of attendance)
- 46160-46162 Alternative schedule - junior high and high school
- 46170 Minimum day - continuation schools
- 46180 Opportunity schools (minimum day)
- 46190-46192 Adult school (day of attendance)
- 46200-46206 Incentives for longer instructional day and year
- 52326 Minimum school day for regional occupational center and programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Kindergarten Information, June 7, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

The Uses of Time for Teaching and Learning, October 1996

Extending Learning Time for Disadvantaged Students, August 1995

NATIONAL EDUCATION COMMISSION ON TIME AND LEARNING PUBLICATIONS

Prisoners of Time, April 1994

WEB SITES

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



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CEREMONIES AND OBSERVANCES

The Board of Education recognizes the importance of having students join together to celebrate events of cultural or historical significance or to acknowledge the contributions of outstanding individuals. Besides helping students to appreciate their pluralistic heritage, holidays, ceremonies and observances can enhance their sense of community, instill pride in our country, and contribute to a positive school climate.

(cf. 6141.6 - Multicultural Education)

Legal Reference:

EDUCATION CODE

37220-37223 Saturdays and holidays
44015.1 Week of the school administrator
45203 Paid holidays
45460 Classified employee week
52720 Daily performance of patriotic exercises in public schools

GOVERNMENT CODE

430-439 Display of flags
3540-3549.3 Meeting and negotiating

UNITED STATES CODE, TITLE 36

174 Time and occasion for display of flag
175 Position and manner of display of flag

COURT DECISIONS

West Virginia State Board of Education et al v. Barnette et al, 319 U.S. 624 (1943)

Management Resources:

WEB SITES

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



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CLASSROOM INTERRUPTIONS

The Board of Education recognizes that class time should be dedicated to student learning. The Board believes that classroom interruptions which are not related to the educational program should be kept at an absolute minimum.

The Superintendent or designee shall establish administrative regulations to govern classroom interruptions.

Legal Reference:

EDUCATION CODE
32212 Classroom interruptions



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CURRICULUM DEVELOPMENT AND EVALUATION

The Board of Education accepts responsibility for establishing what students should learn. The Board shall adopt a district curriculum which reflects district philosophy, responds to student needs and abilities, and is consistent with the requirements of law. Insofar as possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole.

The Board considers curriculum improvement to be a priority for the district. Curriculum development and evaluation will therefore be an ongoing process in the district, routinely supported by planned allocations of resources and staff time.

The Board will establish a curriculum adoption cycle consistent with the state adoption cycle.

(cf. 6178 - Vocational Education)

The Superintendent or designee shall establish procedures which ensure that the curriculum development and evaluation process includes input from a variety of grade levels, disciplines, schools, and special programs. The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Legal Reference:

EDUCATION CODE

221.5 Equal opportunity without regard to sex
35160 Authority of governing boards
35160.1 Broad authority of school districts
51050-51057 Enforcement of courses of study
51200-51263 Required courses of study, especially
51225.3 Requirements for high school graduation
51500-51540 Prohibited instruction
51720-51879.9 Authorized classes and courses of instruction
52001-52049 Improvement of elementary and secondary education
52060-52067 American Indian Early Childhood Education Program
52160-52178 Bilingual-Bicultural Act
52200-52212 Mentally gifted and talented pupil program
52300-52414 Vocational education
54000-54041 Programs for disadvantaged pupils
54100-54145 Miller-Unruh Act of 1965
56000-56865 Special education programs

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

4000-4091 School improvement programs
4304-4320 Bilingual education programs
4400-4426 Improvement of elementary and secondary education

Management Resources:

CDE PROGRAM ADVISORIES

123.87 Curriculum Review, Improvement and Implementation, CIL:87/8-9

Policy Adopted:



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RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Board of Education recognizes that students' education would be incomplete without an understanding of the role of religion in society. As appropriate for a particular course, teachers may objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with culture, literature or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the diversity of religions and customs in the world.

(cf. 6143 - Courses of Study)

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the public schools. Instruction about religion shall not promote or denigrate the beliefs or customs of any particular religion or sect, nor should a preference be shown for one religious viewpoint over another. Staff members shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

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

(cf. 1330 - Use of School Facilities)

(cf. 1325 - Advertising and Promotion)

(cf. 5113 - Absences and Excuses)

(cf. 6145.5 - Student Organizations and Equal Access)

Staff shall not endorse, encourage or solicit religious or anti-religious expression or activities among students during class time. As part of their official duties, staff shall not lead students in prayer or other religious activities. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

(cf. 5127 - Graduation Ceremony and Activities)

Students may express their beliefs about religion in their homework, artwork and other class work if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards.

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

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6154 - Homework/Make-up Work)

While teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is not allowed in the public schools. School-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. School and classroom decorations may express seasonal themes that are not religious in nature.

Music, art, literature or drama programs having religious themes are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage. The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and are temporary in nature.



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Legal Reference:

EDUCATION CODE

38130-38138 Civic Center Act

46014 Absences for religious purposes

51511 Religious matters properly included in courses of study

51938 Right of parent/guardian to excuse from sexual health instruction

UNITED STATES CODE, TITLE 20

4071-4074 Equal Access Act

6061 School prayer

7904 School prayer

COURT DECISIONS

Lassonde v. Pleasanton Unified School District, (2003, 9th Cir.) 320 F.3d 979

Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092

Lemon v. Kurtzman, (1971) 403 U.S. 602

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, February 2003

Religion in the Public Schools: A Joint Statement of Current Law, April 1995

WEB SITES

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

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

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



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ADVANCED PLACEMENT

To encourage students to challenge themselves academically and to enable students to be more competitive when applying for admission to postsecondary institutions, the Board of Education shall provide opportunities for college-level coursework that will prepare interested high school students to pass Advanced Placement examinations.

To increase the capacity of the school to offer these courses, the Superintendent or designee shall provide opportunities for staff development for Advanced Placement teachers and shall explore alternative methods of delivering Advanced Placement courses, including online courses.

(cf. 4111 - Recruitment and Selection)

(cf. 4113 - Assignment)

(cf. 4131 - Staff Development)

The Superintendent or designee shall ensure that the district's curriculum provides opportunities for students to acquire the skills necessary to successfully undertake Advanced Placement coursework.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

All students who meet course prerequisites shall have equal access to Advanced Placement courses.

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

Grades for Advanced Placement courses shall be assigned in accordance with Board policy and administrative regulation.

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

Legal Reference:

EDUCATION CODE

48980 Parental notifications

52240-52247 Advanced Placement program

CODE OF REGULATIONS, TITLE 5

3840 Advanced Placement as program option for gifted and talented students

Management Resources:

WEB SITES

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

AP Challenge Project: <http://www.apchallenge.net>

College Entrance Examination Board: <http://www.collegeboard.org/ap>

Advancement Via Individual Determination: <http://www.avidcenter.org>



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MULTICULTURAL EDUCATION

To foster intercultural understanding, communication and respect in an increasingly diverse society, curriculum and instruction at all grade levels should reflect the perspective and experiences of various cultural, ethnic, racial and social groups. The Board of Education desires that multicultural education be integrated across the curriculum into as many subjects as possible rather than providing isolated lessons on different cultures. It may include but not be limited to instruction about the languages, cultural characteristics, significant events and individuals, and social, political and economic conditions of various ethnic groups.

While recognizing the unique aspects of different cultures and peoples, multicultural education should also emphasize commonalities and challenge the stereotypes and biases that inhibit intergroup understanding. Multicultural education also should be designed to contribute to the personal development of students through greater self-understanding and positive self-concept.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 5137 - Positive School Climate)
- (cf. 6115 - Ceremonies and Observances)
- (cf. 6141.2 - Recognition of Religious Beliefs and Customs)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Legal Reference:

EDUCATION CODE

- 44560 Inservice preparation in ethnic backgrounds
- 60040 Portrayal of cultural and racial diversity

Management Resources:

WEB SITES

California Arts Project: www.ucop.edu/tcap



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HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The Board of Education recognizes that accurate information about family life and human sexuality may contribute to a decreased risk for sexually transmitted diseases or unintended pregnancies. The Board also recognizes that Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis and that education is a necessary component for helping to slow the spread of this disease. The Board therefore desires to provide well-planned instruction on health and HIV/AIDS prevention.

(cf. 6142.8 - Comprehensive Health Education)

The district's curriculum shall be based on medically accurate and factual information and shall help students understand human sexuality. The district's program shall comply with the requirements of law and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality.

(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Parent/Guardian Notification and Excuse

At the beginning of each school year, or at the time of a student's enrollment, parents/guardians shall be notified about instruction in health education and HIV/AIDS prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in health and HIV/AIDS prevention education are available for inspection
2. Whether the health or HIV/AIDS prevention education will be taught by district personnel or outside consultants
3. That parents/guardians have a right to request a copy of Education Code 51930-51938
4. That parents/guardians may request in writing that their child not receive health or HIV/AIDS prevention education

(cf. 5145.6 - Parental Notifications)

The district may administer to students in grades 7-12 anonymous, voluntary and confidential research instruments, including tests and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Prior to administering such a survey or questionnaire, parents/guardians shall receive written notice that the survey is to be administered. Parents/guardians shall be given an opportunity to review the material and to request in writing that their child not participate. (Education Code 51938)

(cf. 5022 - Student and Family Privacy Rights)

Parents/guardians shall be asked to sign and return to the school an acknowledgment that they have received the notification.

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Upon a written request from his/her parent/guardian, a student shall be excused from participating in health or HIV/AIDS prevention education or from participating in questionnaires or surveys regarding health behaviors and risks. While the instruction is being delivered or the survey instrument is being administered, an alternative educational activity shall be made available to the student. (Education Code 51939)

A student shall not be subject to disciplinary action, academic penalty or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of Student Rights

7906 Sex education

Management Resources:

CDE PUBLICATIONS

Health Framework for California Public Schools, 2003

CSBA PUBLICATIONS

Saving Lives: AIDS Issues for California Schools, 1994

WEB SITES

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

California Department of Health Services: <http://www.dhs.ca.gov>

California Department of Social Services: <http://www.dss.cahwnet.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

California Healthy Kids Resource Center: <http://www.hkresources.org>

California Safe Schools Coalition: <http://www.casafeschools.org>



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CIVIC EDUCATION

The Governing Board recognizes that citizen involvement in civic and political institutions is essential to a democratic government and desires to provide a comprehensive civic education program to help students acquire the knowledge, skills, and principles essential for informed, responsible citizenship.

The Board shall approve, upon the recommendation of the Superintendent or designee, academic standards and curriculum in government that are aligned with state academic standards and curriculum frameworks.

(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 9000 - Role of the Board)

The district's civic education program shall provide students with an understanding of the rights and responsibilities of citizens in American democracy and the workings of federal, state, and local governments. As appropriate, instruction should include an examination of fundamental American documents, including, but not limited to, the Declaration of Independence, the United States Constitution, the Federalist Papers, and other significant writings and speeches.

To develop a sense of political effectiveness, instruction should develop students' understanding of the importance of civic participation in a democratic society. Service learning, extracurricular and cocurricular activities, class and school elections, and observation of local government processes may be used to reinforce classroom instruction by linking civic knowledge to practical experience and encouraging civic involvement.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6142.4 - Learning Through Community Service)
(cf. 6145 - Extracurricular and Cocurricular Activities)

Instruction also should promote a student's understanding of shared democratic principles and values, such as personal responsibility, justice, equality, respect for others, civic-mindedness, and patriotism, and enable students to make their own commitment to these civic values.

Legal Reference:

EDUCATION CODE

233.5 Teaching of principles

33540 Standards for government and civics instruction

37221 Commemorative exercises including anniversary of U.S. Constitution

48205 Absence from school for jury duty or precinct board service

51210 Courses of study, grades 1-6

51220 Courses of study, grades 7-12

ELECTIONS CODE

12302 Precinct boards, appointment of students

UNITED STATES CODE, TITLE 20

6711-6716 Education for Democracy Act

UNITED STATES CODE, TITLE 36

101-144 Patriotic observances

Management Resources:

CSBA PUBLICATIONS

School Board Leadership: The Role and Function of California's School Boards, 1996

FEDERAL REGISTER

70 Fed. Reg. 9929727 Constitution Day and Citizenship Day

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AMERICAN BAR ASSOCIATION PUBLICATIONS

Essentials of Law-Related Education, rev. 2003

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Content Standards

CENTER FOR CIVIC EDUCATION PUBLICATIONS

Education for Democracy: California Civic Education Scope & Sequence, 2003

National Standards for Civics and Government, 1994

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) PUBLICATIONS

1998 Civics Report Card for the Nation, November 18, 1999

WEB SITES

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

American Bar Association, Law-Related Education Projects: <http://www.abanet.org/publiced/lre>

American Political Science Association: <http://www.apsanet.org>

Bill of Rights Institute: <http://www.billofrightsinstitute.org>

California Association of Student Leaders: <http://www.casl1.org>

California Council for the Social Studies: <http://www.ccsc.org>

Center for California Studies: <http://www.csus.edu/calst>

Center for Civic Education: <http://www.civiced.org>

Center for Information and Research on Civic Learning and Engagement: <http://www.civicyouth.org>

Center for Youth Citizenship: <http://www.youthcitizenship.org>

Constitutional Rights Foundation: <http://www.crf-usa.org>

National Assessment of Educational Progress (NAEP), Civics Assessment:

<http://nces.ed.gov/nationsreportcard/civics>

National Council for the Social Studies: <http://www.ncss.org>



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VISUAL AND PERFORMING ARTS EDUCATION

The Governing Board recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students in all grades. The Board encourages all teachers to use the arts to facilitate learning in the subjects they teach.

The district's arts education program may include curriculum in dance, music, theater and the visual arts. Students shall have the opportunity to improve artistic skills, perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

In addition, the Superintendent or designee shall encourage the integration of community arts resources into the school program. Students shall have opportunities to attend musical and theatrical performances and observe the work of accomplished artists.

Legal Reference:

EDUCATION CODE

8810-8819.5 Arts education

8820-8830 Arts Work Visual and Performing Arts Education Program

8950-8957 California summer school of the arts

51204 Course of study designed for students' needs

51225.3 Graduation requirements

58800-58805 Specialized secondary programs

99200-99205 Subject matter projects

Management Resources:

CDE PUBLICATIONS

The Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, 1996

Literature for the Visual and Performing Arts, Kindergarten Through Grade Twelve

Prelude to Performance Assessments in the Arts, K-12, 1994

The Arts: Partnerships as a Catalyst for Educational Reform, 1994

Arts Work: A Call for Arts Education for All California Students, 1997

WEB SITES:

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

TCAP: <http://www.ucop.edu/tcap>

California Arts Council: <http://www.cac.ca.gov>



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PHYSICAL EDUCATION

The Board of Education recognizes the positive benefits of physical activity for student health and academic achievement. The Board desires to provide a physical education program that builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6145.2 - Athletic Competition)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6190 - Evaluation of the Instructional Program)

The district's program shall be taught in a co-educational environment and shall include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance.

(cf. 6143 - Courses of Study)

An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion.

(cf. 6164.6 - Identification and Education Under Section 504)

Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather or other inclement conditions.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Exemptions

The Superintendent or designee may grant temporary exemption from physical education under any of the following conditions:

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided. (Education Code 51241)
2. The student is enrolled for one-half time or less. (Education Code 51241)

The Superintendent or designee may exempt students, with their consent, from any two years of physical education courses during grades 10-12. (Education Code 51241)

The Superintendent or designee may excuse any student in grades 10-12 who attends a regional occupational center/program from attending physical education courses if such attendance results in hardship because of the travel time involved. (Education Code 52316)

(cf. 6145.2 - Athletic Competition)
(cf. 6146.11 - Alternative Credits Toward Graduation)

Legal Reference:

EDUCATION CODE

33350 CDE responsibilities re: physical education
49066 Grades; physical education class

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51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51241 Temporary or permanent exemption from physical education
51242 Exemption from physical education for athletic program participants
52316 Excuse from attending physical education classes
60800 Physical performance test
CODE OF REGULATIONS, TITLE 5
1041-1046 Physical performance test
3051.5 Adapted physical education for individuals with exceptional needs
10060 Criteria for high school physical education programs
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
ATTORNEY GENERAL OPINIONS
53 Ops.Cal.Atty.Gen. 230 (1970)

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

CDE PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 1996

CDE PROGRAM ADVISORIES

0418.89 Physical Education, April 18, 1989

CDHS PUBLICATIONS

Jump Start Teens, 1997

Playing the Policy Game, 1999

School Idea and Resource Mini Kit, 2000

CDC PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2000

NASBE PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

WEB SITES

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

CDE, Nutrition Services Division/SHAPE California: <http://www.cde.ca.gov/nsd>

CDHS, School Health Connections: <http://www.mch.dhs.ca.gov/programs/shc/shc.htm>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

National School Boards Association: <http://www.schoolhealth@nsba.org>

National Association of State Boards of Education (NASBE): <http://www.boards@nasbe.org>

Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>



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COMPREHENSIVE HEALTH EDUCATION

The Governing Board believes that health education should foster the knowledge, skills, and behaviors that students need in order to lead healthy, productive lives. The district's health education program shall teach personal responsibility for one's own lifelong health, respect for and promotion of the health of others, the process of growth and development, and informed use of health-related information, products, and services.

Goals for the district's health education program shall be designed to promote student wellness and shall be developed in accordance with Board policy. Such goals shall include, but not be limited to, goals for nutrition education and physical activity.

(cf. 5030 - Student Wellness)
(cf. 6011 - Academic Standards)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
(cf. 6142.7 - Physical Education)

Legal Reference:

EDUCATION CODE

8850.5 Family relationships and parenting education
35183.5 Sun protection
49413 First aid training
49430-49436 Pupil Nutrition, Health and Achievement Act of 2001
49490-49493 School breakfast and lunch programs
49500-49505 School meals
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and dangerous drugs
51210 Areas of study
51220.5 Parenting skills; areas of instruction
51260-51269 Drug education
51265 Gang violence and drug and alcohol abuse prevention inservice
51513 Personal beliefs
51890-51891 Comprehensive health education programs
51913 District health education plan
51920 Inservice training, health education
51930-51939 Comprehensive sexual health and HIV/AIDS prevention education
CODE OF REGULATIONS, TITLE 5
11800-11801 District health education plan

Management Resources:

CSBA PUBLICATIONS

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

CALIFORNIA DEPARTMENT OF HEALTH PUBLICATIONS

Jump Start Teens, 1997

WEB SITES

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

California Department of Education, Health Education: <http://www.cde.ca.gov/ci/he>

California Department of Health, School Health Connections: <http://www.mch.dhs.ca.gov/programs/shc/shc.htm>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Hearing Conservation Association: <http://www.hearingconservation.org>

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READING/LANGUAGE ARTS INSTRUCTION

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

(cf. 6143 - Courses of Study)

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

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

(cf. 6011 - Academic Standards)

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

The Superintendent or designee shall provide professional development opportunities to ensure that instructional staff is knowledgeable about how students develop language skills, is able to analyze students' developing literacy, and is able to draw from a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

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

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.1 - Library Media Centers)

Grades K-3

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

1. Skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills
2. A strong literature, language, and comprehension program that includes a balance of oral and written language

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3. Ongoing assesment of students' skills
4. An early intervention program that provides assistance to students at risk of reading failure

Grades 4-12

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

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

Supplementary Reading Instruction

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

(cf. 0420 - School Plans/Site Councils)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

41505-41508 Pupil Retention Block Grant
41530-41532 Professional Development Block Grant
44277 Professional growth requirements; professional development in reading
44755-44757.5 Teacher reading instruction development program, K-3 (AB 466 trainings)
44830 Employment of certificated persons
44831 Certification qualifications
51210 Areas of study, grades 1 through 6
51220 Areas of study, grades 7 through 12
51700-51702 Reading First
53000-53006 Comprehensive reading leadership program
60119 Sufficiency of textbooks and instructional materials
60200.4 Fundamental skills
60350-60352 Core reading program instructional materials
60605 State-adopted content and performance standards in core curricular areas
99220-99221 California Reading Professional Development Institutes
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
53025-53032 Intensive reading program for grades K-4
CODE OF REGULATIONS, TITLE 5
9535 Purchase of nonadopted core reading program instructional materials
11980-11986 Mathematics and Reading Professional Development Program (AB 466 trainings)
UNITED STATES CODE, TITLE 20
6361-6368 Reading First Program
6371-6376 Early Reading First Program
6381-6381k Even Start Family Literacy Program

Policy Adopted:



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6383 Improving literacy through school libraries

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Student Learning and Achievement

Every Student Can Read, Every Student Will Read, Report of the CSBA Reading Task Force, May 1995

CDE PUBLICATIONS

Every Child a Reader, 1995

English-Language Arts Framework for California Public Schools

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

Recommended Literature: Kindergarten Through Grade Twelve

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Guidance for the Reading First Program, April 2002

WEB SITES

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

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

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



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MATHEMATICS INSTRUCTION

The Governing Board desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The Superintendent or designee shall adopt grade-level curricula that offer a balanced instructional program, including but not limited to:

1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots
2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols and terms
3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations

The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.

The Superintendent or designee shall ensure that all students have opportunities to take the full range of mathematics course options. Students at risk of failing to meet standards shall receive additional assistance and intervention.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

(cf. 4131 - Staff Development)

Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced mathematics program.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.7 - Use of Technology in Instruction)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

Management Resources:

CDE PUBLICATIONS

Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force, 1995
Mathematics Framework for California Public Schools, 1992

Policy Adopted:



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SCIENCE INSTRUCTION

The Governing Board believes that science education should focus on giving students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and the interrelation of science, mathematics and technology. As part of their science instruction, students should learn how to apply scientific knowledge and ways of thinking for individual and social purposes.

(cf. 6142.92 - Mathematics Instruction)
(cf. 6143 - Courses of Study)
(cf. 6162.7 - Use of Technology in Instruction)

As a matter of principle, science teachers are professionally bound to limit their teaching to content that meets the criteria of scientific fact, hypothesis and theory as these terms are used in natural sciences. A scientific fact is an understanding based on confirmable observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.91 - Reading/Language Arts Instruction)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

Management Resources:

CDE PUBLICATIONS

Science Framework for California Public Schools, 1990

SBE POLICIES

Policy Statement on the Teaching of Natural Sciences, January 13, 1989



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COURSES OF STUDY

The Board of Education recognizes that a well-articulated sequence of courses fosters academic progress and makes for the best possible use of instructional time.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels.

Courses of study for secondary grades shall prepare students to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry upon graduation from high school. (Education Code 51228)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6178 - Vocational Education)

The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51228)

In addition, the course of study for high school students shall include instruction in skills and knowledge for adult life and career technical training. (Education Code 51224)

(cf. 6030 - Integrated Academic and Vocational Instruction)

The Superintendent or designee shall develop a process by which courses are submitted to the University of California for review and certification in order to meet university admission criteria, and shall maintain an accurate list of all current high school courses that have been so certified.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6141.5 - Advanced Placement)

Guidance services shall be available to help students select courses relevant to their academic needs and future goals.

(cf. 6164.2 - Counseling/Guidance Services)

Legal Reference:

EDUCATION CODE

33319.3 Driver education; CDE materials on road rage
33540 Government and civics instruction in interaction with government agencies
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and restricted dangerous drugs
51204 Course of study designed for student's needs
51204.5 History of California; contributions of men, women and ethnic groups to development of state and nations
51210-51212 Areas of study for grades 1-6
51220-51230 Course of study for grades 7-12
51241 Exemption from physical education
51911-51921 Comprehensive health educational plans
51934 Instruction on AIDS and AIDS prevention
51940 Curriculum for brain and spinal cord injury prevention

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66204 Certification of high school courses as meeting university admission criteria

GOVERNMENT CODE

3543.2 Scope of representation

HEALTH AND SAFETY CODE

11032 Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5

10020 Driver education

10060 Physical education program

UNITED STATES CODE, TITLE 20

6101-6251 School-to-Work Opportunities Act of 1994

Management Resources:

WEB SITES

CDE: [http:// www.cde.ca.gov](http://www.cde.ca.gov)

University of California, College Prep Online Courses and Services: <http://www.uccp.org>

Policy Adopted:



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CONTROVERSIAL ISSUES

The Board of Education believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions and respect the opinions of others.

The Board expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Teachers should not spend class time on any topic which they feel is not suitable for the class or related to the established course of study.

The Board also expects teachers to ensure that all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.

Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic or social views or shall take active steps to neutralize whatever bias has been presented.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 5145.2 - Freedom of Speech/Expression)

Legal Reference:

EDUCATION CODE

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

51530 Prohibition and definition re advocating or teaching communism with intent to indoctrinate

51933 Sex education courses

60040 Portrayal of cultural and racial diversity

60044 Prohibited instructional materials

60045 Required to be accurate, objective, current, and suited to needs and comprehension at respective grade levels



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EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

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

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

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

(cf. 3260 - Fees and Charges)

Eligibility Requirements

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

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

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

(cf. 6164.5 - Student Success Teams)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

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

(cf. 5144 - Discipline)

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Legal Reference:

EDUCATION CODE

35145 Public meetings

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

35179 Interscholastic athletics; associations or consortia

48930-48938 Student organizations

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

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

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

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

COURT DECISIONS

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

Management Resources:

CDE LEGAL ADVISORIES

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

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

WEB SITES

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



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ATHLETIC COMPETITION

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

(cf. 3530 - Risk Management/Insurance)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5137 - Positive School Climate)
(cf. 6142.7 - Physical Education)
(cf. 7110 - Facilities Master Plan)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Sportsmanship

The Board supports the ideals of good sportsmanship, ethical conduct and fair play, and expects student athletes, coaches, spectators and others to demonstrate these principles during all athletic competitions.

In preparing for and participating in athletic competitions, students and staff shall abide by the core principles of trustworthiness, respect, responsibility, fairness, caring and citizenship, as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor."

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

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.4 - Campus Disturbances)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

California Interscholastic Federation

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

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The Board shall annually approve an employee from each comprehensive high school to serve as a representative to the local CIF league. CIF representatives shall represent the district in performing all duties required by the CIF league.

Student Eligibility

Eligibility requirements for participation in the district's interscholastic athletic program are the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 5111.1 - District Residency)
(cf. 5118 - Transfers)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

In addition, the Superintendent or designee shall ensure that students participating in CIF league athletics satisfy any additional CIF eligibility requirements.

Health and Safety

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

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 5141.1 - Accidents)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.23 - Infectious Disease Prevention)

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

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

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition.

Supervision

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

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



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Legal Reference:

EDUCATION CODE

200-261 Prohibition of discrimination on the basis of sex

17580-17581 Football equipment

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

33354 CDE authority over interscholastic athletics

35160.5 District policies; rules and regulations

35161 Powers and duties generally

35179 Interscholastic athletics

48930-48938 Student organizations

49020-49023 Athletic programs; legislative intent, equal opportunity, apportionment, prohibited sex discrimination

60850-60856 High School Exit Examination

CODE OF REGULATIONS, TITLE 5

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

5531 Supervision of extracurricular activities of pupils

5590-5596 Employment of noncertificated coaches

UNITED STATES CODE, TITLE 20

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

COURT DECISIONS

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

Management Resources:

CSBA PUBLICATIONS

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

CIF PUBLICATIONS

Pursuing Victory with Honor, November 1999

California Interscholastic Federation Constitution and Bylaws, 1996-97

WEB SITES

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

CIF: <http://www.cifstate.org>

NOCSAE: <http://www.nocsae.org>

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



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STUDENT ORGANIZATIONS AND EQUAL ACCESS

The Board of Education believes that student organizations reinforce the instructional program, give students practice in democratic self-government and provide social and recreational activities. Student organizations also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1325 - Advertising and Promotion)
(cf. 3452 - Student Activity Funds)

The Superintendent or designee shall establish criteria and a process for school sponsorship of student clubs.

All student-initiated groups at secondary schools shall be given equal access to meet on school premises during noninstructional times without regard to their religious, political, philosophical or other speech content. (20 USC 4071)

(cf. 1330 - Use of School Facilities)
(cf. 3515.2 - Disruptions)
(cf. 5145.2 - Freedom of Speech/Expression)

All student clubs or groups shall have equal access to the school media, including the public address system, the school newspaper, and the school bulletin board, to announce meetings. The Superintendent or designee may inform students that certain groups are not school-sponsored.

No school shall deny equal access or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (20 USC 7905)

Legal Reference:

EDUCATION CODE

52 Designation of secondary schools
53 Designation of high schools
200-262.3 Prohibition of discrimination on the basis of sex
32050-32051 Hazing
48930-48938 Student organizations
48950 Freedom of speech
49020 Athletic programs: Legislative intent
49021 Equal opportunity for male and female students
49022 Apportionment of funds for male and female students
49023 Expenditure of public funds; prohibited sex discrimination

CODE OF REGULATIONS, TITLE 5

2 Definitions
5531 Supervision of extracurricular activities of pupils

PENAL CODE

627-627.10 Access to school premises

UNITED STATES CODE, TITLE 20

4071-4074 The Equal Access Act

7904 School prayer

7905 Boy Scouts equal access

UNITED STATES CODE, TITLE 36

20101-240112 Patriotic organizations

COURT DECISIONS

Culbertson et al. v. Oakridge School District, (2001) 258 F.3d 1061

Good News Club et al. v. Milford Central School, (2001) 121 S.Ct. 2093

Policy Adopted:



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Ceniceros v. Board of Trustees of the San Diego Unified School District, (1995) 66 F. 3d 1535
Board of Education of Westside Community School District v. Mergens By and Through Mergens (1989, 8th Cir.) 867
F.2d 1076, affd. (1990) 496 U.S. 226
Perumal et al v. Saddleback Valley Unified School District, (1988) 198 Cal. App. 3d 64
Student Coalition for Peace v. Lower Merion School District Board of Directors, (1985) 776 F.2d. 431
Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

U.S. DEPARTMENT OF EDUCATION

Religious Expression in Public Schools: Statement of Principles, Richard W. Riley, 1995, rev. 1999

WEB SITES

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



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INTERNATIONAL EXCHANGE

The Board of Education recognizes that personal interaction between students of different countries promotes global awareness and international understanding. Letters, computer links, visits and student exchange programs all can benefit students and the community at large.

With Board approval, a district school may establish a sister-school relationship with a school in another country.

Student Exchange Programs

The Board welcomes the enrollment of foreign exchange students participating in programs that meet criteria established by the United States Information Agency for teenager exchange visitor programs. The Board further encourages district students to take any opportunities they may have to participate in such programs and study in another country.

To ensure that district facilities will not be overcrowded, the Superintendent or designee may limit the number of foreign exchange students to be accepted at any district high school during any school year.

The district shall incur no financial obligations when sending or receiving foreign exchange students. Program sponsors shall provide assurance of their responsibility for health, accident and liability insurance, the student's home placement, and the resolution of any related personal difficulties which may arise.

The Superintendent or designee shall establish district criteria for issuing regular or honorary diplomas to foreign exchange students. The principal or designee may refer to these criteria when helping foreign exchange students select classes, academic goals and cocurricular activities which correspond with their individual qualifications, needs and interests.

(cf. 5127 - Graduation Ceremonies and Activities)

District staff shall provide relevant counseling to district students who wish to study in a foreign country. Students seeking district graduation credit for courses successfully completed in the foreign country must provide evidence of academic progress.

(cf. 6146.11 - Alternative Credits Toward Graduation)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51225.5 Honorary diplomas; foreign exchange students

Management Resources:

CIF PUBLICATIONS

California Interscholastic Federation Bylaws: Article 2, Section 212



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ASSEMBLIES AND SPECIAL EVENTS

The Governing Board believes that assemblies and special events should promote a positive school climate and be related to the district's educational program. Assemblies may provide information that supplements the district's curriculum or may showcase student achievement in academics, athletics, music, art, drama, or other extracurricular or cocurricular activities.

(cf. 5137 - Positive School Climate)
(cf. 6000 - Concepts and Roles)
(cf. 6115 - Ceremonies and Observances)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6143 - Courses of Study)

The principal shall ensure that speakers and community resources featured in school assemblies and special events are carefully selected and represent a balanced viewpoint. Prospective speakers shall agree to present material of educational relevance that is appropriate to the maturity of the audience, with no statements that are obscene, vulgar, or that incite violence.

(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6144 - Controversial Issues)

The principal shall schedule assemblies and special events so as to maximize the effectiveness of instructional time and to satisfy the requirements of law and negotiated agreements.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

During the assembly, students shall show respect to all performers and speakers. Students who disrupt the program shall lose the privilege of attending the assembly and may be subject to disciplinary action.

(cf. 5131.4 - Student Disturbances)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:
EDUCATION CODE
37200-37202 School calendar
37220-37223 Holidays
46010 Total days of attendance
46100 Length of schoolday
48980 Notice at beginning of term
51202 Instruction in personal and public health and safety
51240 Excuse from instruction due to religious beliefs
51513 Materials containing questions about beliefs or practices
51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act



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HIGH SCHOOL GRADUATION REQUIREMENTS

Consistent with the District philosophy and goals, high school principals will issue a diploma certifying high school graduation to each student who meets the District required course of study. In addition, beginning with the Class of 2004, students must pass 10 credits of coursework that meets or exceeds the academic content standards for Algebra I and, commencing with the Class of 2006, pass the State of California High School Exit Exam. Those students who have met all District graduation requirements prior to the Commencement Ceremony qualify to participate in the Commencement Ceremony.

Students not passing the California High School Exit Exam and/or the Algebra requirement and/or the Computer Competency, but meeting all other graduation requirements will receive a Certificate of Completion. Those students who have met the requirements for a Certificate of Completion prior to the Commencement Ceremony qualify to participate in the Commencement Ceremony.

Identified special education students with an approved Individual Educational Plan who do not meet diploma requirements will qualify for a Certificate of Attendance by meeting the standards specified in his/her Plan. The Plan may include differential standards specifically designed for the student. If differential standards are specified on the Plan, those standards should be attainable by the student, yet represent a reasonable level of proficiency, which will enable the student to become a self-sufficient citizen. Those students who have met the requirements for a Certificate of Attendance prior to the Commencement Ceremony qualify to participate in the Commencement Ceremony.

Since individual students learn and achieve at varying rates, it is understood that students will not all meet graduation standards within the same time frame. The District will provide students with the opportunity to receive a diploma or certificate at the end of each semester of the regular school year and at the end of the summer session.

If a student is unable to pass the computer competency, a course in Algebra, and/or the High School Exit Exam for English language arts or mathematics, school personnel will place the student in class(es) or program(s) where remediation will be provided.

The Superintendent and/or designee will be responsible for developing, implementing, and monitoring any necessary administrative procedures to implement this policy.

COURSE OF STUDY

The student will, during grades 9 through 12, successfully complete the course and credit requirements listed below.



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1. REQUIRED COURSE OF STUDY TO RECEIVE A CUSD DIPLOMA

Mathematics	20	credits and the pupil must meet or exceed 10 credits of coursework that meets or exceeds the academic content standards for Algebra I in any of grades 7 to 12. Regardless of when the Algebra I content standards requirement is met, students must earn 20 credits in mathematics during grades 9-12.
English	40	credits and be continuously enrolled in English classes throughout grades 9, 10, 11 and 12.
Science	10	credits in biological/life science.
	10	credits in physical/earth science.
Health Science	5	credits.
Physical Education	20	credits - 9th grade required in addition to 1 PE course to be completed in any grade 10 through 12 (these units are not required to meet the continuation high school course of study).
History/Social Science	10	credits in world history, culture and geography to be taken during the 10th grade year.
	10	credits including U. S. history and geography to be taken in the 11 th grade year.
	5	credits in American Government and civics and
	5	credits in economics to be taken in the 12th grade year.
Fine Arts/Foreign Language	10	credits in Fine Arts or Foreign Language (a course in American sign language shall be deemed a course in foreign language).
Electives		Adequate number of credits to attain a total of 225 credits. A maximum of 20 credits in work experience may be used toward graduation.
High School Exit Exam		Student will successfully pass the California High School Exit Exam.
Computer Skills		The student will demonstrate proficiency in computer skills by attaining a passing grade on six of twelve assessments as specified by the district.
	225	Total credits required for diploma plus other course, proficiency, and test requirements stated above.



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2. REQUIRED COURSE OF STUDY TO RECEIVE A CUSD CERTIFICATE OF COMPLETION

Mathematics	20	credits in mathematics during grades 9-12.
English	40	credits and be continuously enrolled in English classes throughout grades 9, 10, 11 and 12.
Science	10	credits in biological/life science.
	10	credits in physical/earth science.
Health Science	5	credits.
Physical Education	20	credits - 9th grade required in addition to 1 PE course to be completed in any grade 10 through 12 (these units are not required to meet the continuation high school course of study).
History/Social Science	10	credits in world history, culture and geography to be completed during the 10th grade year.
	10	credits including U. S. history and geography to be completed in the 11th grade year.
	5	credits in American Government and civics and
	5	credits in economics to be completed in the 12th grade year.
Fine Arts/Foreign Language	10	credits in Fine Arts or Foreign Language (a course in American sign language shall be deemed a course in foreign language).
Electives		Adequate number of credits to attain a total of 225 credits. A maximum of 20 credits in work experience may be used to satisfy this requirement.

225 Total credits required for Certificate of Completion.

3. REQUIRED COURSE OF STUDY TO RECEIVE A CUSD CERTIFICATE OF ATTENDANCE

- a. Successfully complete requirements as specified by IEP.

SELECTED STATUTORY REFERENCE(S)

Education Code §	49066	-	Grades; finalization; physical education
	49067	-	Regulations regarding pupil achievement
	51014	-	Course of study
	51055	-	Preparation of courses for continuation high schools
	51056	-	Preparation of courses for adult schools
	51057	-	Course of study requirements; exemptions
	51200	-	General coverage of chapter
	51201	-	Additional courses or activities which may be included
	51203	-	Instruction on alcohol, narcotics and restricted dangerous drugs

Policy Adopted: General Administrative Council - (08/97) 05/05; Superintendent - (08/97) 08/05;
Board of Education - (09/97) (06/01) 08/05



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- 51210 - Areas of study
 - 51213 - Instruction in social sciences
 - 51215 - Adoption of standards of proficiency in basic skills
 - 51216 - Assessment of pupil proficiency
 - 51217 - Withholding of diploma of graduation
 - 51220 - Areas of study; grades 7 to 12
 - 51221 - Instruction in social sciences
 - 51222 - Physical education
 - 51223 - Minimum instruction in elementary school district
 - 51224 - Prescribing courses for adult life
 - 51224.5 - Algebra graduation requirement
 - 51225.3 - Requirements for graduation
 - 51226 - Examples of minimum standards for high school graduation
 - 51227 - Instruction in social sciences
 - 51228 - Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence
 - 51240 - Excuse from health instruction and family life and sex education due to religious beliefs
 - 51241 - Temporary or permanent exemption from physical education
 - 51242 - Exemption from physical education for athletic program participants
 - 51246 - Exemption from physical education courses for certain pupils in grade 12
 - 51420 - Requirements for eligibility
 - 60611 - Construction of act

- Administrative Code, Title 5, § 1600 - Definitions
- 1630 - Credit for College Courses
 - 1631 - Credit for Private Instruction
 - 1632 - Credit for Private School Foreign Language Instruction
 - 1633 - Credit for Correspondence Instruction
 - 1634 - Credit to Present or Past Members of the Armed Services
 - 1635 - Credit for Work Experience Education
 - 1650 - Time of Granting Diploma
 - 1651 - Time of Granting Diploma Upon Evaluation (Veterans)



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ALTERNATIVE CREDITS TOWARD GRADUATION

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

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

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

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

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

(cf. 6178.1 - Work Experience Education)

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

(cf. 6178 - Vocational Education)

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

4. Interdisciplinary study (Education Code 51225.3)

5. Independent study (Education Code 51225.3)

(cf. 6158 - Independent Study)

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

(cf. 6172 - Gifted and Talented Student Program)

7. Instruction from a California university or college accredited for teacher training in accordance with 5 CCR 1633 (Education Code 51740-51741)

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

(cf. 6143 - Courses of Study)

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

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

Policy Adopted:



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Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

48645.5 Course credit, juvenile court schools

48800-48802 Attendance at community college; advanced education

51220 Areas of study; grades 7-12

51225.3 Requirements for graduation

51241-51246 Exemptions from requirements

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

51740-51741 Authority to provide instruction by correspondence

51760-51769.5 Work experience education

VEHICLE CODE

12814.6 Teen driver's act

CODE OF REGULATIONS, TITLE 5

1600-1635 Alternative credit

Management Resources:

WEB SITES

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



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CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

The Board of Education desires that every student have the opportunity to earn a high school diploma through successful completion of class work and examination. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows him/her to obtain an equivalent certificate.

(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6200 - Adult Education)

Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, Board policy and administrative regulation.

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference:

EDUCATION CODE

48400-48403 Persons subject to compulsory continuation education
48410 Persons exempt from continuation classes
48412 Certificate of proficiency; examination fees
48413 Enrollment in continuation classes
48414 Reenrollment in district
51420-51427 High school equivalency certificate

CODE OF REGULATIONS, TITLE 5

11520-11523 Proficiency examination and certificate
11530-11532 High school equivalency certificate (GED)

Management Resources:

CDE PUBLICATIONS

Adult Education Handbook for California, 1997

WEB SITES

CDE, GED Office: <http://www.cde.ca.gov/ged>

CDE, High School Proficiency: <http://www.cde.ca.gov/statetests/chspe>



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RECIPROCITY OF ACADEMIC CREDIT

To determine whether students transferring into the district have met district course requirements, the Superintendent or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.

Transferring students shall be subject to the same standards and assessments required of other students in the district.

(cf. 5118 - Transfers)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards
35160.1 Broad authority of school districts
47612.5 Charter schools operations, general requirements
51003 Statewide academic standards
51225.3 Requirements for graduation
51228 Minimum curriculum standards
52017 Additional elements for secondary school plan
60605 Academic content and performance standards; assessments
60641-60647 Standardized Testing and Reporting Program
CODE OF CALIFORNIA REGULATIONS, TITLE 5
3070 Graduation



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CUSD JUNIOR HIGH SCHOOL PROMOTIONAL REQUIREMENTS

Junior High School students will complete District approved junior high school promotional requirements or, for students with exceptional needs (students enrolled in special education), complete an alternate course of study approved by school personnel.

Students must meet all curricular requirements in order to participate in promotional exercises. Any student failing to meet curricular requirements may be enrolled in a class(es) in the deficient curricular area(s) during the school year or during summer school. If a student has not met all curricular requirements by the end of the eighth grade, the Counselor in consultation with a student's teachers will consider promotion and/or retention for the student.

The Superintendent and/or designee will be responsible for developing, implementing, and monitoring any necessary administrative procedures to implement this policy.



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CLASS SIZE

The Board of Education recognizes that the number of students in a class may affect the extent to which teachers can identify and respond to individual student needs.

In establishing class size reduction programs for designated grade levels and courses, the Superintendent or designee shall determine the potential impact of class size reduction on staffing and school facilities needs.

(cf. 1431 - Waivers)

(cf. 6117 - Year-Round Schedules)

(cf. 7111 - Evaluating Existing Buildings)

Class Size Reduction in Grades K-3

The Board believes that small class size is beneficial to students in the elementary grades as they acquire the basic skills that serve as the foundation for their subsequent learning. The Superintendent or designee shall ensure that classes in designated elementary grades meet Class Size Reduction requirements as long as it remains financially feasible for the district.

Full-time mainstreamed special education students shall not be included in determining class size for purposes of the class size reduction program.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall ensure that the teachers of these classes receive training which will help them to maximize the educational advantages of class size reduction.

(cf. 4131 - Staff Development)



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CLASS ASSIGNMENT

The Governing Board believes students should be assigned to classes and/or grouped in a manner that provides the most effective learning environment for all students.

When assigning students to specific classes, the principal or designee may consider the following criteria:

1. Staff recommendation, including, but not limited to, the recommendations of teachers and counselors
2. Skills and classroom management style of individual teachers
3. Student skill level as indicated by achievement and testing data

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.51 - Standardized Testing and Reporting Program)

4. Balance of high, medium, and low academic achievers
5. Student interests, readiness, behavior, and motivation
6. Student/teacher ratios and, if relevant, class size reduction considerations

(cf. 6151 - Class Size)

The principal or designee may accept from parents/guardians any information which would be helpful in making placement decisions. However, a parent/guardian who provides such information shall be informed that a request for a specific teacher shall be one of many factors which may be taken into account when determining his/her child's placement.

During the school year, the principal or designee may make any adjustments in class placement which he/she considers beneficial to the student or the educational program.

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board

35160 Authority of the board

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elementary Makes the Grade!, 2000

WEB SITES

California Department of Education, Curriculum and Instruction: <http://www.cde.ca.gov/ci>

National Association for the Education of Young Children: <http://www.naeyc.org>



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SCHOOL-SPONSORED TRIPS

The Governing Board recognizes that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study.

(cf. 6143 - Courses of Study)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Requests for school-sponsored trips involving out-of-state, out-of-country or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other school-sponsored trips shall be approved in advance by the principal.

(cf. 3312.2 - Educational Travel Program Contracts)

The principal shall establish a process for approving a staff member's request to conduct a school-sponsored trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

(cf. 3530 - Risk Management/Insurance)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5142 - Safety)
(cf. 5143 - Insurance)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1700 - Relations Between Private Industry and the Schools)

District funds shall not be used to pay student expenses for out-of-state or out-of-country field trips or excursions. However, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

Legal Reference:
EDUCATION CODE
8760 Authorization of outdoor science and conservation programs
32040-32044 First aid equipment: field trips
35330 Excursions and field trips
35331 Provision for medical or hospital service for pupils (on field trips)
35332 Transportation by chartered airline
35350 Transportation of students

Policy Adopted:



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44808 Liability when pupils not on school property

48908 Duties of pupils; authority of teachers

BUSINESS AND PROFESSIONS CODE

17540 Travel promoters

17550-17550.9 Sellers of travel

17552-17556.5 Educational travel organizations

Management Resources:

WEB SITES

American Red Cross: <http://www.redcross.org>

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

U.S. Department of Homeland Security: <http://www.dhs.gov>



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HOMEWORK/MAKEUP WORK

The Board of Education recognizes that homework can contribute toward building responsibility, self-discipline, life-long learning habits, and students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a part of student learning.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall ensure that each school site develop and implement an effective homework plan. As needed, teachers may receive training in designing relevant and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.

(cf. 4115 - Evaluation/Supervision)

(cf. 4131 - Staff Development)

Makeup Work

Students who miss school work because of an absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205) Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

(cf. 5113 - Absences and Excuses)

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

Policy Adopted:



INDEPENDENT STUDY

The governing board recognizes its responsibility for the education of all students in the school system. The board authorizes the superintendent to establish independent study as an optional alternative instructional strategy by which all enrolled students may achieve curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom.

The primary purpose of independent study is to offer a means of learning for students whose needs may be met best through individual study outside the regular classroom setting. Independent study may be used by all students who are motivated to achieve educationally as well as or better than they would in the regular classroom. Pupils and parents/guardians requesting independent study at the elementary level should recognize that there must be a commitment on the part of the pupil's parent/guardian if it is to be a successful experience. At the secondary level, the major commitment must be made by the pupil, assisted or supported as necessary by parents and others who may assist directly with instruction.

1. Independent study is a voluntary optional alternative and all students shall have the option of classroom instruction available at all times. In the case of suspended expulsion students, a classroom option has been offered and will always be available. [Education Code §51747(c)(7), 52500.1, 11700(d)(2)]
2. No course required for high school graduation shall be offered exclusively through independent study. [Education Code §51745 (e)]
3. The curriculum offered in independent study shall be substantially equivalent in quality and quantity to classroom instruction within the district. [Education Code §11701.5]
4. No individual with exceptional needs as defined in Education Code §56026 may participate in independent study unless his or her individualized education program (IEP) specifically provides for that participation. [Education Code §51745(c)]
5. No temporarily disabled student may receive individual instruction pursuant to Education Code §48206.3 through independent study. However, if the temporarily disabled student's parent or guardian and the district agree, the student may receive instruction through independent study instead of receiving the "home and hospital" instruction provided pursuant to Education Code §48206.3.
6. The district shall provide appropriate existing services and resources to enable students to complete their independent study successfully and shall ensure that the independent study student has the same access to all existing services and resources of the school district. When appropriate and on a space available basis, independent study students shall be eligible to take concurrent classes not offered in the independent study on the host campus within the district, or at a postsecondary educational institution. [Education Code §41746, 51746, Title 5, CCR 11701.5]
7. No provisions shall be made for funds or things of value to students or parents/guardians that are not provided for students engaged in regular classroom-based instruction. [Education Code §46300.6, 51747.3(a)]
8. Only students who reside in the local or adjoining county may enroll in Chico Unified School District's independent study. [Education Code §460300.2, 51747.3(b)]
9. Independent study shall not be available to K-6 students whose residence status is based solely on



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their parent/guardian's employment within district boundaries. [Education Code §48204(f), 51747.3(c)]

10. Only 10% of ADA of Continuation school and 10% of ADA of Opportunity school may enroll in independent study. [Education Code §51745(b)]
11. Students must be enrolled in independent study a minimum of five school days to be eligible for K-12 apportionment. [Education Code §46300(e)(1)]

Written Agreement and Contracts

1. The superintendent or designee shall ensure that the district executes a written independent study agreement with each participating pupil as prescribed by law. Individual independent study agreements and any subordinate contracts and assignments must be consistent with the district's adopted course of study.
2. The superintendent or designee shall establish appropriate screening procedures to ensure that the necessary levels of understanding and preparation exist to meet the conditions of the independent study agreement before its approval by the designated certificated representative of the district.
3. For pupils in all types of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be four weeks or 20 school days. When special or extenuating circumstances justify a longer time for individual pupils, the superintendent or designee may approve a longer period, pursuant to a written request with justification. [Education Code §51747]
4. When any pupil fails to complete three independent study assignments during any period of 30 school days, or misses two appointments without valid reasons, the superintendent or designee shall conduct an evaluation to determine whether the pupil should be allowed to continue in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the pupil's permanent record.
5. The superintendent or designee shall report to the board the number of pupils in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of pupils, by typical categories, who graduate or successfully complete their studies.

The superintendent or designee shall establish procedures to coordinate the independent study.

Education Code:

- 39149.1 Exemptions for facilities
- 44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment
- 46300 (e) Authority for independent study ADA
- 46300.1 Restrictions affecting adults on independent study
- 46300.3 Restriction on concurrent enrollment in adult education
- 46300.4 Eligible adult education coursework
- 48206.3 Pupils with temporary disabilities
- 48340 Improvement of student attendance
- 51225.3 Requirements for high school graduation
- 51745 Independent Study (Article 5.5) 51749.5
- 51746 Services
- 51747 Written Policies
- 52000(e) Improvement of elementary and secondary education legislative intent

Policy Adopted: (04/99) 06/00



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52015	School improvement plans: components of plan
52017	Secondary schools: additional plan components
52206	GATE
56026	Individuals with exceptional needs
Code of Regulations, Title 5	
11700	Definitions (Independent Study)
11701	District responsibilities
11702	Standards for independent study; agreements
11703	Records



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INDIVIDUALIZED EDUCATION PROGRAM

The Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055).

Legal Reference:

EDUCATION CODE

51225.3 Requirements for high school graduation and diploma
56055 Rights of foster parents pertaining to foster child's education
56136 Guidelines for low incidence disabilities areas
56195.8 Adoption of policies
56321 Development or revision of IEP
56321.5 Notice to include right to electronically record
56340.1-56347 Instructional planning and individualized education program
56350-56352 IEP for visually impaired students
56380 IEP reviews; notice of right to request
56390-56392 Certificate of completion, special education
56500-56509 Procedural safeguards
60640-60649 Standardized Testing and Reporting Program
60850 High school exit examination, students with disabilities
60852.3 High school exit examination, exemption for the class of 2006

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 Standardized Testing and Reporting Program, accommodations

1215.5-1218 High School Exit Examination, accommodations for students with disabilities

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

Policy Adopted:



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1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.756 Individuals with Disabilities Education Act

ATTORNEY GENERAL OPINIONS

85 Ops. Cal. Atty. Gen. 157 (2002)

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

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

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osep/osep>



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PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Procedural Safeguards/Due Process Hearings

In order to protect the rights of students with disabilities and their parents/guardians, the district shall follow all procedural safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.

(cf. 5145.6 - Parental Notifications)
(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students.

Complaints for Special Education

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs
56001 Provision of the special education programs
56020-56035 Definitions
56195.7 Written agreements
56195.8 Adoption of policies for programs and services
56300-56381 Identification and referral, assessment, instructional planning, implementation, and review
56440-56447.1 Programs for individuals between the ages of three and five years
56500-56507 Procedural safeguards, including due process rights
56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3089 Regulations governing special education
4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act
1400-1491 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records
104.36 Procedural safeguards
300.500-300.517 Due process procedures for parents and children

Management Resources:

WEB SITES

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

Policy Adopted:



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NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The Board of Education may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program is not available.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6164.4 - Identification of Individuals for Special Education)

When entering into agreements with nonpublic, nonsectarian schools or agencies, the district shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

Legal References:

EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency
56042 Placement not to be recommended by attorney with conflict of interest
56101. Waivers
56163 Certification
56168 Responsibility for education of student in hospital or health facility school
56195.8 Adoption of policies
56360-56369 Implementation of special education
56711 Computation of state aid
56740-56743 Apportionments and reports
56760 Annual budget plan; service proportions
56775.5 Reimbursement of assessment and identification costs

GOVERNMENT CODE

7570-7588 Interagency responsibilities for providing services to children with disabilities, especially:
7572.55 Seriously emotionally disturbed child; out-of-state placement

FAMILY CODE

7911-7912 Interstate compact on placement of children

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP
727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001 Definitions
3061-3069 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.400-300.487 Children with disabilities in private schools

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

CDE LEGAL ADVISORIES

0317.99 Nonpublic School/Agency Waivers and Reimbursement to Parents

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers
34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

Policy Adopted:



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WEB SITES

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

US Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/offices/OSERS>



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APPOINTMENT OF SURROGATE PARENT FOR SPECIAL EDUCATION STUDENTS

In order to protect the rights of students with disabilities, the Superintendent or designee shall appoint a surrogate parent to represent a child with disabilities as necessary in accordance with law. He/she shall develop procedures for recruiting, training and assigning adults to serve as surrogate parents.

Before individuals are appointed as surrogate parents, the Superintendent or designee shall ensure that they have passed a criminal background screening and have demonstrated interest and skill in working with children with disabilities, sensitivity to ethnic and cultural factors, and ability to work cooperatively with others.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515.6 - Criminal Background Checks for Contractors)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6164.4 - Identification of Individuals for Special Education)

Legal Reference:

EDUCATION CODE

56028 Parent

56050 Surrogate parents

GOVERNMENT CODE

7570-7588 Interagency responsibilities for providing services to disabled children, especially:

7579.5 Surrogate parent; appointment; qualifications; liability

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient or truant

602 Minors violating laws

UNITED STATES CODE, TITLE 20

1414-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.20 Definition "parent"

300.515 Surrogate parents

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

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

US Department of Education, Office of Special Education and Rehabilitative Services:

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EQUIPMENT, BOOKS AND MATERIALS

The Board of Education recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment and other instructional materials for the subjects they are studying.

The Superintendent or designee shall develop procedures for determining the sufficiency of district instructional materials in providing accurate, current information and ensuring that students have access to standards-based materials. When new instructional materials have been chosen in accordance with the district's selection and evaluation policy, the Board will approve the final selection regarding their purchase.

(cf. 0440 - District Technology Plan)
(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Legal Reference:

EDUCATION CODE

60010 Definitions
60040-60047 Instructional requirements and materials
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60240-60252 State Instructional Materials Fund
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
CALIFORNIA CODE OF REGULATIONS, TITLE 5
9505-9550 Instructional materials
9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

WEB SITES

CDE, Curriculum Frameworks and Instructional Resources Division: <http://www.cde.ca.gov/cfir>



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SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Board of Education desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of instructional materials shall be based on a determination that such materials meet criteria specified in law and are an effective learning resource to help students achieve grade-level competency.

(cf. 6000 - Concepts and Roles)
(cf. 9000 - Role of the Board)

To ensure that instructional materials effectively support the district's adopted courses of study, meet curricular goals and support student achievement, the selection of textbooks, technology-based materials, other educational materials and tests shall be aligned with the district's curriculum.

(cf. 0440 - District Technology Plan)
(cf. 6010 - Goals and Objectives)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's academic standards. Feedback from teachers shall be made available to the Board before the materials are adopted.

All recommended instructional materials shall be available for public inspection at the district office.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed.

(cf. 3315 - Relations with Vendors)
(cf. 9270 - Conflict of Interest)

Complaints concerning instructional materials shall be handled in accordance with Board policy and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Instructional Materials Funding Realignment Program

In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science and history/social science.

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The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials. (Education Code 60119, 60422).

At these hearings, the Board shall determine, through a resolution, whether each student in each school has, or will have before the end of that fiscal year, sufficient textbooks and/or instructional materials in each subject that are consistent with the content and cycles of the state curriculum frameworks. (Education Code 60119, 60422)

The Board shall encourage participation by parents/guardians, teachers, interested community members and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place and purpose of the hearing. (Education Code 60119)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide classroom teachers and the public the reasons for the insufficiency and take action to ensure that the insufficiency is corrected within two years. (Education Code 60119)

When the Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education Code 60422, it shall so certify. A copy of the certification shall be kept on file in the district.

Legal Reference:

EDUCATION CODE

- 35272 Education and athletic materials
- 44805 Enforcement of course of studies; use of textbooks, rules and regulations
- 49415 Maximum textbook weight
- 51501 Subject matter reflecting on race, color, etc.
- 60000-60005 Instructional materials, legislative intent
- 60010 Definitions
- 60040-60048 Instructional requirements and materials
- 60060-60062 Requirements for publishers and manufacturers
- 60070-60076 Prohibited acts (re instructional materials)
- 60110-60111 Instructional materials on drug education
- 60119 Public hearing on sufficiency of materials
- 60200-60206 Elementary school materials
- 60226 Requirements for publishers and manufacturers
- 60240-60252 State Instructional Materials Fund
- 60350-60352 Core reading program instructional materials
- 60400-60411 High school textbooks
- 60420-60424 Instructional Materials Funding Realignment Program
- 60451 Publishers' standards maps
- 60605 State content standards
- CODE OF REGULATIONS, TITLE 5
- 9505-9550 Instructional materials, especially:
- 9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

CDE PROGRAM ADVISORIES

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CDE PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2001

SBE POLICY

01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

Policy Adopted:



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WEB SITES

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

Association of American Publishers: <http://www.publishers.org>



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SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The Board of Education encourages teachers to use supplementary instructional materials which are relevant to curriculum objectives and compatible with district adopted content standards. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

Teachers shall carefully preview all supplementary instructional materials in order to ensure that, in their professional judgment, the materials are:

1. Directly related to the course of study in which they are being used
2. Appropriate for students' ages and maturity levels

Supplementary instructional materials must also be consistent with criteria developed for the selection and evaluation of other instructional materials. If the teacher believes that the materials may be in conflict with district criteria, the teacher shall confer with the principal or designee before using them.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

When using supplementary materials, teachers shall provide appropriate introductory and follow-up activities. In addition, teachers shall ensure that supplementary materials do not supplant the use of basic texts or teaching activities.

All materials must be used within legal copyright limits.

(cf. 6162.6 - Use of Copyrighted Materials)

Films

It is the policy of the Chico Unified School District to provide visual materials for students which are appropriate for student viewing, relevant to and support the instructional program and curriculum and compatible with District goals and objectives.

Teachers shall select film, videos, prints and other visual media pursuant to the District's instructional materials selection and evaluation criteria.

Teachers shall carefully preview all films, videos, prints and other visual media to ensure that, in their professional judgment, the materials:

1. Are directly related to and enrich the course of study in which they are being used
2. Are appropriate for the students' ages and maturity levels
3. Do not supplant the use of basic texts or teaching activities
4. Are used within legal copyright limits

The Superintendent and/or designee will be responsible for developing, implementing, and monitoring any necessary administrative procedures to implement this policy.

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Legal Reference:

EDUCATION CODE

233.5 Duty re instruction in morals, manners and citizenship

18111 Exclusion of books by governing board

51510 Prohibited study or supplemental materials

51511 Religious matters properly included

51933 Sex education materials

60010 Definitions

COURT DECISIONS

McCarthy v. Fletcher, (1989) 207 Cal. App. 3d 130



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DAMAGED OR LOST INSTRUCTIONAL MATERIALS

The Board of Education recognizes that instructional materials are an expensive resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials are lost or so damaged that they are no longer usable, the student shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

If reparation is not excused and not paid by the student or parent/ guardian, the district may initiate due process procedures to withhold the student's grades, diploma and transcripts.

(cf. 5125.2- Withholding Grades, Diploma or Transcripts)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

Legal Reference:

EDUCATION CODE

48904 Willful misconduct; limit of liability of parent or guardian

48904.3 Withholding grades, diplomas or transcripts of pupils causing property damage or injury; transfer of pupils to new school districts; notice to rescind decision to withhold

60411 Purchase and use; property of district

CODE OF REGULATIONS, TITLE 5

305 Pupil responsible for care of property



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TOXIC ART SUPPLIES

The Board of Education recognizes its responsibility to protect the health and safety of students in the selection of materials used for instruction in arts and crafts activities.

The Superintendent or designee shall develop procedures for the purchase, use and proper disposal of arts and crafts materials which ensure that the health and safety of students is protected from harmful exposure to toxic substances in accordance with Education Code 32064 and established health standards.

The Superintendent or designee shall ensure that arts and crafts material purchased for use by students in grades K-6 will not contain toxic substances or cause chronic illness as determined by the State Department of Health Services.

Students in grades 7-12 are considered able to read and understand product labels and to take adequate precautions to use products which are prohibited for use in grades K-6. The Superintendent or designee shall ensure that arts and crafts materials purchased for use in grades 7-12 meet the requirements of Education Code 32065. The products must be properly labeled to identify toxic ingredients, warn of potential adverse health effects and describe procedures for safe use and storage.

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 5142 - Safety)

Legal Reference:

EDUCATION CODE

- 32060 Legislative findings and declarations
- 32061 Art or craft material; definition
- 32062 Human carcinogen; definition
- 32063 Toxic substance causing chronic illness; definition
- 32064 Restrictions on purchases of arts and crafts materials
- 32065 Warning labels
- 32066 List of toxic art supplies; preparation and distribution

HEALTH AND SAFETY CODE

- 108500-108515 Labeling of arts and crafts materials

PENAL CODE

- 594.1 Aerosol containers of paint

Management Resources:

CDE PROGRAM ADVISORIES:

- 0712.94 Toxic Art Supplies List of Approved Products CIL :94/95-01

Policy Adopted:



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STUDENT ASSESSMENT

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

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

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

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

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

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

- (cf. 0510 - School Accountability Report Card)

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the results of the achievement test administered under the Standardized Testing and Reporting program pursuant to Education Code 60640-60647

Legal Reference:

EDUCATION CODE

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

Policy Adopted:



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CODE OF REGULATIONS, TITLE 5

850-870 Standardized Testing and Reporting program

880-901 Designated primary language test

1200-1216 High School Exit Examination

Management Resources:

CDE PROGRAM ADVISORIES

Students with Disabilities: Guidelines for Testing the California Standardized Testing and Reporting Program

0327.86 Reporting norm-referenced standardized achievement test scores to parents

CSBA ADVISORIES

0306.01 California Assessment Update

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

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

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>



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STANDARDIZED TESTING AND REPORTING PROGRAM

The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) program as required by law and in accordance with Board of Education policy and administrative regulation.

(cf. 6162.5 - Student Assessment)
(cf. 6162.54 - Test Integrity/Test Preparation)

The Board desires to use the results of the achievement tests to evaluate the performance of district students against the state's academic standards, the performance of students in other districts across the state, and national norms.

(cf. 0500 - Accountability)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0530 - Awards for School Performance)
(cf. 6011 - Academic Standards)

To ensure maximum student participation, the Superintendent or designee shall notify students and parents/guardians of the importance of these achievement tests.

Legal Reference:

EDUCATION CODE

51041 Evaluation of educational program
52057 Governor's Performance Award Program
60600-60649 Assessment of academic achievement
60810 Assessment of language development

CODE OF REGULATIONS, TITLE 5

850-870 Standardized Testing and Reporting program
880-901 Designated primary language test
1031-1039 State performance awards programs

Management Resources:

CDE PROGRAM ADVISORIES

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

CSBA ADVISORIES

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

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

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

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



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HIGH SCHOOL EXIT EXAMINATION

The Board of Education desires to ensure that district students who graduate from high school can demonstrate grade-level competency in reading, writing and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination.

The Superintendent or designee shall ensure that district programs and services, including but not limited to instructional materials, staff development and remediation programs, are aligned with the exit exam.

The Superintendent or designee shall administer the exit exam as required by law for high school graduation. (Education Code 60850)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

(cf. 6162.54 - Test Integrity/Test Preparation)

Students who do not demonstrate sufficient progress toward passing the exit exam shall be provided necessary supplemental instruction necessary to assist the students to succeed on the exam. (Education Code 60851)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

Accommodations for Students with Disabilities

A student with a disability shall be permitted to take the exit exam with any accommodations or modifications provided for testing as specified in his/her individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan adopted pursuant to the Rehabilitation Act of 1973. (Education Code 60850, 60851)

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

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

At the parent/guardian's request, the principal shall submit to the Board a request for a waiver of the requirement to successfully pass the exit exam for a student with a disability who has taken the exit exam with modifications that alter what the test measures and has received the equivalent of a passing score on one or more subject matter parts of the exam. The Board may waive the requirement for such a student if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the district's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report for the student showing that the student has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

Upon receiving the certification from the principal, the Board shall consider the waiver request in a timely manner, generally at the next scheduled regular Board meeting.

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In order to protect the student's privacy rights, the waiver shall be considered in closed session. Final Board action on the waiver shall be taken in open session and shall be a matter of public record. (Education Code 35146)

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

Accommodations for English Language Learners

English language learners may be allowed accommodations on the exam that are necessary and appropriate to afford access to the test consistent with federal law, as long as the accommodations do not fundamentally alter what the exam is designed to measure, including additional time as provided for all students in 5 CCR 1215. (5 CCR 1216, 1217.5)

The Superintendent or designee shall ensure that English language learners are evaluated to determine if they possess sufficient English language skills at the time of the exam to be assessed with the test. (5 CCR 1217.5)

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

Legal Reference:

EDUCATION CODE

35146 Closed sessions

37252 Summer school

51041 Evaluation of educational program

56101 Waiver of code or regulation

60810 Assessment of language development

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

1200-1220 High School Exit Examination

UNITED STATE CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

COURT DECISIONS

Chapman v. California Department of Education, (2002, Northern Dist. of CA) No. C-01-1780 CRB

Management Resources:

STATE BOARD OF EDUCATION POLICY

#01-07 California High School Exit Examination: Waiver of Test Passage for Specific Special Education Students, December 2001

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

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

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

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TEST INTEGRITY/TEST PREPARATION

The Board of Education desires to protect the integrity of student assessment processes in order to obtain an accurate assessment of student achievement in the district and maintain accountability to the community and state. Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments.

(cf. 0500 - Accountability)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0530 - Awards for School Performance)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5131 - Conduct)
(cf. 5131.9 - Academic Honesty)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Test Integrity

In the administration of standardized tests, staff shall not:

1. Provide inappropriate test preparation
2. Modify test administration procedures
3. Provide inappropriate assistance to students during test administration
4. Change or fill in answers on student answer sheets
5. Provide inaccurate data on student header sheets
6. Discourage or exclude certain students from taking the test
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement

Preparation for State Tests

Staff may prepare students for assessments by providing instruction in the content specified in state and district academic standards and teaching general test-taking skills that are applicable to any test or test format.

(cf. 6011 - Academic Standards)

The Superintendent or designee, principals and teachers shall not implement any program of specific preparation for the statewide student assessment program or a particular test used within that program. (Education Code 60611)

Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scanable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used. (5 CCR 854)

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Staff shall not conduct reviews or drills that use actual test items or identical format items of state assessments, use copies of tests from previous years, or review test-specific curriculum content with students before administration of the test. In addition, test preparation materials or strategies developed for a specific test, including but not limited to published materials, materials available on the Internet, and materials developed by schools, districts, county offices of education or outside consultants, are prohibited.

Investigation and Consequences of Testing Irregularities

Reports of student cheating on assessments shall be submitted to the principal or designee for investigation. Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

(cf. 5144 - Discipline)

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, Board policy and administrative regulations.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

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

The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

If the Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

Legal Reference:

EDUCATION CODE

60600-60649 California Assessment of Academic Achievement, especially:

60611 Inappropriate test preparation

GOVERNMENT CODE

54957 Complaints against employees, closed session

CODE OF REGULATIONS, TITLE 5

854 Advance preparation for test

857 STAR Program District Coordinator

1032 Testing irregularities, ineligibility for state awards program, as proposed 11/21/00

1215 Cheating on the high school exit examination, as proposed 11/21/00

Management Resources:

STATE BOARD OF EDUCATION POLICIES

Policy and Guidelines on Preparation for State Tests, September 2001

WEB SITES:

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

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



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USE OF COPYRIGHTED MATERIALS

All district staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

The Board of Education recognizes that computer software piracy contributes to higher costs and decreases commercial incentives for the development of quality educational computer software. In circumstances where the interpretation of the copyright law is ambiguous, the district shall determine appropriate use of computer software by referring to the license agreement and/or policy statements contained in the software packages used in the district. Computer-related instruction for students and staff shall address the ethical and practical problems caused by software piracy.

The Director of Technology shall be the only individual who may sign license agreements for software for district schools. Each school using licensed software shall have a certified copy of the software agreement.

The Superintendent or designee shall maintain regulations to discourage violation of all copyright laws and prevent illegal copying activities.

Legal Reference:

EDUCATION CODE

35182 Computer Software

UNITED STATES CODE, TITLE 17



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USE OF TECHNOLOGY IN INSTRUCTION

The Governing Board encourages the instructional use of computers, videotapes, distance learning, cable television and other technologies. The Board perceives that these technologies:

- Give students new ways to access information and practice skills
- Help teachers meet a wide range of learning styles
- Enable teachers to move from whole-class instruction to a mixture of small-group and individualized instruction
- Help students develop reasoning and problem-solving abilities
- Will be a part of students' everyday lives

The Board recognizes that trained teachers are needed to make the best use of the district's technology. Staff may receive training in using the technologies available to them. All district schools shall have the opportunity to obtain computers, software and other equipment.

The district's educational software shall be carefully selected and evaluated so as to meet the teachers' and students' needs and conform with district policy and regulations.

(cf. 3512 - Equipment)

(cf. 4132 - Publication or Creation of Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

Legal Reference:

EDUCATION CODE

51865

51870-51874 Educational Technology

Management Resources:

CDE PUBLICATIONS

The California Master Plan For Educational Technology, April 1992

Policy Adopted:



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RESEARCH

The Board of Education recognizes the value of academic research to improve educational programs and practices. Researchers shall respect the privacy rights of students, including their right to refrain from participation in research projects in accordance with law, Board policy and administrative regulation.

The Superintendent or designee may authorize research projects within the district by outside groups or persons when such research is aligned with district goals and objectives and is likely to benefit the district without disrupting the school program.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

The Superintendent or designee shall ensure that parents/guardians receive prior notification of any surveys or evaluations that collect personal student information and that consent is obtained in accordance with law.

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

51513 Personal beliefs

UNITED STATES CODE, TITLE 20

1232h Protection of pupil rights

Management Resources:

WEB SITES

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

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

USDOE, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpcol/>

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LIBRARY MEDIA CENTERS

The Governing Board recognizes that school library media centers support the educational program by providing access to a variety of informational resources. The Board desires to provide library media centers with up-to-date books, reference materials, and electronic information resources necessary to promote literacy, support students in achieving academic standards, and encourage students to become lifelong learners.

(cf. 0440 - District Technology Plan)
(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6163.4 - Student Use of Technology)

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

The district's school libraries may provide: (5 CCR 16040)

1. Library instruction to students that enables them to become proficient users of library resources
2. Information to teachers and administrators concerning sources and availability of instructional materials that will aid in the development of school curriculum, and, in cooperation with classroom teachers, the development of instructional units and activities using library resources

(cf. 6141 - Curriculum Development and Evaluation)

3. Assistance to teachers and students in the evaluation, selection, production, and uses of instructional materials
4. A collection of materials and resources that support the curriculum and are appropriate for user needs
5. Assistance to teachers, administrators, and other school staff members in becoming knowledgeable about appropriate uses of library media services, materials, and equipment

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

The Superintendent or designee shall develop procedures for the selection and evaluation of library materials.

Library Plans

Whenever a school receives state funding for school and library improvement pursuant to Education Code 41570-41573, the school site council shall develop a single plan for student achievement which incorporates a districtwide plan for school libraries. (Education Code 41572)

(cf. 0420 - School Plans/Site Councils)

In developing the districtwide plan, the Superintendent or designee is encouraged to consult with school library media teachers, classroom teachers, administrators, parents/guardians, and students as appropriate in the development of the plan.

Classroom Libraries for Grades K-4

When state funding is available for library materials in grades K-4 classrooms, the Superintendent or designee
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shall develop, for certification by the Board, a districtwide classroom library plan grades K-4. The plan shall include a means of preventing loss, damage, or destruction of the materials. (Education Code 60242, 60422)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

Selection and Evaluation of School Library Materials

Responsibility for the selection of library materials is delegated to the professional library staff through the principal. School librarians shall evaluate materials, using professional selection aids and standards, in accordance with law, Board policy, and administrative regulation. The selection process shall invite recommendations from administrators, teachers, other staff, and students as appropriate.

(cf. 6144 - Controversial Issues)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

Library materials should be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain obsolete subject matter or are no longer appropriate shall be removed, and lost or worn materials may be replaced if possible.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

(cf. 3260 - Fees and Charges)

No charge shall be assessed for the late return of materials.

(cf. 5125.2 - Withholding Grades; Diploma or Transcripts)

Legal Reference:

EDUCATION CODE

1703 Coordination of district library services by county superintendent

1770-1775 Provision of library services by county superintendent

18100-18203 School libraries

18300-18571 Union high school district/unified school district library district

19335-19336 Reading Initiative Program; recommended books

41570-41573 School and Library Improvement Block Grant

44868-44869 Qualifications and employment of library media teachers

45340-45349 Instructional aides

60119 Sufficiency of textbooks and instructional materials; public hearing

60240-60251.5 State Instructional Materials Fund, purchase of classroom library materials

60420-60424 Instructional Materials Funding Realignment Program

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

18181 Districtwide library plan

52012 Establishment of school site council

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52014-52015 School plans
CODE OF REGULATIONS, TITLE 5
16040-16043 School libraries
80053 Library media service teaching credential
UNITED STATES CODE, TITLE 20
6383 Improving Literacy Through School Libraries grant program

Management Resources:

CDE PUBLICATIONS

Check It Out! Assessing School Library Media Programs, 1998
Recommended Literature: Kindergarten Through Grade Twelve
CALIFORNIA SCHOOL LIBRARY ASSOCIATION PUBLICATIONS
Standards and Guidelines for Strong School Libraries, 2004

WEB SITES

American Library Association: <http://www.ala.org>
American Association of School Librarians: <http://www.ala.org/aasi>
California Department of Education, School Libraries: <http://www.cde.ca.gov/ci/cr/lb>
California Library Association: <http://www.cla-net.org>
California School Library Association: <http://www.csla.net>



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ANIMALS AT SCHOOL

The Board of Education recognizes that animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

Animals may be brought to school for educational purposes, subject to rules and precautions specified in administrative regulations related to health, safety and sanitation. Teachers shall ensure that these rules and precautions are observed so as to protect both the students and animals.

Seeing-eye dogs and service dogs may accompany students and staff at school as needed.

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

The district assumes no liability for the safety of animals voluntarily brought to school.

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.1 - Accidents)

(cf. 5141.23 - Infectious Disease Prevention)

Legal Reference:

EDUCATION CODE

233.5 Instruction in kindness to pets and humane treatment of living creatures

51202 Instruction in personal and public health and safety

51540 Safe and humane treatment of animals at school

GOVERNMENT CODE

810-996.6 California Tort Claims Act, especially:

815 Liability for injuries generally; immunity of public entity

835 Conditions of liability

Management Resources:

HUMANE SOCIETY OF THE UNITED STATES

Catalogue of Publications, 1996

Guidelines for the Study of Animals in Elementary and Secondary School Biology, HE 1079



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STUDENT USE OF TECHNOLOGY

The Board of Education intends that technological resources provided by the district be used in a responsible and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)
(cf. 1113 - District and School Web Sites)
(cf. 4040 - Employee Use of Technology)
(cf. 6010 - Goals and Objectives)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers and consequences for unauthorized use and/or unlawful activities.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process: Students with Disabilities)
(cf. 5145.12 - Search and Seizure)

On-Line Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

The Board desires to protect students from access to harmful matter on the Internet or other on-line services. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communication.

Disclosure, use and dissemination of personal identification information regarding students is prohibited.

Staff shall supervise students while they are using on-line services and may ask teacher aides and student aides to assist in this supervision.

The student and his/her parent/guardian shall agree to not hold the district responsible and shall agree to indemnify and hold harmless the district and all district personnel for the failure of any technology protection measures, violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by users.

(cf. 6162.6 - Use of Copyrighted Materials)

In order to help ensure that the district adapts to changing technologies and circumstances, the Superintendent or designee shall regularly review this policy, the accompanying administrative regulation and other procedures. He/she shall also monitor the district's filtering software to help ensure its effectiveness.

Legal Reference:

EDUCATION CODE

48980 Required notification at beginning of term
51006 Computer education and resources
51007 Programs to strengthen technological skills
51870-51874 Education Technology
51870.5 Student Internet access

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60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

6777 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's online privacy protection

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

Management Resources:

CDE PUBLICATIONS

K-12 Network Technology Planning Guide: Building the Future, 1994

CDE PROGRAM ADVISORIES

1223.94 Acceptable Use of Electronic Information Resources

WEB SITES

Federal Communications Commission: <http://www.fcc.gov>

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

Commission on Online Child Protection: <http://www.copacommission.org>

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

American Library Association: <http://www.ala.org>

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



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GUIDANCE/COUNSELING SERVICES

The Board of Education recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of district students. Students shall be encouraged to arrange a meeting with counseling staff to discuss academic, social or personal problems and other issues that may impact student learning.

Academic and Career Counseling

The Board expects academic counseling to help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6011 - Academic Standards)
(cf. 6162.52 - High School Exit Examination)

Counseling staff shall help students plan for the future and become aware of their career potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.

(cf. 6010 - Goals and Objectives)
(cf. 6030 - Integrated Academic and Vocational Instruction)
(cf. 6141.5 - Advanced Placement)
(cf. 6143 - Courses of Study)

The Superintendent or designee shall establish and maintain a program of guidance, placement and follow-up for all district minors subject to compulsory continuation education. (Education Code 48431)

(cf. 6184 - Continuation Education)

The Superintendent or designee shall establish a specialized academic counseling program for students in the 10th grade.

Personal Counseling

Counseling staff shall assist and work with students whose personal problems may prevent them from functioning up to their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5141.4 - Child Abuse Reporting Procedures)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6164.5 - Student Success Teams)

Policy Adopted:



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Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee whenever unsure of how to respond to a student's personal problem. Parental consultation and consent shall be obtained as appropriate.

(cf. 5125 - Student Records)

(cf. 5022 - Student and Family Privacy Rights)

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors may assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination

48431 Establishing and maintaining high school guidance and placement program

48431.6 Academic progress and counseling review program

49600-49604 Educational counseling

51513 Personal beliefs

PENAL CODE

11166-11170 Reporting known or suspected cases of child abuse

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

CODE OF REGULATIONS, TITLE 10

503 Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

Management Resources:

WEB SITES

United States Department of Education: <http://www.ed.gov>

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

California Association of School Counselors: <http://www.schoolcounselor-ca.org>

American School Counseling Association: <http://www.schoolcounselor.org>



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IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth through age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301)

The Superintendent or designee shall develop a practical method to ensure that all eligible individuals residing within the district are currently receiving needed special education and related services. The district's process shall ensure that private school children with disabilities residing within the district are accurately counted and are able to participate equitably in the district's program. The Superintendent or designee shall consult with appropriate representatives of private school students with disabilities on how to identify, locate, and evaluate these students. (Education Code 56301; 20 USC 1412(a)(3))

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

For assessment purposes, staff shall use appropriate tests to identify specific information about the individual's abilities in accordance with Education Code 56320.

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.6 - Parental Notifications)
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

44265.5 Professional preparation for teachers of impaired students
56000-56885 Special education programs, especially:
56026 Individuals with disabilities
56170-56177 Children in private schools
56195.8 Adoption of policies
56300-56304 Identification of individuals with disabilities

Policy Adopted:



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56320-56331 Assessment

56340-56347 Instructional planning and individualized education program

56381 Reassessment of students

56425-56432 Early education for individuals with disabilities

56441.11 Eligibility criteria, children 3 to 5 years old

56445 Transition to grade school; reassessment

56500-56509 Procedural safeguards

GOVERNMENT CODE

95000-95029.5 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.756 Assistance to states for the education of students with disabilities

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

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

U.S. Department of Education, Office of Special Education Programs: <http://www.ed.gov/about/offices/list/osep>



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STUDENT STUDY TEAMS

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children
48260-48273 Truancy
48400-48454 Continuation education
48630-48644.5 Opportunity schools
49600-49604 Educational counseling

Policy Adopted:



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51745-51749.3 Independent study programs
52200-52212 Gifted and talented student programs
54400-54425 Programs for disadvantaged children
54440-54445 Migrant children
54660-54669 Dropout prevention programs
54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act
WELFARE AND INSTITUTIONS CODE
4343-4352.5 Primary interventions program, mental health
18986.40-18986.46 Interagency children's services

Management Resources:

CDE PUBLICATIONS

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

Student Success Teams: Supporting Teachers in General Education, 1997

CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS

SST: Student Success Teams, 2000

WEB SITES

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

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

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



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IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Board of Education recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Under Section 504 of the federal Rehabilitation Act of 1973, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.

The Superintendent or designee shall establish screening and evaluation procedures to be used whenever there is reason to believe that a student has a disability that limits his/her ability to attend or function at school.

To evaluate the student's eligibility under Section 504, the Superintendent or designee shall convene a school site committee of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. The student's parent/guardian shall be invited to participate on this committee.

If the student is found to have a disability that requires services under Section 504, the school site committee may develop a written accommodation plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the committee shall determine what modifications and/or special services and aids are needed. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs.

The school site committee shall provide the parent/guardian with a notice of procedural safeguards guaranteed by law and a copy of the written accommodation plan.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Legal Reference:

EDUCATION CODE

49423.5 Specialized physical health care services

CODE OF REGULATIONS, TITLE 5

3051.12 Health and Nursing Services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1487 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

701-795a Rehabilitation Act

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.33 Free appropriate public education

104.35 Evaluation and placement

104.36 Procedural safeguards



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TITLE I PROGRAMS

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

(cf. 0420 - School Plans/Site Councils)

The district and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

(cf. 6020 - Parent Involvement)

Local Educational Agency Plan

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among district schools:

1. The Board shall adopt and implement a districtwide salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.
3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.

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4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

The Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Policy Adopted:



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Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

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

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

No Child Left Behind: <http://www.ed.gov/nclb>

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



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GIFTED AND TALENTED STUDENT PROGRAM

The Board of Education believes that all students deserve an education that challenges them to meet their full potential. The Board shall provide gifted and talented students opportunities for learning commensurate with their particular abilities and talents.

Programs for gifted and talented students may include self contained classes, pull-out classes and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. These programs may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, postsecondary education, and enrichment. (Education Code 52206)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6141.5 - Advanced Placement)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6158 - Independent Study)

(cf. 6177 - Summer School)

The Board shall determine the most appropriate curricular components for participating students. Each participating student's program shall include an academic component and, as appropriate, instruction in basic skills. (Education Code 52206)

The Superintendent or designee shall encourage the full participation of eligible students regardless of their ethnic, cultural, linguistic or economic background.

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6174 - Education for English Language Learners)

Staff development shall be provided to support teachers of gifted and talented students in understanding the unique learning styles and abilities of these students and in developing appropriate instructional strategies.

(cf. 4131 - Staff Development)

The Board shall regularly evaluate the effectiveness of the district's program in meeting the needs of gifted and talented students.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Program planning, implementation and evaluation shall involve parents/guardians, staff, and students as appropriate.

(cf. 6020 - Parent Involvement)

Legal Reference:

EDUCATION CODE

48800-48802 Enrollment of gifted students in community college

51740 Instruction by correspondence

51745-51749.3 Independent study programs

52200-52212 Gifted and Talented Pupil Program

76001 Enrollment in community college

76002 Community college courses

Policy Adopted:



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CODE OF REGULATIONS, TITLE 5

1633 Instruction by correspondence

3820-3870 Gifted and Talented Pupil Program

Management Resources:

WEB SITES

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

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

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

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EDUCATION FOR HOMELESS CHILDREN

The Board of Education recognizes its obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

(cf. 5111.13 - Residency for Homeless Children)

Transportation

The district shall provide transportation for a homeless student to and from a district school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries but continues to attend this district's school of origin, the Superintendent or designee shall consult with the Superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

Legal Reference:

EDUCATION CODE

1980-1986 County community schools

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CDE PUBLICATIONS

Enrolling Students in Homeless Situations, 1999

FEDERAL REGISTER

U.S. Department of Education: Notice of school enrollment guidelines, 67 Fed. Reg. 10698

WEB SITES

CDE: <http://www.cde.ca.gov/cilbranch/homeless/homelesstoc.html>

U.S. Department of Education: <http://www.ed.gov/offices/OESE/CEP/htmlsprogresp.html>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

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EDUCATION FOR FOSTER YOUTH

The Board of Education recognizes its obligation to ensure that foster youth have access to the academic resources, services and extracurricular and enrichment activities that are available to district students. The district shall provide students in foster care within the district with access to educational opportunities and other services necessary to help such students achieve the district's performance standards.

(cf. 6011- Academic Standards)
(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation.

Legal Reference:

EDUCATION CODE

42920-42925 Foster children educational services
48645.1 Juvenile court schools
48850-48859 Educational placement of students residing in licensed children's institutions
49061 Student records
49069.5 Foster care students transfer of records
49076 Access to student records
56055 Rights of foster parents in special education

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction
309 Investigation and release of child
361 Limitations on parental or guardian control
366.27 Educational decision by relative providing living arrangements
602 Minors violating law; ward of court
726 Limitations on parental or guardian control
727 Order of care, ward of court

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

WEB SITES

California Department of Education, Foster Youth Services Program:
<http://www.cde.ca.gov/spbranch/ssp/fysprfa/fysrfa.htm>
California Department of Social Services, Foster Youth Ombudsman Office: <http://www.fosteryouthhelp.ca.gov>



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EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Board of Education intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.

Type of Instruction

Students who are English language learners shall be educated through "sheltered English immersion" or "structured English immersion" during a temporary transition period not normally intended to exceed one year. "Nearly all" of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

The district has defined the term "nearly all" as follows:

No less than 80% of instruction shall be delivered in English. Primary language support may be utilized to support student understanding and promote student success in the curriculum.

When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments and using other criteria developed by the district, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is "overwhelmingly" in English. (Education Code 305; 5 CCR 11301)

An English language learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

- Intermediate level on the CELDT in listening and speaking
- Early intermediate level on CELDT in reading and writing

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6171 - Title I Programs)

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)

Parental Exception Waivers

At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program.

Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation.

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If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
51101 Rights of parents to information
51101.1 Rights for parents of English learners
52015 Components of school improvement plan
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54041 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

4320 Determination of funding to support program to overcome the linguistic difficulties of English learners
11300-11316 English Language Learner Education
11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act
6312 Local education agency plans
6801-6871 Title III, Language instruction for limited English proficient and immigrant students

COURT DECISIONS

Valeria G. v. Wilson, (9th Circuit) 2002 U.S. App. Lexis 20956
California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al., (1989) 724 F.Supp. 698
Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989

ATTORNEY GENERAL OPINIONS

83 *Ops.Cal.Atty.Gen.* 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Guidelines for Reclassification of English Learners, September 2002

Accommodations for the California English Language Development Test, Revised 8/13/01

WEB SITES

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

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



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WEEKEND/SATURDAY CLASSES

The Board of Education may provide classes on Saturday and/or Sunday in order to meet the academic needs of students.

(cf. 6111 - School Calendar)

Weekend classes may include but are not limited to: (Education Code 37223)

1. Continuation classes

(cf. 6184 - Continuation Education)

2. Special day classes for mentally gifted minors

(cf. 6172 - Gifted and Talented Student Program)

3. Makeup classes for unexcused absences occurring during the week

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

(cf. 6154 - Homework/Makeup Work)

4. The programs of a regional occupational center or regional occupational program

Saturday classes also may be used to provide supplemental instruction for students who are failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy and administrative regulation. (Education Code 423, 37252, 37252.5, 37252.6, 37253, 53029, 53093)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

423 Conditions for offering intensive English language and literacy instruction on Saturdays

37223 Weekend classes

37252-37253 Supplemental instruction

41601 Reports of average daily attendance

42239 Summer school attendance computation

44824 Weekend classes, assignment of certificated employees

48070-48070.5 Promotion and retention, supplemental instruction

48205 Excused absence for personal reasons

48260 Truants, definition

51000-52706 General instructional programs, especially

51002 Development of local programs within guidelines

53029 Conditions for offering intensive reading instruction on Saturdays

53093 Conditions for offering intensive algebra instruction on Saturdays

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SUMMER SCHOOL

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

The district shall offer summer instructional programs for high school seniors who need courses for graduation prior to September. (Education Code 41976.5)

(cf. 6146.1 - High School Graduation Requirements)

The district's summer school program may be used to provide supplemental instruction for students failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 53029, 53093; 5 CCR 11472)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

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

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

Enrollment Priorities

Priority to enroll in summer programs shall be given to district students who:

1. Need course credits in order to graduate from high school by September
2. Are eligible for supplemental instruction on the basis of retention, recommendation for retention, or insufficient progress toward the state high school exit examination pursuant to Education Code 37252 and 37252.2

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

To the extent that space is available after district students have enrolled, remaining openings in high school summer classes for core academic subjects may be open to private school students.

Attendance

Because summer courses cover extensive instructional content in a relatively short time period, consistent class attendance is crucial.

Legal Reference:

EDUCATION CODE

37252-37253.5 Supplemental instructional programs

41976.5 Summer school programs, substantially disabled persons or graduating high school seniors

42239-42239.2 Summer school apportionments

48070-48070.5 Promotion and retention

51210 Areas of study for elementary schools

51220 Areas of study for grades 7-12

51730-51732 Powers of governing boards (authorization for elementary summer school classes)

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53025-53031 Intensive reading instruction, summer school
53091-53094 Intensive algebra instruction, summer school
58700-58702 Credit towards summer school apportionments for tutoring and homework assistance program
58806 Summer school apportionments
60851 Supplemental instruction toward exit examination
CODE OF REGULATIONS, TITLE 5
3043 Extended school year
11470-11472 Summer schools
ATTORNEY GENERAL OPINIONS
70 Ops. Cal. Atty. Gen. 282 (1987)



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VOCATIONAL EDUCATION

The Board of Education desires to provide a quality, expanded and modernized vocational and technical education program which provides services and activities that are of sufficient size, scope and quality to be effective. The goal of the program is to provide for an integration of academic and vocational components through a coherent sequence of courses. The program shall also provide curriculum and program strategies reflecting workplace needs.

The district's program shall provide linkages between secondary and postsecondary vocational and technical education, including the implementation of tech-prep programs. Students shall also be given a strong experience and understanding of industry.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 4131 - Staff Development)
(cf. 6010 - Goals and Objectives)
(cf. 6030 - Integrated Academic and Vocational Instruction)
(cf. 6141 - Curriculum Development and Evaluation)

The district's program shall provide equal access to students who are members of special populations. Students who are members of special populations shall not be unlawfully discriminated against on the basis of their status as a member of a special population. (20 USC 2354)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

Expenditures of Supplemental Funding

The Superintendent or designee shall determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6181 - Alternative Schools)

Advisory Committee

The Board shall appoint a career technical advisory committee as required by law to develop recommendations on the career technical education program and provide liaison between the district and potential employers. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

Legal Reference:

EDUCATION CODE

8070 Appointment of vocational education advisory committee
48430 Legislative intent; continuation education schools and classes
51225.3 Requirements for graduation commencing with 1988-89 school year
51226 Model curriculum standards
51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence
52300-52499.6 Career technical education
54728 Funds allocated pursuant to the School-Based Motivation and Maintenance Program
54761 Calculation; base funding; deposit; use

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UNITED STATES CODE, TITLE 20

2301-2415 Carl D. Perkins Vocational and Technical Act of 1998

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

WEB SITES

CDE, Secondary Education, Academic and Career Integration: <http://www.cde.ca.gov/shsd/aci>

USDE, Office of Vocational and Adult Education: <http://www.ed.gov/offices/OVAE>



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WORK EXPERIENCE EDUCATION

In order to provide students with valuable instruction in the skills, attitudes and understandings necessary for successful employment, the Board of Education shall offer a program of work experience education. Students enrolled in this program shall receive guidance and supervision designed to ensure maximum educational benefit from placement in suitable work experience education courses.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 5147 - Dropout Prevention)
(cf. 6030 - Integrated Academic and Vocational Education)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6178 - Vocational Education)

Work experience education shall include the part-time employment of students in jobs which are selected or approved as having educational value for the employed students and which are coordinated by school employees. (Education Code 51764)

Legal Reference:

EDUCATION CODE

46144 Minimum school day for vocational training and work experience program
46300 Method of computing ADA
48402 Enrollment in continuation education, minors not regularly employed
49110-49119 Permits to work
51760-51769.5 Work experience education
54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act

LABOR CODE

3070-3099 Apprenticeship
3200-6002 Workers' compensation and insurance

CODE OF REGULATIONS, TITLE 5

10070-10075 Work experience education

Management Resources:

WEB SITES

CDE: www.cde.ca.gov



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SUPPLEMENTAL INSTRUCTION

The Board of Education shall provide supplemental instructional programs to motivate and support students to overcome academic deficiencies, attain grade-level academic standards or enhance critical skills.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 5113.1 - Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Study Teams)

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

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)

The Board shall offer direct, systematic and intensive supplemental instruction for students in grades 2-9 who have been retained or recommended for retention pursuant to Education Code 48070.5. (Education Code 37252.2)

(cf. 5123 - Promotion/Acceleration/Retention)

The Board shall offer direct, systematic and intensive supplemental instruction for students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation. (Education Code 37252, 60851)

(cf. 6162.52 - High School Exit Examination)

For purposes of determining students' eligibility for supplemental instruction, "sufficient progress" toward passing the high school exit examination shall be determined by students' results on the state Standardized Testing and Reporting assessments and the minimum levels of proficiency recommended by the State Board of Education, students' grades and other indicators of academic achievement designated by the Board.

(cf. 6162.51 - Standardized Testing and Reporting Program)

Whenever a school receiving federal Title I funds fails to make adequate yearly progress, as defined by the State Board of Education, for three or more consecutive school years, supplemental educational services shall be provided outside the regular school day to eligible students from low-income families. Services shall be selected by parents/guardians from an approved list of service providers and shall specifically be designed to increase eligible students' achievement on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

As funding, facilities and staffing permit, supplemental instruction may be offered to:

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1. Students in grades 2-6 who have been identified as being at risk of retention pursuant to Education Code 48070.5 (Education Code 37252.8)
2. Students in grades 2-6 who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the Standardized Testing and Reporting Program (Education Code 37252.8)
3. Students in grades K-12 who seek enrichment in mathematics, science or other core academic areas designated by the Superintendent of Public Instruction (Education Code 37253; 5 CCR 11472)

(cf. 6143 - Courses of Study)

4. Students in grades K-12, including English language learners, who need or desire intensive English language and literacy instruction (Education Code 422-424)

(cf. 6174 - Education for English Language Learners)

The programs described above may be offered during summer school, before school, after school, on Saturday and/or during intersessions. (Education Code 423, 53029, 53093)

Legal Reference:

EDUCATION CODE

420-428 Intensive English language and literacy grants
37200-37202 School calendar
37223 Weekend classes
37252-37253.5 Supplemental instruction
42239-42239.2 Supplemental instruction, apportionments
44259 Comprehensive reading program
46100 Length of school day
48070-48070.5 Promotion and retention
51210 Courses of study, elementary schools
51220 Courses of study, secondary schools
53025-53031 Intensive reading instruction
53091-53094 Intensive algebra instruction
60640-60648 Standardized Testing and Reporting Program
60850-60856 High school exit examination
99223 Algebra Academies Professional Development Institutes
CODE OF REGULATIONS, TITLE 5
11470-11472 Summer school
UNITED STATES CODE, TITLE 20
6316 Program improvement schools

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE
Supplemental Educational Services, December 12, 2002
WEB SITES
CDE: <http://www.cde.ca.gov>
CSBA: <http://www.csba.org>



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ALTERNATIVE ACADEMIC PROGRAMS

The Board may establish and maintain alternative academic programs or separate class groups within a school in order to fulfill the objectives specified in Education Code 58500.

The Superintendent or designee may establish an advisory committee to evaluate proposals for alternative academic programs. The Board shall approve or disapprove proposals after considering the recommendation of the committee and the Superintendent or designee.

Alternative academic programs shall offer the Board-adopted core curriculum. With Board approval, the programs may differ from ongoing programs in other ways that include, but are not limited to, the following:

1. They may emphasize a specific element of the approved curriculum.
2. They may present the approved curriculum in a sequence different from that used in other district programs.
3. Their staff may emphasize specific instructional strategies.

Alternative academic programs shall comply with state and federal law and Board policy regarding nondiscrimination in district programs.

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

The Superintendent or designee shall annually evaluate alternative academic programs in accordance with law. (Education Code 58510)

Legal Reference:

EDUCATION CODE

35160.5 Intradistrict open enrollment

52900-52904 Alternative education and work centers for school dropouts

58500-58512 Alternative schools

60850-60856 High school exit examination

CODE OF REGULATIONS, TITLE 5

11705 Charter schools as alternative schools

Management Resources:

WEB SITES

CDE: www.cde.ca.gov



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OPPORTUNITY SCHOOL/CLASS/PROGRAM

The Board of Education shall maintain an opportunity school, class or program to assist students who are, or who are in danger of becoming, insubordinate or disorderly, irregular in attendance, or habitual truants. The purpose of the opportunity school, class or program shall be to help such students resolve their problems in order to be maintained in regular classes or returned to regular classes or schools as soon as practicable.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6181 - Alternative Schools)
(cf. 6184 - Continuation Education)

Students in grades 1 through 12 may be assigned to an opportunity school, class or program in accordance with law.

The opportunity school, class or program shall provide instruction and services designed to meet the needs of enrolled students.

(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

Students who have satisfactorily completed the district's prescribed high school course of study in the district's opportunity school and have passed the state high school exit examination shall be awarded a diploma.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Legal Reference:

EDUCATION CODE

48630-48641 Opportunity schools, classes and programs
48643-48644.5 Reimbursement for opportunity school students in grades 7-9
60850-60856 High school exit examination

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CONTINUATION EDUCATION

The Board of Education shall provide a continuation education program to meet the educational needs of district students who are not attending a high school or other appropriate educational institution and who are not legally exempted from compulsory continuation school attendance.

(cf. 0420.4 - Charter Schools)
(cf. 5112.1 - Exemptions from Attendance)
(cf. 6030 - Integrated Academic and Vocational Instruction)
(cf. 6158 - Independent Study)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6178 - Vocational Education)
(cf. 6178.1 - Work Experience Education)
(cf. 6181 - Alternative Schools)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6185 - Community Day School)

The Board shall establish a plan to coordinate instruction and training in the school with the home, employment and other agencies and shall designate one or more persons as coordinators. (5 CCR 11003)

The Superintendent or designee shall develop administrative regulations governing the involuntary transfer of students into the continuation education program. (Education Code 48432.5)

The Superintendent or designee may allow the voluntary enrollment of students in the continuation education program as space permits and when it is determined to be in the best interests of the student.

Minors otherwise subject to compulsory attendance in continuation education classes may be exempted if they meet any of the conditions specified in Education Code 48410.

(cf. 5112.1 - Exemptions from Attendance)

The Board may maintain continuation classes during the district's regular school hours, during special school hours for these classes established by the Board, or during such hours and for such length of time during the day or evening that adult education classes are maintained. (Education Code 48434)

(cf. 6112 - School Day)
(cf. 6200 - Adult Education)

Legal Reference:

EDUCATION CODE

48400-48454 Compulsory continuation education in general, especially:
48401 Weekly minimum attendance requirement
48402 Minors not regularly employed
48410-48416 Compulsory continuation education
48430-48438 Continuation classes
48450-48454 Violation
48900 Grounds for suspension and expulsion
48903 Limitations on days of suspension
51224 Courses of study
51225.3 Requirements for graduation
60850-60856 High school exit examination

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FAMILY CODE

7000-7002 Emancipation of minors law

7050 Purposes for which emancipated minor considered an adult

CODE OF REGULATIONS, TITLE 5

11000-11010 Continuation education

Management Resources:

WEB SITES

CDE: www.cde.ca.gov



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COMMUNITY DAY SCHOOL

The Board of Education recognizes the need to provide an appropriate alternative educational program for expelled students who are prohibited from attending regular schools in the district and for certain students referred by probation, district processes or SARB. The district shall operate one or more community day schools designed to meet the needs of these students. The Superintendent or designee shall ensure that any such school is operated in accordance with legal requirements related to enrollment, instructional time and facilities.

The Board perceives the community day school as a flexible component of a comprehensive effort to meet the needs of expelled and other at-risk students throughout the district.

In order to foster positive attitudes and academic progress, the Board recognizes that community day schools must give students substantial individual help with their problems. Community day school staff shall collaborate with district counselors, psychologists, and other support staff and with the county office of education, law enforcement, probation, and human services agency staff who work with at-risk youth. To the extent possible, community day school programs shall provide a low student-teacher ratio as well as individualized instruction and assessment.

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall establish procedures for the involuntary transfer of students to a community day school in accordance with law and administrative regulation.

(cf. 5113 - Absences and Excuses)

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

The Superintendent or designee may require community day school students to attend school for up to seven days each week in a directed program designed to provide students with the skills and attitudes necessary for success when they are returned to a regular school environment.

Legal Reference:

EDUCATION CODE

1980-1986 County community schools

17085-17096 Emergency portable facilities

17280-17316 Field Act, approvals

17365-17374 Field Act, fitness of occupancy

48660-48666 Community day schools

48900-48926 Suspension or expulsion

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction

602 Minors violating laws defining crime; ward of court

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

Management Resources:

CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Expulsion Placements, SPB: 95/96-04

WEB SITES

CDE, Educational Options Office: <http://www.cde.ca.gov/spbranch/essdiv/edoptshome.html>

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EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for conducting a continual evaluation of the curriculum and the instructional program in order to improve student achievement.

(cf. 0500 - Accountability)
(cf. 6000 - Concepts and Roles)
(cf. 6010 - Goals and Objectives)
(cf. 9000 - Role of the Board)

The Superintendent or designee shall review the effectiveness of district programs in meeting goals for student learning. He/she shall provide the Board and the community with regular reports on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for each district school and for every numerically significant subgroup of the student population, including but not limited to school and subgroup performance on statewide achievement indicators.

(cf. 0510 - School Accountability Report Card)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and, as needed, to improve the quality of education that district students receive.

Categorical Program Monitoring

The Superintendent or designee shall cooperate with the California Department of Education (CDE) in the conduct of on-site monitoring to ensure that district categorical programs comply with federal and state laws and regulations. The Superintendent or designee shall report to the Board regarding the results of these reviews.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5148 - Child Care and Development Programs)
(cf. 5148.1 - Child Care Services for Parenting Students)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.7 - Physical Education)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6173 - Education for Homeless Children)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Vocational Education)
(cf. 6178.1 - Work Experience Education)
(cf. 6200 - Adult Education)

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On an ongoing basis, the Superintendent or designee shall conduct a district self-evaluation which may utilize tools developed by the district or the CDE to ensure compliance of district categorical programs with legal requirements.

Evaluation of Consolidated Categorical Programs

The Superintendent or designee and the Board shall annually determine whether the district's categorical programs funded through the state's consolidated application are supportive of the core curriculum and are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria shall include, but not necessarily be limited to, progress toward goals contained in the school's single plan for student achievement and progress of the total student population and each numerically significant subgroup toward growth targets on the statewide Academic Performance Index.

(cf. 0420 - School Plans/Site Councils)

Western Association of Schools and Colleges (WASC) Accreditation

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. (Education Code 35178.4)

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

33400-33407 Educational evaluations

35178.4 Notice of loss of accreditation status

44662 Evaluation and assessment guidelines, certificated employee performance

51041 Education program, evaluation and revisions

51226 Model curriculum standards

52050-52059 Public Schools Accountability Act

54650-54659 Education Improvement Incentive Program

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

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UNITED STATES CODE, TITLE 20
6311 Adequate yearly progress

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Ongoing Program Self-Evaluation Tool (OPSET)

WEB SITES

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

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools: <http://www.acswasc.org>

Policy Adopted: