

DEL MAR UNION SCHOOL DISTRICT
ARTICLE 6
INSTRUCTION
(Series 6000)

NOTE: The CSBA comprehensive index/table of contents is widely used by districts throughout the state. It provides a standard index system designed to accommodate future policies/regulations and at the same time provides a table of contents for this manual. This manual contains only those Board policies (BP), administrative regulations (AR) and exhibits (E) specified in the right-hand column.

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BOARD POLICY 6000: CONCEPTS AND ROLES

The Governing Board desires to provide a rich, research-based curriculum that motivates every student to succeed. The Board shall adopt instructional goals and objectives, which reflect the district's philosophy and delineate the skills, knowledge and abilities students will need in order to lead successful, productive lives.

In order to offer a curriculum that enables students to meet these goals, the Board shall establish curriculum priorities and guidelines for the district. These priorities shall be based on student needs as determined by demographics, data related to student achievement within the district, and the recommendations of staff, parents/guardians and community members.

The Superintendent or designee shall establish a curriculum development process, which provides for the ongoing development, review and evaluation of the district's curriculum in keeping with these priorities.

The Board shall:

1. Approve the state academic standards for student achievement for each grade level
2. Approve the curriculum development process
3. Adopt the district curriculum to be offered
4. Approve and allocate funds for instructional materials and resources
5. Provide a continuing program of inservice education to keep certificated staff and the administration updated about curriculum issues, effective instructional strategies and available instructional materials
6. Review and evaluate the instructional program on the basis of program quality reviews and frequent reports by the Superintendent or designee
7. Serve as the principal advocate to the community for the instructional program provided to all students

The Superintendent or designee shall:

1. Review research related to curriculum issues
2. Ensure the articulation of the curriculum between grade levels.

3. Determine the general methods of instruction to be used
4. Assign teachers and schedule appropriate classes for each grade level
5. Direct the purchase of instructional materials and equipment
6. Evaluate and report to the Board on student achievement as demonstrated through formal and informal student assessments

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 any categorical program shall supplement the district-provided core curriculum and also supplement any services, which may be provided by other categorical 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*

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BOARD POLICY 6010: GOALS AND OBJECTIVES

The Governing Board hereby declares the following educational goals for the district:

1. To provide the skills, attitudes and knowledge that will enable each student to:
 - a. Become a responsible participating citizen
 - b. Become an independent, self-directed learner
 - c. Assume responsibility for one's own well being
 - d. Develop appreciation and respect for the worth, dignity and rights of all individuals
 - e. Improve the quality of one's own life through application of the natural sciences, mathematics and social sciences
 - f. Think critically and creatively
 - g. Communicate effectively
 - h. Respect and care for one's body
 - i. Learn the skills of games and individual and group sports
2. To cooperate with the home in helping each student to:
 - a. Develop a positive self-image and be self-sufficient and responsible for one's own actions
 - b. Develop a set of values and ethics by which one directs and evaluates his or her behavior

Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent for education program, especially:

51004 Education goals

51006 Computer education and resources

51007 Programs to strengthen technological skills

51041 Evaluation of educational program

52336-52336.5 Career preparatory programs

UNITED STATES CODE, TITLE 20

2301 et seq. Carl D. Perkins Vocational and Applied Technology Act

5801-6084 National Education Reform, Goals 2001

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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BOARD POLICY 6011: 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 the District Essential Standards identified from the California State Academic Standards.

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, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance.

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. Staff shall also have flexibility to determine the best instructional methods to use in preparing students to meet the standards.

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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BOARD POLICY 6020: 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.

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.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

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)

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. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

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)

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/ls/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.parentsasteachers.org>

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

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ADMINISTRATIVE REGULATION TO BOARD POLICY 6020: PARENT INVOLVEMENT

District Level Policies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
 - b. Invite input on the LEA plan from other district committees and school site councils
 - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
 - d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)

The Superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues
- b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities

- c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops
 - d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.
- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training.

- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, to enable parents/guardians to participate in school-related meetings and training sessions.
 - d. Train parents/guardians to enhance the involvement of other parents/guardians.
 - e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.
 - f. Adopt and implement model approaches to improving parent involvement.
 - g. Establish a district-wide parent advisory council to provide advice on all matters related to parent involvement in Title I programs.
 - h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
 - i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.
 - j. Provide a master calendar of district activities and district meetings.
 - k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means.
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.
 - o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.
 - p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.
4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318).

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs.
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs.
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals.
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318).

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318).
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318).
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503).

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications.
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged.
 - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement.
6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, childcare, and/or home visits may be provided as such services relate to parent involvement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs.
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.
 - b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
 - (2) Frequent reports to parents/guardians on their children's progress.
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above.
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

School-Level Policies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
 - c. Provide parents/guardians with information about students' class assignments and homework assignments.
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.

- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications.
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues.
 - f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or childcare.
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.
5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians in school planning processes.

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BOARD POLICY 6111: SCHOOL CALENDAR

The Superintendent or designee shall recommend to the Governing Board a calendar for each school that will meet the requirements of law as well as the needs of the community, students and the work year as negotiated for all personnel.

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

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

Staff development days shall not be counted as instructional days.

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 and at least 30 days before the scheduled minimum day. (Education Code 48980)

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development or close the school to students and nonclassified staff. (Elections Code 12283)

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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BOARD POLICY 6112: SCHOOL DAY

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

The Superintendent or designee shall determine daily schedules giving consideration to grade level expectancies, 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 subject time blocks when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics.

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 school day
- 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>

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

ADMINISTRATIVE REGULATION TO BOARD POLICY 6112: SCHOOL DAY

Kindergarten

The minimum school day for kindergarten students shall be 180 minutes, excluding noon intermissions but including recesses. (Education Code 46115, 46117)

The maximum school day for kindergarten students shall be four hours (240 minutes) excluding recesses. (Education Code 46111)

The maximum school day for kindergarten students may be longer than four hours under the following circumstances:

1. The kindergarten school day may exceed four hours if the district has established an early primary program pursuant to Education Code 8970-8974 and meets the following conditions: (Education Code 8973)
 - a. The Governing Board declares that the extended-day kindergarten program does not exceed the length of the primary school day.
 - b. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential and developmentally appropriate educational program.

Elementary Schools

The minimum school day for students in elementary schools shall be:

1. 230 minutes for students in grades 1 through 3 (Education Code 46112)
2. 240 minutes for students in grades 4 through 6 (Education Code 46113)

For students in grades 1 through 6, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

The above minimum school days do not apply to situations in grades 1 through 3 in which the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions. (Education Code 46112, 46113)

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6115: CEREMONIES AND OBSERVANCES

The Governing Board 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.

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 4

6 Time and occasion for display of flag

7 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>

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

**ADMINISTRATIVE REGULATION TO BOARD POLICY 6115:
CEREMONIES AND OBSERVANCES**

Holidays

The District shall be closed in observance of the following holidays:

New Year's Day	January 1
Dr. Martin Luther King, Jr. Day	Third Monday in January or the Monday or Friday of the week in which January 15 occurs
Lincoln Day	The Monday or Friday of the week in which February 12 occurs (or aligns with the Washington Day Holiday Observance)
Washington Day	Third Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4
Labor Day	First Monday in September
Veteran's Day	November 11
Thanksgiving Day	That Thursday in November designated by the President
Christmas Day	December 25

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

Commemorative Exercises

District schools shall hold exercises to commemorate the following special days:

Dr. Martin Luther King, Jr. Day	The Friday before the day schools are closed for this holiday [Section 37220 (2)]
Lincoln's Birthday	The school day before the day schools are closed for this holiday [Section 37220 (3)]
Susan B. Anthony Day	February 15 "Schools shall include exercises and instruction on the political and economic status of women in the United States and the contributions of Susan B. Anthony thereto." [Section 37221(c)]
George Washington's Birthday	The Friday preceding the third Monday in February [Section 37220 (4)]
Black American Day	March 5 Anniversary of the death of Crispus Attucks "Schools shall include exercises and instruction on the development of black people in the United States." [Section 37221 (d)]
Conservation, Bird, and Arbor Day	March 7 Anniversary of the birthday of Luther Burbank. "Schools shall include exercises and instruction on the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation." [Section 37221 (b)]
Cesar Chavez Day	March 31 "Schools shall include exercises commemorating and drawing attention to the history of the farm labor movement in the United States and particularly the role therein of Cesar Chavez". [Section 37220.5 (b)]
Staff Appreciation Week	Second Week in May "Schools are encouraged to observe and conduct suitable commemorative exercises." [Section 37222(b1)]

Constitution Day

September 17

Anniversary of the adoption of the Constitution of the United States.

“Schools shall include exercises and instruction in the purpose, meaning, and importance of the Constitution of the United States, including the Bill of Rights.” [Section 37221 (a)]

Patriotic Exercises

Each school shall conduct patriotic exercises daily. At elementary schools, such exercises shall be conducted at the beginning of each school day. The Pledge of Allegiance to the flag will fulfill this requirement. (Education Code 52720)

Individuals may choose not to participate in the Pledge of Allegiance for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during school days at the entrance or on the grounds of every school. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 36 USC 174)

Upon order of the President, the national flag shall be flown at half-staff upon the death of principal figures of the United States government and the Governor of a state, as a mark of respect to their memory. In the event of death of other officials or foreign dignitaries, the flag shall be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of any state, the Governor may proclaim that the flag be flown at half-staff. (36 USC 175)

In addition, the national flag shall fly at half-staff: (36 USC 175)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until internment of an Associate Justice of the Supreme Court, a secretary of executive or military department, former Vice President, and the Governor of a state
4. On the day of death and the following day for a Member of Congress

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

BOARD POLICY 6116 (was BP 6007): CLASSROOM INTERRUPTIONS

The Governing Board 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

Management Resources:

DMUSD Board Policy 1250.1 Learning Environment Disruptions

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

**ADMINISTRATIVE REGULATION TO BOARD POLICY 6116:
CLASSROOM INTERRUPTIONS**

The principal or designee shall keep announcements made through intercom or public address systems to a minimum and limit announcements to specific times during the day. Announcements that apply only to teachers shall be distributed in writing.

The principal shall establish a fixed time for the delivery of messages to students, except in the case of emergencies.

School maintenance operations involving noise or classroom disruption shall be performed before or after school hours whenever possible.

School visitors and observers shall make appointments in advance. All appointments must be approved by the site principal.

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

BOARD POLICY 6141: CURRICULUM DEVELOPMENT AND EVALUATION

The Governing Board 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 top 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 may establish a curriculum review cycle for comparing each area of the curriculum against state model curriculum standards and Board policy.

The Superintendent or designee shall establish procedures, which ensure that the curriculum development and evaluation process includes input from teachers, administrators, students and parents/guardians from all grade levels, disciplines, schools, special programs and categories of students. The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

The Superintendent or designee shall keep the Board informed about student interest and achievement in each area of the curriculum. The Superintendent or designee also shall facilitate the Board's efforts to discuss its findings with district staff and students before adopting the district curriculum.

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

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6141.2 (was BP 6020):

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Board of Trustees recognizes that students' education would be incomplete without an understanding of the role that religion has played in society. As appropriate for a particular unit of study, 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 of the world.

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.

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.

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.

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.

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>

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

***ADMINISTRATIVE REGULATION TO BOARD POLICY 6141.2 (was BP 6020):
RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS***

Staff shall make every effort to avoid scheduling examinations, school-sponsored trips, special laboratories, picture-taking days and class parties, to minimize conflicts with major religious holidays.

Programs and Exhibits

When school programs and exhibits are in any way related to instruction about religion or religious holidays, the following guidelines shall be observed:

1. The principal or designee shall ensure that school-sponsored programs are presented in an objective manner, consistent with Board policy.
2. The principal or designee shall be kept informed of the program's development and shall participate in the planning process.
3. Program planners shall take into consideration the diverse religious faiths represented in the community, student body and staff, and shall promote a balance that reflects the diversity in the community. Special school events, assemblies, concerts and programs must be designed to further the Board-approved curriculum and may not focus on any one religion or religious observance. Religious music may be included in school events, but the music must be included because of its educational value. Special school events must not promote any particular religion or become a forum for religious devotion.

The use of religious symbols is permissible as a teaching aide or resource. Religious symbols may be displayed on a temporary basis provided that the symbols that are displayed are examples of the cultural and religious heritage of the holiday. Symbols of religious holidays which have acquired secular meaning, such as Christmas trees and dreidels are permissible if these symbols are displayed on a short term basis (48 hours or less) and must further the Board–approved secular curriculum.

In designing holiday programs, staff may include religious music/drama, but the music/drama must be included only because of its secular educational value. Holiday programs must not promote or denigrate any religion, serve as a religious celebration, or become a forum for religious devotion. Students who participate in holiday concerts may not be required to wear specialized attire that suggests or advocates any religion or holiday celebration.

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6141.6: MULTICULTURAL EDUCATION

To foster intercultural understanding, communication and respect in an increasingly diverse society, curriculum and instruction at all grade levels shall reflect the perspectives and experiences of various cultural, ethnic, racial and social groups. The Governing Board desires that multicultural education be integrated across the curriculum into as many subjects as possible rather than providing isolated lessons on different cultures.

The district's comprehensive multicultural education program shall recognize the contributions of different groups of people to the history, life and culture of the local community, California, the United States and the world. 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 shall also emphasize commonalities and challenge the stereotypes and biases that inhibit intergroup respect and understanding. Multicultural education also shall be designed to contribute to the personal development of students through greater self-understanding, positive self-concept and pride in one's ethnic identity.

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

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6142.4: SERVICE LEARNING

The Governing Board recognizes that service learning can help students learn the grade level academic standards, develop skills, career awareness and promote self-esteem. Service experiences also can motivate students by letting them apply what they are studying to local needs and problems and by showing them that they can make a meaningful contribution to their school and/or community.

Integrated Service Learning

The Board values and encourages the integration of service learning activities within the curriculum so as to enhance learning in all subject areas. The Board encourages staff to collaborate with local public and nonprofit agencies in order to develop service learning activities that meet the core academic standards and also fit in with current community efforts to meet social welfare, educational, environmental or public safety needs.

Notifications

Parents/guardians shall receive information about the community service learning opportunities offered by the district and their benefits for both the community and the student. The district shall ask parents/guardians to acknowledge this information before students participate in off-campus service activities.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51210 Areas of study, grades 1 to 6

51220 Areas of study, grades 7 to 12

51745 Independent study

UNITED STATES CODE, TITLE 42

12501-12682 National and Community Service Trust Act of 1993

COURT DECISIONS

F.2d 989 (3rd. Cir. 1993), *cert. denied*, 114 S.Ct. 85 (1993)

Steirer et al v. Bethlehem Area School District, 789 F.Supp. 1337 (E.D. Pa 1992) 987

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6142.5: ENVIRONMENTAL EDUCATION

The Governing Board recognizes that the schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

The Board desires to offer environmental education that fosters attitudes of personal responsibility toward the environment and provides students with the concepts, knowledge and skills needed to contribute meaningfully to decisions involving the environment and its resources. At all grade levels, environmental facts should be taught as they relate to each other, so that students will understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

The Board encourages school and classroom activities that encourage students to recycle, conserve water and energy, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way.

The Board encourages staff to provide students with opportunities to increase their understanding of science and the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.

Legal Reference:

EDUCATION CODE

8700-8707 Environmental education

8720-8723 Conservation education service

8760 Authorization of outdoor science and conservation program

37222 John Muir; recognition of his contributions

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6142.6: 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 shall include opportunities to continually improve artistic skills, create and/or perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments.

The Board supports collaboration with community arts agencies through the Local Arts Education Partnership Program and is committed to providing the necessary time, staff and financial resources in order to fulfill the district's part in this school-community arts agency partnership.

The Board acknowledges the importance of ongoing professional development for teachers in arts education. The Superintendent or designee shall ensure that certificated staff have opportunities to become knowledgeable about curriculum developments in the arts and strategies for delivering a comprehensive arts program to students.

Legal Reference:

EDUCATION CODE

8810-8819.5 Arts education

8820-8830 Arts work visual and performing arts educational program

8950-8958 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>

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

BOARD POLICY 6142.7: PHYSICAL EDUCATION

PHYSICAL EDUCATION

The Governing Board recognized the positive benefits of physical activity for student health and academic achievement. The Board desires to provide a physical education program that gives students the opportunities to engage in healthful levels of vigorous physical activity that promotes and develops the student's physical, mental, emotional, and social well being. In addition, the physical education program 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.

1. The Board shall approve the components of the fitness-based physical education program to develop muscular strength, cardiovascular endurance, and flexibility. The program will include a variety of age appropriate physical activities that focus on the development of basic skills and cooperative play.
2. The Superintendent or designee shall develop effective implementation strategies district-wide to achieve mandated P.E. requirements reflected in State Standards.
3. Appropriate alternative activities shall be provided for students with a physical disability or medically diagnosed health limitations that may restrict excessive physical activities.
4. 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.
5. The Superintendent or designee may grant temporary exemption from physical education if the student is ill or injured, unless a modified program to meet his or her needs can be provided.

Legal References on next page

*Board Policy 6142.7: Approved by the Board of Trustees: August 30, 2006
Presented for Review by the Board of Trustees: January 23, 2008*

Legal Reference:

EDUCATION CODE

33350 CDE responsibilities re: physical education

49066 Grades; physical education class

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)

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

**ADMINISTRATIVE REGULATION TO BOARD POLICY 6142.7:
PHYSICAL EDUCATION**

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days. (Education Code 51210, 51223)

Physical Performance Testing

During the month of February, March, April or May, students in Grade 5 shall undergo the physical performance testing designated by the State Board of Education. Students with a physical disability and students who are physically unable to take the entire test shall undergo as much of the test as their physical condition will permit. (Education Code 60800)

Students and their parents/guardians shall be provided with their individual results after completing the physical performance testing. The test results may be provided orally as the student completes the testing. (Education Code 60800)

Each student's scores on the physical performance test shall be included in his/her cumulative record. (5 CCR 1044)

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6142.8: 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.

The Board intends for health education to be part of a coordinated school health system that links district, school, and community programs and services to promote the health and well being of students. This includes a healthy lunch program as a component of learning.

Legal Reference:

EDUCATION CODE

233.5 Duty concerning instruction of students
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
CALIFORNIA CODE OF REGULATIONS, TITLE 5
11800-11801 District health education plan

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

CDE PUBLICATIONS

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

CDHS PUBLICATIONS

Jump Start Teens, 1997

Playing the Policy Game, 1999

School Idea and Resource Mini Kit, 2000

WEB SITES

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

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

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>

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

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

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

BOARD POLICY 6142.91: READING/LANGUAGE ARTS INSTRUCTION

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other disciplines. 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.

The Board desires to offer a comprehensive, balanced reading/language arts program that ensures that 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 strong communication skills.

For each grade level, the Board shall adopt academic standards in reading, speaking and writing, including spelling and grammar.

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 teachers are knowledgeable about how students develop language skills, are able to analyze students' developing literacy and are able to draw from a variety of instructional strategies and materials.

The Superintendent or designee shall ensure that the district's reading/language arts program offers sufficient access to reading 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.

Grades K-3

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

1. Explicit 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.

3. Ongoing assessment of individual skills.
4. An early intervention program that provides assistance to children at risk of reading failure.

Teachers will participate in training activities designed to assist them in implementing a comprehensive K-3 reading program.

Grades 4-6

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 4-6.

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.

Supplementary Reading Instruction

When students at any grade level do not have fully developed reading/language arts skills, resources shall be made available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding the literacy skills of all students.

To assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students, the Board may offer elementary students in grades K-6 increased instructional opportunities during or outside the regular school day.

Legal Reference:

EDUCATION CODE

- 42239.1 *Funding for intensive reading programs in grades K-4*
 - 44277 *Professional growth requirements; professional development in reading*
 - 44755-44759.7 *Teacher reading instruction development program*
 - 44830 *Employment of certificated persons*
 - 44831 *Certification qualifications*
 - 51210 *Areas of study, grades 1 through 6*
 - 51220 *Areas of study, grades 7 through 12*
 - 53000-53006 *Comprehensive reading leadership program*
 - 53025-53031 *Intensive reading program for grades K-4*
 - 53050-53057 *Governor's reading award program*
 - 53075 *Public involvement reading campaign*
 - 60200.4 *Fundamental skills*
 - 60350-60352 *Core reading program instructional materials*
 - 99220-99221 *California Reading Professional Development Institutes*
- CODE OF REGULATIONS, TITLE 5
- 9535 *Purchase of nonadopted core reading program instructional materials*

Management Resources:

CSBA PUBLICATIONS

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

CDE PROGRAM ADVISORIES

1028.93 Continuing Implementation of the English-Language Arts Framework, CIL: 93/94-02 Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three, 1996

CDE PUBLICATIONS

Every Child a Reader, 1995

English-Language Arts Framework for California Public Schools, 1999

WEB SITES

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

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

***ADMINISTRATIVE REGULATION TO BOARD POLICY 6142.91:
READING/LANGUAGE ARTS INSTRUCTION***

Professional Development in Reading Instruction

The Superintendent or designee shall provide professional development in reading instruction for teachers of grades K-3, which addresses the subject matter, specified in Education Code 44757.

Professional development in reading instruction for teachers of grades 4-6 who teach in self-contained classes shall include the subject matter specified in Education Code 44759.

To the extent feasible, all certificated teachers participating in the program at the applicable grade levels shall receive this training, which also shall be available to school site administrators. The training shall not cause a reduction in student instructional time. (Education Code 44757, 44759)

The Superintendent or designee may use current and/or former employees as instructors to provide this training as long as content and other program requirements are met. (Education Code 44757.2, 44759.2)

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6142.92: 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 develop 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 Board shall adopt the state academic standards in mathematical skills, concepts and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention.

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 and to link math instruction to the middle school mathematics program.

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

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

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6142.93: 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 and experimentation. 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.

As a matter of principle, 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, but may be addressed in the social science and language arts curricula.

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

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6143: COURSES OF STUDY (CURRICULUM)

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

The Superintendent or designee shall establish processes for ensuring the articulation of the curricular content across grade levels within the district and shall work with representatives of appropriate area districts to ensure articulation of the curricular content between elementary and secondary schools.

The Board shall adopt a well-articulated vertically aligned curriculum for elementary grades that sufficiently addresses the grade level academic standards and prepares students for the secondary school course of study.

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

51220-51228 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

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>

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

Board Policy/Administrative Regulation 6143 (was BP 6005 Approved by the Board of Trustees June 12, 1996): Approved by the Board of Trustees: January 23, 2008

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

**ADMINISTRATIVE REGULATION TO BOARD POLICY 6143:
COURSES OF STUDY (CURRICULUM)**

The curriculum based on California State Standards for grades K through 6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition.
2. Mathematics: concepts, operational skills and problem solving.
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in:
 - a. The history, resources, development, and government of California and the United States.

Instruction shall include the early history of California and a study of the role and contributions of men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society.
 - b. The development of the American economic system, including the role of the entrepreneur and labor.
 - c. The relations of persons to their human and natural environments.
 - d. Eastern and western cultures and civilizations.
 - e. Contemporary issues.
 - f. The wise use of natural resources.
4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems.

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression.
6. Health: principles and practices of individual, family, and community health.

The adopted course of study shall provide instruction at the appropriate grade levels and subject areas in:

- a. Fire prevention.
 - b. The protection and conservation of resources, including the necessity for the protection of our environment.
 - c. The effects of alcohol, narcotics, drugs, and tobacco upon the human body.
7. Physical education, with emphasis on physical activities conducive to health and vigor of body and mind.

**DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION**

BOARD POLICY 6144: CONTROVERSIAL ISSUES

The Governing Board 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 curriculum.

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.

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

***DEL MAR UNION SCHOOL DISTRICT
INSTRUCTION***

**ADMINISTRATIVE REGULATION TO BOARD POLICY 6144:
CONTROVERSIAL ISSUES**

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the adopted curriculum and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view, which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students or by the adopted curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, disability, occupation or socio- economic status.
9. The oral or written presentation does not violate state or federal law.

The Superintendent or designee shall have the authority to judge whether the above conditions are being met.