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**Instruction**

**CONCEPTS AND ROLES IN INSTRUCTION**

The Governing Board believes that the district and community must work together to ensure that educational goals and objectives are relevant to the lives and future of our students. The Board shall adopt policies which define district philosophy and goals. The Superintendent or designee shall provide for the development of districtwide instructional objectives.

*(cf. 0100 - Philosophy)*

*(cf. 0200 - Goals for the School District)*

The Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum.

*(cf. 0500 - Review and Evaluation)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 5144 - Discipline)*

In order to keep abreast of educational trends and changing student needs, the Board supports a continuing program of inservice education for certificated staff, the administration, and Board members.

*(cf. 4331 - Staff Development)*

*(cf. 9240 - Development in Service)*

The district shall provide comparable educational opportunities for all students. The Superintendent or designee shall schedule teachers and classes so that there is a minimum variation in the student- teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every district school and at each level.

*(cf. 0410 - Nondiscrimination)*

*(cf. 6171 - Chapter I Programs)*

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.

The Governing Board

1. Articulates the district's educational philosophy and goals through board policy and approves

**Instruction**

**CONCEPTS AND ROLES IN INSTRUCTION** (continued)

districtwide instructional objectives which reinforce the district's philosophy and goals.

2. Adopts graduation requirements and expected standards of student achievement.
3. Selects the educational programs to be offered to the district's students.
4. Adopts the courses of study to be used in the district's curriculum.
5. Approves instructional materials and resources to be used in the district's curriculum.
6. Reviews the instructional program and evaluates the education received by students.

The Superintendent or Designee

1. Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum.
2. Ensures the articulation of the district curriculum between educational levels (i.e., elementary, secondary, and college) and with the business community.
3. Administers the district's educational program and reports to the Board on the accomplishment of district goals and objectives through testing and other types of appraisal.
4. Decides the general methods of instruction to be used.
5. Assigns instructors and schedules classes for all curricular offerings.
6. Approves the purchase of instructional materials and equipment.

Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent for education program

HAWKINS-STAFFORD ELEMENTARY AND SECONDARY IMPROVEMENT

AMENDMENTS OF 1988, Public Law 100-297

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements/comparability of services

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**GOALS AND OBJECTIVES**

The Superintendent or designee will develop a format for the annual adoption of district goals and objectives which will provide direction enabling the staff to work as a team toward the same goals. District staff will follow the Governing Board and Superintendent or designee goals so that there is a continuity and interrelationship between all goals and objectives.

Legal Reference:

EDUCATION CODE

51000 et seq. Legislative intent for education program

51004 Education goals

51040-51041 Role of local agency

GOVERNMENT CODE

Scope of representation

UNITED STATES CODE, TITLE 20

6715-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction****PARENT INVOLVEMENT**

The Governing Board recognizes that parents/guardians are their children's' first and most influential teachers and that sustained parental 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.

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. 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 Governing Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles. Parent/Guardians shall be notified annually 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. School plans shall delineate specific measures that shall be taken to increase involvement with their children's' education, including measures designed to involve parents/guardians who face cultural, language or other barriers which may inhibit their participation.

The Governing Board supports the development of a District written parental involvement plan incorporated into the Local Education Agency Plan (LEAP) and other required State and Federal documents consistent with legal requirements. The superintendent or designee shall ensure that all schools in the District, in partnership with its parents, develop a school-level parent involvement policy. 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 parent/guardians are consulted and participate in the planning, development, design implementation and evaluation of the district's' parent involvement policy program, and strategies/activities. He/she shall also involve parents of participating students in decisions regarding how the district's' Title I funds will be allotted for parent involvement activities.

**Instruction****PARENT INVOLVEMENT (continued)**

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing Title I programs in a systematic, ongoing informed and timely fashion. They shall have regular opportunities to make recommendations based on the educational needs of their children. 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)

Title I programs shall provide identified students with supplementary services designed to instruct them in the District's core curriculum and improve their achievement in basic and advanced skills. The District shall provide these services, including reading instruction, on the basis of individual student needs identified annually and assessed with objective educational criteria.

When evaluating the effectiveness of Title I programs, staff shall assess individual student achievement and determine whether these students' improved performance has continued over a period of more than 12 months. Services shall be modified for students who do not make substantial progress.

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.

Through consultation with parents/guardians, the District shall annually assess the content and effectiveness of the parental involvement, and determine what action needs to be taken, if any, to increase parental participation.

**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 Parental Involvement
- 48985 – Notices in languages other than English
- 51101 – Parent rights and responsibilities
- 64001 – Single Plan for Student Achievement

**Instruction**

**PARENT INVOLVEMENT (continued)**

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 PUBLICATION

CDE Program Advisory

0928.90 Guidelines for the development of policies on parent involvement

Policy

Adopted: May 16, 1991

Revised: May 18, 2006

Revised: July 17, 2008

Revised: May 14, 2015

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California



**Instruction**

**SCHOOL DAY**

All schools are required to conform to the hours of one of the school day schedules adopted by the Governing Board.

Legal Reference:

EDUCATION CODE

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

46180 Opportunity schools (minimum day)

46200-46205 Incentives for Longer Instructional Day and Year

51223 Physical education minimum instruction

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**MODIFICATION OF SCHOOL DAY**

The Superintendent or designee may authorize minimum day programs when he/she is satisfied that the need for the planning time has been identified, that the community is prepared and that the general reaction would be favorable. A maximum of one minimum day per week is allowed with the Superintendent or designee's approval.

The principal, with the assistance of the staff, will communicate periodically with the community to keep them informed of the progress being made during the modified day.

A school's use of modified day shall always be of a professional nature. Nonprofessional use of a modified day shall be grounds for the Superintendent or designee to revoke a school's opportunity for that day.

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. This plan shall be reviewed annually and updated as needed.

Principals shall augment the district plan with working plans and procedures specific to each school site. All students and employees shall receive instruction regarding these plans.

The Superintendent or designee shall consult with city and/or county agencies so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

District and site plans shall address the following situations:

1. Fire on or off school grounds which endangers students.
2. Bomb threat or actual detonation.
3. Natural disasters or man-made disasters.
4. Attack or disturbance by individuals or groups.

The Superintendent or designee should ensure that the plan includes:

1. Procedures for personal safety and security.
2. Ways to ensure smooth administrative control of operations during a crisis.
3. Procedures to establish a clear, effective communications system.
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis.

The Superintendent or designee shall use state-approved Standard Emergency Management System guidelines when updating district and site-level emergency and disaster preparedness plans.

The Superintendent or designee shall consult with city and/or county agencies so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

**Instruction****EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)**

The Superintendent or designee may provide a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety.

The Governing Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

Disaster preparedness exercises shall be held regularly at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR) and triage. The Superintendent or designee shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR inservice training to be offered at least once a year for district staff.

## Legal Reference:

## EDUCATION CODE

32000-32004 Uniform fire signals (with requirement that every school building with capacity of 50 or more students be provided with a fire warning system)

32040 Duty to equip school with first aid kit

35295-35297 Earthquake emergency procedures

38132 Mass care and welfare shelters

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

## GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standard emergency management system

## CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

## CODE OF REGULATIONS, TITLE 19

2400 et seq. Standardized Emergency Management System Regulations

Policy

adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction**

**BOMB THREATS**

In the event of a bomb threat, the Governing Board wishes to keep the actual risk to students, staff and facilities at the lowest reasonable level.

The Superintendent or designee shall develop regulations for minimizing risk in cooperation with fire, safety, and law enforcement agencies in this district. In particular, the Board wishes to have any needed search carried out by the Police, Sheriff or Fire Departments, who are trained for such searches, rather than by school staff.

Students should be advised of the consequences of making a bomb threat, of actually placing an explosive device in or about a school or public facility, and of actually discharging such explosive device.

(cf. 5144.1 - Suspension/Expulsion)

Legal Reference:

EDUCATION CODE

51202 Instruction in personal and public health and safety

CODE OF REGULATIONS, TITLE 5

550 Fire drills

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1(d) Bomb threats

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**EARTHQUAKE EMERGENCY PROCEDURE SYSTEM**

Earthquakes occur without warning. For their safety, children shall be taught methods of protecting themselves.

The Superintendent or designee shall establish an emergency procedure system to be followed in case of earthquakes. This system shall include, but not be limited to, the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff. This plan should outline roles, responsibilities and procedures for students and staff.
2. A DROP procedure, whereby each student and staff member takes cover under a table or desk, drops to the knees, protects the head with arms, and faces away from the window.
3. Protective measures to be taken before, during and after an earthquake.
4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system. (Education Code 35297)

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 35297)

Legal Reference:  
EDUCATION CODE  
35295-35297 Emergency earthquake procedures

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction****CEREMONIES AND OBSERVANCES**

## Patriotic Exercises

The Pledge of Allegiance shall be recited or patriotic exercises conducted at the beginning of each school day.

At secondary schools, the Pledge of Allegiance shall be recited or patriotic exercises conducted each day.

Individuals shall not be required to participate in the salute to the flag.

## Special Days and Events

The district shall commemorate the following special days and events as part of the school program on the days designated below:

U.S. Constitution Day - On or near September 17  
 Dr. Martin Luther King Jr. Day - The Friday before the day schools are closed for this holiday  
 Lincoln's Birthday - - The school day before the day schools are closed for this holiday  
 Susan B. Anthony Day - February 15  
 George Washington's Birthday - The Friday preceding the third Monday in February  
 Black American Day - - March 5  
 Conservation, Bird and Arbor Day - March 7  
 California Poppy Day - April 6  
 John Muir Day - - - April 21  
 Day of the Teacher - - Second Wednesday in May  
 Classified Employee Week - Third Week in May

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

New Year's Day - - - January 1st  
 Dr. Martin Luther - - Third Monday in January or the  
 King, Jr. Day - - 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  
 Washington Day - - - Third Monday in February  
 Memorial Day - - - Last Monday in May  
 Independence Day - - July 4  
 Labor Day - - - First Monday in September  
 Veterans Day - - - November 11th  
 Thanksgiving Day - - That Thursday in November designated by the President  
 Christmas Day - - - December 25th

**Instruction**

**CEREMONIES AND OBSERVANCES (continued)**

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 Governing Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

(cf. 6111 - School Calendar)

Legal Reference:

EDUCATION CODE

37220-37223 Saturdays and holidays

45203 Paid holidays

45460 Classified employee week

52720 Daily performance of patriotic exercises in public schools

Board of Education v. Barnette, 319 U.S. 624

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F. Supp. 170

Policy

adopted: July 5, 1990

Revised: April 4, 1991

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California



**Instruction**

**CLASSROOM INTERRUPTIONS**

The Governing Board recognizes the importance of providing students with sustained, uninterrupted instruction. Allowing interruptions during class time implies to students that what is occurring in the classroom lacks value. Therefore, interruptions and distractions must be controlled and avoided to ensure that teachers can dedicate classroom time to the instruction of students. The Superintendent or designee shall implement this policy.

(cf. 1250 - Visits to the School)

Legal Reference:

EDUCATION CODE

32212 Classroom interruptions

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**CURRICULUM DEVELOPMENT AND DESIGN**

The Governing Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The Board accepts responsibility for establishing what students should learn. Therefore, the Board shall adopt a district curriculum which to the extent possible reflects the state frameworks, the needs of society, the requirements of law and the desires of the community.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district.

The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers and administrators and may include students and parents/guardians.

Curriculum development and design shall be consistent with the philosophy, goals and objectives of the district. The selection and evaluation of the instructional materials shall be coordinated with the process for curriculum development.

The Superintendent or designee shall keep the Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the Board. Districtwide curriculum will be adopted by the Board at a public meeting.

The Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development.

Every three years the Board shall compare the district curriculum, course content and course sequence with the model curriculum standards adopted by the State Board of Education. This comparison shall be incorporated into the district's curriculum development process and review cycle. (Education Code 51226)

The Superintendent or designee shall also facilitate the Board's efforts to discuss its findings with the district staff and students prior to the adoption of district curriculum.

The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and inservice training.

The Board shall review this policy and implementing regulations annually.

**Instruction**

**CURRICULUM DEVELOPMENT AND DESIGN (continued)**

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
- 51225.3 Requirements for high school graduation
- 51500-51540 Prohibited instruction
- 51720-51879.9 Authorized classes and courses of instruction
- 52000-52049 Improvement of elementary and secondary education
- 52060-52065 Native American Indian education program)
- 52150-52159 Bilingual teacher grant program
- 52160-52178.4 Bilingual-Bicultural Act
- 52200-52214 Mentally gifted and talented pupil program
- 52300-52414 Vocational education
- 54000-54669 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

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS**

Instructional programs may include references to religion and may use religious literature, art, music or symbols to illustrate the subject matter being taught. Such instruction should be designed to broaden the students' understanding of social and cultural history and their tolerance for the multiple ways of life practiced by the peoples of the world. Instruction about religious holidays shall be carefully tied to these educational objectives.

Factual and objective teaching about religion must be distinguished from religious indoctrination, which is clearly forbidden in public schools. The schools may teach about religion from a historical, cultural, sociological or other educational perspective, but must not favor the beliefs and customs of any particular religion or sect over any others in such teaching.

Staff shall be highly sensitive to its obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. School- sponsored programs should not be, nor have the effect of being, religiously oriented or a religious celebration.

Instruction which is contrary to a student's religious beliefs and teachings may be optional for that student, in accordance with the Education Code or at the discretion of the Superintendent or designee.

(cf. 5113 - Absences and Excuses)

(cf. 6144 - Controversial Issues)

Legal Reference:

EDUCATION CODE

51240 Excuse from health instruction and family life and sex education due to religious belief

51511 Religious matters properly included in courses of study

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction****MULTICULTURAL EDUCATION**

The Governing Board believes that our schools' curriculum should accurately reflect the rich cultural, racial, and ethnic diversity of our society. Every student should have the opportunity to develop pride in his/her own identity and heritage; to understand, appreciate, and respect the identity and heritage of others; and to recognize that dignity and worth are common to all people, regardless of physical differences or ethnic, cultural, or religious backgrounds. Students should learn to be able to work and communicate effectively with persons like and unlike themselves.

Instruction in social science, language arts, music, and humanities shall feature the contributions of men and women of all racial, cultural, and occupational groups. Besides dealing with foreign customs and historical events, the instructional program shall draw upon school and community resources and local activities which illustrate the diversity of our contemporary population. Instructional materials shall portray individuals from different ethnic groups in a variety of occupational and social roles.

The Board expects that multicultural education will benefit students of all racial, ethnic, and cultural groups. Curriculum materials and teaching procedures shall be adapted to the values, behavioral patterns, and learning styles of all students.

## Legal Reference:

## EDUCATION CODE

44560 Inservice preparation in ethnic backgrounds

60040 Portrayal of cultural and racial diversity

## CODE OF REGULATIONS, TITLE 5

3935 Multicultural education

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction****SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION**

The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall provide students with the knowledge and skills necessary to protect them from sexually transmitted infections and unintended pregnancy and to have healthy, positive, and safe relationships and behaviors. The district's educational program shall also promote understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934)

The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards. The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

**Parent/Guardian Consent**

Annually, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 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**

220 Prohibition of discrimination

33544 Inclusion of sexual harassment and violence in health curriculum framework

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

**Instruction**

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)**

Legal Reference: (continued)

**EDUCATION CODE**

51210.8 Health education curriculum

51225.35 Instruction in sexual harassment and violence; districts that require health education for graduation

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 California Healthy Youth Act

67386 Student safety; affirmative consent standard

**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

Policy

Adopted: July 5, 1990

Revised: January 19, 2017

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction****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 comprehensive standards-based arts education program shall include a written, sequential, curriculum in dance, music, drama/theater and the visual arts. Students shall have the opportunity 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 Governing Board supports the need to provide the following:

- Standards-based curriculum, scheduling and assessment
- Qualified teachers in the arts
- Professional Development in California's Visual and Performing Arts Content Standards for classroom and arts specialist teachers
- Standards-based instructional materials and equipment
- Standards-based facilities
- Opportunities to showcase student learning and student work
- Access to professional artists and cultural organizations

The Governing Board also supports the need to provide adequate and equitable funding for a high-quality, standards-based, K-8 Arts Education Program. The district will seek funding from private and public sources to supplement available funding from State and Federal budgets.

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, observe the work of accomplished artists and work directly with visiting artists. Westminster School District acknowledges the importance of community outreach and opportunities to showcase student learning in support of a fine arts community.

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:



**Instruction**

**VISUAL AND PERFORMING ARTS EDUCATION (continued)**

**EDUCATION CODE**

8810-8819.5 Arts education

8820-8830 Art work visual and performing arts education 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

Policy

Adopted: May 17, 2007

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction****PHYSICAL EDUCATION**

The Governing Board recognizes the positive benefits of physical activity for student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the district.

The Board desires to provide a physical education program which 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 and exhibit good sportsmanship; demonstrate physically healthy practices and develop anger management skills.

*(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)*

Physical education staff shall take special care to ensure that excessive physical exertion is not required of students who have informed staff of a heart or respiratory condition or other physical disability that may restrict such activity. An appropriate alternative shall be provided for these students.

*(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)*

With the consent of the student, the Superintendent or designee may grant temporary exemption from physical education under either of the following conditions: (Education Code 51241)

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

Policy  
adopted: June 15, 2006

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**COURSES OF STUDY**

The Governing Board shall adopt a course of instruction which sufficiently prepares district students for the course of study required for high school graduation. Staff articulation is encouraged between the elementary district and the high school district to insure that the course of study offered by the two districts are sequential and developmental.

The Board shall certify to the Superintendent of Public Instruction that it has adopted a policy to implement a course of instruction which sufficiently prepares district students for the required high school course of study specified in state law. (Education Code 51225.4)

Teachers shall follow the prescribed courses of study as approved by the Board.

The Board shall adopt courses of instruction for grades one through six which shall include the study of:

1. English: speaking, reading, listening, spelling, handwriting, composition; knowledge and appreciation of language and literature.
2. Mathematics: concepts, operational skills, problem solving.
3. Social Sciences: age-appropriate materials drawn from anthropology, economics, geography, history, political science, psychology and sociology, with emphasis on California and the United States, the American economic system, man's relation to human and natural environments, eastern and western cultures, contemporary issues, and the wise use of natural resources.
4. Science, including biological and physical sciences, with emphasis on experimental inquiry and man's place in the ecology.
5. Fine Arts, including art and music, with emphasis on creative expression and the development of aesthetic appreciation.
6. Health: individual, family and community health principles and practices.
7. Physical Education, with emphasis on activities conducive to health and vigor of body and mind. (Education Code 51210)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.5 - Elementary School Graduation Requirement/Standards of Proficiency)

(cf. 6161 - Equipment, Books and Materials)

**Instruction**

**COURSES OF STUDY (continued)**

Legal Reference:

**EDUCATION CODE**

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51204 Course of study designed for pupil's needs

51204.5 History of California; contributions of men, women and ethnic groups

51210-51212 Areas of study for grades 1 through 6

51220-51229.5 Course of study for grades 7 through 12

51880-51921 Comprehensive health education

**GOVERNMENT CODE**

3543.2 Scope of representation

**CODE OF REGULATIONS, TITLE 5**

10060 Physical education program

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**CONTROVERSIAL ISSUES**

The electorate, in order to discharge its responsibilities intelligently, must examine all points of view regarding an emergent problem and must arrive at its own several judgments by critical analysis of all the facts.

The Governing Board believes that the schools should maintain an atmosphere conducive to the discussion of issues which may be considered controversial. The schools shall provide students with the opportunity to analyze current problems, gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions and respect the opinions of others. The study of controversial issues shall be commensurate with the maturity of students.

The district shall seek to help students become responsible citizens and understand controversial issues by the following means:

1. Teachers shall maintain an attitude of objectivity on controversial topics when discussing them with students.
2. Teachers shall establish a classroom atmosphere whereby students may search for facts and judge their implications and relationships to the problem being considered.
3. Teachers shall become fully informed about the various viewpoints on the problems considered in the classroom, and should make certain that there is a balanced treatment of the pros and cons of a given issue.
4. Teachers shall encourage a spirit of mutual respect for honest and informed opinions, regardless of how divergent they may be.
5. There shall be available a variety of suitable learning materials from which students may obtain data on all aspects of the issues being studied.
6. An undue amount of time shall not be devoted to a study of any single issue.

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:

EDUCATION CODE

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

**Instruction**

**CONTROVERSIAL ISSUES (continued)**

51530 Prohibition and definition (re advocating or teaching communism with the intent to indoctrinate, etc.)

51933 Sex education courses

60040 Cultural and racial diversity of society

**Instruction****EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**

The Governing Board 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 extra/cocurricular activities without compromising the integrity and purpose of the educational program.

Each student's primary responsibility is to meet the academic challenge of learning. Extracurricular and cocurricular activities are an integral, but supplemental, part of the educational programs at the intermediate schools. The Board desires to encourage students to learn to establish priorities that will foster academic excellence and enable them to realize success in the educational system that will translate into complete success in all walks of life.

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 sex, 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.

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.

Extra/cocurricular activities shall be supervised by district employees whenever they are conducted under the name of the district.

**Academic Eligibility Requirements**

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in 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

The Superintendent or designee shall determine which extra/cocurricular activities or programs are not subject to the eligibility requirements of this policy in accordance with law.

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

**Instruction**

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES** (continued)

Any decision regarding the eligibility of any child in foster care or a child of a military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

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.

**Student Conduct at Extracurricular/Cocurricular Events**

When attending or participating in extracurricular and/or cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

**Annual Policy Review**

The Board shall annually review this policy and implementing regulations.

**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

35181 Students' responsibilities

48850 Participation of foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49700-49704 Education of children of military families

**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

Hartzell v. Connell, 84 Daily Journal D.A.R. 1417 (April 20, 1984)

**Policy**

adopted: July 5, 1990

revised: May 31, 2012

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California



**Instruction****PUBLICATIONS**

While serving to instruct students in the basic skills of responsible journalism, official school publications shall be free to provide thoughtful, relevant commentaries on all topics within the bounds of good taste.

Student editors in journalism, newspaper, yearbook, and writing classes shall assign and edit the news, editorial and feature content of their publications. Faculty advisors shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. All statements and editorials must be substantiated by fact. Editorials may freely aim constructive criticism at school organizations, procedures, and policies, but such criticism should reflect the opinions of a cross-section of the publication staff. Editorial columns which express only the opinion of the writer shall be bylined.

As space permits, editorial pages shall be open to any students wishing to express their ideas or to rebut editorials in a letter. School newspapers shall print a fair selection and accurate representation of the letters they receive.

Faculty advisors shall supervise student publications so as to maintain professional standards of English and journalism and to assure that their content complies with the provisions of Board policy. The advisors and/or principal shall exercise no prior restraint of prepared material except as provided in the Publications Code (BP 5145.2) for that which is obscene, libelous, slanderous, or incites students to commit unlawful acts, violate school rules, or disrupt school operations.

(cf. 1325 - Advertising and Promotion)

(cf. 5145.2 - Freedom of Speech/Expression/Assembly)

Legal Reference:

EDUCATION CODE

48907 Student exercise of free expression

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**ORGANIZATIONS/ASSOCIATIONS**

Student Organizations

Student organizations have an important place in the educational program because, when properly organized and operated, they:

1. Extend and reinforce the instructional program.
2. Give students practice in democratic self-government.
3. Build student morale and a spirit of positive support for the school.
4. Honor outstanding student achievement.
5. Provide wholesome social and recreational activities.

Student clubs and societies will be recognized as authorized school organizations if they are organized at the school, sponsored by school personnel, composed completely of current student body members, hold the majority of their meetings at school, have a democratic plan for the selection of members, and respond to school or community interests. Organizational activities shall not conflict with the authority and responsibilities of school officials.

Membership in secret fraternities, sororities, and clubs is prohibited.

(cf. 5144 - Discipline)

Hazing

No student shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or other person. Persons violating this policy shall be subject to district discipline, misdemeanor penalties, and forfeiture of entitlements. (Education Codes 32051, 32052)

(cf. 1330 - Use of School Facilities)

(cf. 6116 - Classroom Interruptions)

**Instruction**

**ORGANIZATIONS/ASSOCIATIONS (continued)**

Legal Reference:

**EDUCATION CODE**

200-262 Prohibition of discrimination on the basis of sex

221.5 Equal opportunity without regard to sex

221.7 School sponsored athletic programs; prohibited sex discrimination

32050-32052 Hazing

33352 Supervision of physical education by State Department of Education

33353 California Interscholastic Foundation; governing board

has power to select athletic league representatives

33353.5 California Interscholastic Foundation; direct participation in student athletic insurance program; limitation of receipt of funds

33354 Powers of State Department of Education over interscholastic athletics

35179 Powers and responsibilities of governing board over all aspects of interscholastic athletic programs, policies, and activities in its district; obligation to conform to law; associations; nondiscriminatory programs; definitions

48930-48938 Student organizations

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**

5531 Supervision of extracurricular activities of pupils

**PENAL CODE**

627-627.10 Access to school facilities

**TITLE VIII - THE EQUAL ACCESS ACT (Federal)**

Hartzell v. Connell, 84 Daily Journal D.A.R. 1417 (April 20, 1984)

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**DIFFERENTIAL GRADUATION AND COMPETENCY STANDARD FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS**

The Governing Board recognizes that proficiency standards adopted for students enrolled in regular educational programs may not be appropriate for all students enrolled in district special education programs. Students with diagnosed disabilities that prevent them from attaining the district's regularly adopted proficiency competencies may need differential standards.

Students with exceptional needs should meet the regular district graduation standards to the extent that their handicaps or disabilities permit.

The Individualized Education Program (IEP) Team will determine if a student's handicaps or disabilities preclude the student from attaining the district's regular standards. The determination and development of appropriate differential proficiency standards and methods of assessment will be included in the process of developing and managing the student's individualized education program.

A student identified as eligible for differential standards shall not be penalized after returning to the regular program by being required to demonstrate district proficiency for regular students. A student's final Individual Educational Plan shall reflect whether or not the differential standards are to be maintained through eighth grade graduation.

Legal Reference:

EDUCATION CODE

51215(d) Proficiency standards in basic skills

56000 Education of individuals with exceptional needs

56341(b) Individualized Education Program Team

56345(b) Elements of Program

Title 5 of the California Code of Regulations

Title 45 of the Code of Federal Regulations

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**ELEMENTARY SCHOOL GRADUATION REQUIREMENTS/STANDARDS OF PROFICIENCY**

The Governing Board shall adopt standards of proficiency in reading comprehension, writing and computational skills and other areas the Board deems appropriate. These standards shall be developed with the active involvement of teachers, administrators, counselors and parents/guardians, as required by law.

(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 5127 - Graduation Ceremonies and Activities)  
(cf. 6143 - Courses of Study)

Legal Reference:

EDUCATION CODE

51215-51217 Student progress, elementary and secondary schools (re standards of proficiency)

51224 Skills and knowledge required for adult life

51225 High school graduation requirements until 7/1/86

51225.3 Course of study mandated for graduation commencing with the 1986/87 school year

51225.4 Elementary school districts certification of sufficient preparation for meeting high school graduation requirements

51226 Review by governing board of local curriculum at least every three years

51240-51246 Exemptions from requirements

51260 et seq. Drug education

51400-51442 Diplomas and certificates

51411 Residency and graduation

52510 Requirements for eighth grade graduation (adult school)

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**STUDENT GROUPING**

Parents/guardians, teachers, and administrators have a vested interest in the placement of each student. The Governing Board desires that students grouping be designed to create a classroom environment which promotes academic and social growth.

The principal is responsible for the supervision and administration of the school and, therefore, has final authority to make the decisions regarding student class assignment at the site level.

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board

**Instruction**

**FIELD TRIPS**

The Governing Board recognizes that field trips are important components in the instructional program of the schools. Field trips which are properly planned and implemented can:

1. Supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help relate school experiences to the reality of the world outside of school.
4. Bring all the resources of the community within the scope of a student's learning experience.

All field trips involving out-of-state or overnight travel shall require the prior approval of the Board. Other field trips may be approved by the Superintendent or designee.

On all school-sponsored trips involving students, provision shall be made for proper supervision by school employees. Parents/guardians are encouraged to participate in such supervision.

(cf. 3541.1 - Transportation: School-Related Trips)  
(cf. 5143 - Insurance)

Legal Reference:

EDUCATION CODE

8760 Authorization of outdoor science and conservation programs

32040 Duty to equip school with first aid kit

32041 Field trips

32043 Snake bite kits on field trips

32044 Violations

35330 Excursions and field trips within state; to other state; District of Columbia or to a foreign country

35331 Provisions for medical or hospital service for pupils (on field trips)

35332 Transportation by chartered airlines

44808 Liability when pupils not on school property

48908 Duties of pupils (re: authority of teachers over students)

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**HOMEWORK/MAKEUP WORK**

Homework

The Governing Board believes that children should be taught responsibility for individual study. Homework is considered to be a valuable tool to:

1. Maintain and extend good study habits developed in the classroom.
2. Strengthen fundamental skills.
3. Develop responsibility for completing tasks when due.
4. Provide opportunities to apply work-study and reference skills.
5. Provide opportunities to engage in creative projects and self-directed activities.
6. Extend learning time which challenges students to apply what they have learned.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence or suspension and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.



**Instruction**

**HOMEWORK/MAKEUP WORK** (continued)

(cf. 6182 - Opportunity School/Class/Program)

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended pupil

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**INDEPENDENT STUDY PROGRAM**

The Governing Board authorizes independent study as an optional alternative instructional strategy by which students may reach curriculum objectives and fulfill graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be best met through study outside of the regular classroom setting.

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources as is available to other students in the school.

(cf. 6143 - Courses of Study)

(cf. 6200 - Adult Education)

Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. The Superintendent or designee shall determine that the prospective independent study student understands and is prepared to meet the district's requirements for independent study. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

To foster each student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows

Students in grades K-3: one weeks

Students in grades 4-8: two weeks

When circumstances justify a longer time, the Superintendent or designee may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.

When any student fails to complete consecutive independent study assignments, the Superintendent or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's

**Instruction**

**INDEPENDENT STUDY PROGRAM** (continued)

permanent record. (Education Code 51747)

(cf. 5125 – Student Records)

Students in independent study have access to the same services and resources of the school in which they are enrolled as is available to other students in the school.

(cf. 1621 - Home-Based Schooling)

(cf. 5147 - Dropout Prevention)

Legal Reference:

**EDUCATION CODE**

17289 Exemption for building

44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment

46300-46300.6 Methods of computing ADA

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48917 Suspension of expulsion order

51225.3 Requirements for High School Graduation and Diploma

51745-51749.5 Independent study programs

52000(e) Improvement of elementary and secondary education: legislative intent

52015 School improvement plans: components of plan

52017 Secondary schools: additional plan components

56026 Individual with exceptional needs

**FAMILY CODE**

6550 Authorization affidavits

**CODE OF REGULATIONS, TITLE 5**

11700 Definitions (independent study)

11701 District Responsibilities

11702 Standards for independent study; agreements

11703 Records

Management Resources:

**PROGRAM ADVISORY**

1113.90 Independent Study: New Legislation, SPB: 90/91-04

0904.86 Independent Study, SPB: 86/7-5

Policy

adopted: July 5, 1990

Revised: April 4, 1991

Revised: February 17, 2005

**WESTMINSTER SCHOOL DISTRICT**

**Instruction****INDIVIDUALIZED EDUCATION PROGRAM**

Children with disabilities and children without disabilities may be able to share an interactive environment which nurtures understanding, cooperation and mutual respect. Placement outside of a regular class in the student's attendance area should be considered only when the regular environment and/or program does not provide an appropriate placement.

Upon the identification of a student's exceptional need(s), the Superintendent or designee shall appoint an individualized educational program team to consider those needs, determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive appropriate environment.

Each IEP shall be consistent with the curriculum and course of study pursued in the regular education program. Students with exceptional needs should also receive instruction which fosters their independence and integration into the community.

Students and parents/guardians shall have the right to approve the student's placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian's approval, that placement remains in effect unless the parties agree otherwise or a due process hearing officer so orders. Students and parents/guardians also shall have the right to participate in the development of the individualized education program.

A special education or regular education teacher may request a review of the classroom assignment of an individual with exceptional needs in accordance with procedures set forth in administrative regulations.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Special Education Students)

(cf. 4112.23 - Special Education Staff)

(cf. 5144.2 - Suspension and Expulsion/Due Process [Individuals with Exceptional Needs])

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

(cf. 6159.1 - Procedural Safeguards and Complaints)

(cf. 6159.2 - Non-public Non-sectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent)

(cf. 6164.4 - Identification of Individuals with Exceptional Needs)

**Instruction**

**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

Legal reference:

EDUCATION CODE

56195.8 Adoption of policies

56321.5 Notice to include right to electronically record

56340-56347 Instructional planning and individualized education program

CODE OF REGULATIONS TITLE 5

3022 Assessment plan

3023 Assessment

3024 Transfer

3040 Individualized education program implementation

3043 Extended school year

3068 Review of individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400, et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.340-349 Individualized education programs

300.503 Independent educational assessment

300.533 Placement procedures

300.550-300.553 Least restrictive environment; alternative placements; placement; non-academic settings

Policy  
adopted: May 6, 1993

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**PROCEDURAL SAFEGUARDS AND COMPLAINTS**

Procedural Safeguards

The district shall follow all procedural safeguards for students and parents/guardians 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 - Notifications Required by Law)

The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students and shall provide the Board with the results of these hearings.

Complaints

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 56033 Definitions

56220 Written agreements

56195.8 Adoption of policies for programs and services

56240-56244 Staff development

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

3000-3082 Regulations governing special education (in general), especially:

3021-3028 Identification, referral and assessment

3040-3043 Instructional planning and individualized education program

3051-3054 Implementation (Program components)

3080 Application of Section 4600 Section 4671

**Instruction**

**PROCEDURAL SAFEGUARDS AND COMPLAINTS (continued)**

3082 Due process hearing procedures

4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400, et seq. Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

701, et. seq. Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedure for amending education records

300.500-300.514 Due process procedures for parents and children

Policy  
adopted: May 6, 1993

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction****SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210)

The Board's priority in the selection of instructional materials is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum areas of English/language arts, mathematics, science, and history-social science.

**Review Process**

The Superintendent or designee shall establish a process by which the instructional materials shall be reviewed for recommendation to the Board, and he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.

The review process shall involve and include teachers, parents/guardians and community members. (Education Code 60002)

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest in the materials being reviewed. Instructional Review Committee:

1. Shall not accept any money or other valuable item to directly or indirectly recommend or otherwise influence the adoption or purchase of any instructional material. (Education Code 60072)



**Instruction**

**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

2. Is not employed by nor receives compensation from the publisher or supplier of the instructional materials.
3. Does not have and will not negotiate a contractual relationship with the publisher or supplier of the instructional materials.
4. Does not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district.

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.

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

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 curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

**Public Hearing on Sufficiency of Instructional Materials**

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

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects: (Education Code 60119)

**Instruction****SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program.
5. Foreign language
6. Health

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

The Board shall also make a determination that all students within the district who are enrolled in the same course have “identical” standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3 and 60119. (Education Code 1240.3, 42605)

However, the district may purchase the newest adopted instructional materials for students in district schools ranked in deciles 1-3 of the base Academic Performance Index in any one of the past three school years without necessarily purchasing these materials for use in other district schools. (Education Code 1240.3)

If the Board determines that there are sufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks, or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)\_

**Complaints**

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

**Instruction**

**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

Legal References

EDUCATION CODE

- 220 Prohibition against discrimination
- 1240 County superintendent, general duties
- 1240.3 Definition of sufficiency for categorical flexibility
- 33050-33053 General waiver authority
- 33126 School accountability report card
- 35272 Education and athletic materials
- 42605 Tier 3 categorical flexibility
- 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
- 60040-60052 Instructional requirements and materials
- 60060-60062 Requirements for publishers and manufacturers
- 60070-60076 Prohibited acts (re instructional materials)
- 60110-60015 Instructional materials on drug education
- 60119 Public hearing on sufficiency of materials
- 60200-60210 Elementary school materials
- 60226 Requirements for publishers and manufacturers
- 60350-60352 Core reading program instructional materials
- 60400-60414 High school textbooks
- 60510-60511 Donation for sale of obsolete instructional materials
- 60605 State content standards
- 60605.8 Common Core standards
- 60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards

CODE OF REGULATIONS, TITLE 5

- 9505-0530 Instructional materials

Policy

- adopted: July 5, 1990
- Revised: April 4, 1991
- Revised: October 9, 2014

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction**

**OVERDUE, DAMAGED OR LOST INSTRUCTIONAL MATERIALS**

When district property is lent to students, the Governing Board expects that it shall be returned in a timely manner, with no more than usual wear and tear. If the property has been willfully cut, defaced or otherwise damaged, or if the student refuses to return it at the request of a district employee, the district shall afford the student his/her due process rights and subsequently may withhold the student's grades, diploma and transcripts until the student or parent/guardian has paid all damages. As provided by law, the parent/guardian of a minor shall be liable for all damages caused by the minor's misconduct. (Education Code 48904)

The district will notify the student's parent/guardian of the alleged misconduct before withholding grades, diploma and transcripts. If the parent/guardian or student is unable to pay for the damages or return the property, the district shall provide a program of voluntary work for the student to do instead. When the work is done, the student's grades, transcripts and diploma shall be released.

(cf. 5125 - Student Records; Confidentiality)

(cf. 5131.5 - Vandalism)

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

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**TOXIC ART SUPPLIES**

The Governing Board 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. These procedures shall be developed in accordance with information provided by the State Department of Education and the State Department of Health Services.

In no event shall arts and crafts material be purchased for use in grades K through 6 which contain toxic substances or cause chronic illness as determined by the State Department of Health Services.

In grades 7 and 8, the purchase of arts and crafts materials containing toxic substances is permitted if the products are properly labeled to warn of potential adverse health effects in accordance with the requirements of Education Code 32065. The Superintendent or designee shall develop procedures that ensure extreme care when those materials are incorporated into the classroom instruction process.

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

28794-28797 Labeling of arts and crafts materials, effective January 1, 1986

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**RESEARCH/STANDARDIZED TESTING**

The Governing Board believes that schools must consider each student as an individual and that testing, by itself, cannot determine the best educational choices for a student. Major conclusions about students and district programs shall always be based upon a variety of evaluation measures.

(cf. 6164.2 - Guidance Services)

The Board believes that standardized tests which measure student performance and growth as related to state or national norms can provide useful information for program planning and evaluation. However, the Board believes that misinterpreting or overemphasizing test scores is detrimental to the success of the district.

Because standardized tests often measure only the most commonly tested skills rather than broad understanding of concepts, overemphasizing testing can limit curricular options and the richness of district programs. When district test scores are published, the Superintendent or designee shall provide supplementary information to interpret the results.

The district shall administer all tests required by state law.

Whenever standardized tests are given, parents/guardians shall receive a written explanation of the standardized achievement test's use and purpose along with the student's individual test score. Parents/guardians shall also be invited to contact the school staff for further explanations and information about how best to help the student improve his/her performance. (Education Code 60722)

Legal Reference:

EDUCATION CODE

51041 Evaluation of educational program

51450-51455 Golden State Seal Merit Diploma

51513 Personal beliefs (re questionnaires, etc.)

60600-60649 Assessment of academic achievement

60605 State content and performance standards; alignment of assessments with standards

60614 Personal beliefs

60640-60647 Standardized Testing and Reporting program

60650-60652 Golden State Examinations

60800 Physical fitness testing

60810 Assessment of language development

CODE OF REGULATIONS, TITLE 5

850-873 Standardized Testing and Reporting program

**Instruction**

**RESEARCH/STANDARDIZED TESTING (continued)**

880-904 Designated primary language test

Management Resources:

CDE LEGAL ADVISORIES

0924.91 Clarification of Crawford v. Honig. LO: 2-91

CDE PROGRAM ADVISORIES

0327.86 Reporting norm-referenced standardized achievement test scores to

WEB SITES

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

Policy  
adopted: July 5, 1990  
revised: March 19, 1992

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**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 Governing Board 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 Superintendent or designee shall be the only individual who may sign license agreements for software for district schools. Each school using licensed software shall have a signed 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

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California



**Instruction****USE OF TECHNOLOGY IN INSTRUCTION**

The Westminster School District is committed to preparing students to succeed in an increasingly complex information society. The Board of Trustees encourages the appropriate instructional use of computers, videotapes, interactive videodisks, 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
- \* Prepare students to be lifelong learners and productive workers in a technological age
- \* 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. Teachers and instructional assistants shall receive training in using the technologies available to them. All district schools shall have the opportunity to obtain computers, software and other equipment as resources permit.

The Board also recognizes that:

- Students must be given equal access to age-appropriate technology;
- Students must be provided with and encouraged to adhere to an ethical use policy that governs their use of all forms of technology in support of curriculum. Technology includes computers, local networks, the Internet, television, and video. Ethical issues include copyright, privacy, appropriateness, and fair and considerate use of equipment.
- Students must be provided with the skills and knowledge to use technology in a productive and positive manner.

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.

**Instruction**

**USE OF TECHNOLOGY IN INSTRUCTION (continued)**

*(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: March 21, 1996

revised: May 3, 2007

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction**

**LIBRARY/MEDIA CENTERS**

Goals Of The Library Program

District libraries should serve as an integral part of the total educational plan. The goal of the library program is the attainment of optimum education by the student. Libraries should provide materials in all areas of the curriculum; meet the individual and personal needs of students; provide guidance in library use and make resources available which will promote interest in self-directing learning.

The Governing Board endorses the School Library Bill of Rights as drawn by the American Library Association, which asserts that the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide background information which will enable students to make intelligent judgments in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

**Instruction****STUDENT USE OF TECHNOLOGY**

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

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

**Use of District Computers for Online 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)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

**Instruction****STUDENT USE OF TECHNOLOGY (continued)**

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited to the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

## Legal Reference:

## EDUCATION CODE

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

## PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

653.2 Electronic communication devices, threats to safety

## UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

## UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:

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 Act

## CODE OF FEDERAL REGULATIONS, TITLE 47

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

## Management Resources:

## CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

## FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

**Instruction**

**STUDENT USE OF TECHNOLOGY (continued)**

**MY SPACE.COM PUBLICATIONS**

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

**WEB SITES**

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

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

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

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

Center for Safe and Responsible Internet Use: <http://csriu.org>

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

Federal Trade Commission, Children's Online Privacy Protection:

<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

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

Web Wise Kids: <http://www.webwisekids.org>

Policy

Adopted: May 3, 2007

Revised: June 9, 2011

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction**

**IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS**

The Governing Board recognizes the need to identify district residents with exceptional needs and abilities in order to provide them with appropriate educational opportunities.

*(cf. 0430 – Comprehensive Plan for Special Education)*

The Superintendent or designee shall establish procedures and screening processes to determine when a student's academic, behavioral or other difficulties may be related to disabilities. District procedures shall describe the relationships among special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment.

Parents/guardians shall receive written notification 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 with exceptional needs. (Education Code 56301)

*(cf. 5146.6 – Notifications Required by Law)*

**Assessment and Placement**

The district shall obtain written parental consent or authorization by a due process hearing officer before a student is assessed for the development or revision of an individualized education program. Upon receiving this consent, trained personnel shall assess referred students' needs and eligibility for special education. Besides using appropriate tests in accordance with law for this assessment, staff may observe the student in the classroom and study the effect of interventions or modification to the regular instructional program.

*(cf. 6162.5 – Standardized Testing)*

If assessment indicates eligibility for special education instruction, an individualized education program (IEP) team shall be established to consider recommending the student's admission for special education instruction. If this team finds the student is eligible, it shall develop the student's IEP within no more than fifty (50) days' time from the date of receiving parental consent for assessment, unless the parent/guardian agrees in writing to an extension.

*(cf. 6159 – Individualized Education Program (IEP))*

Students and parents/guardians shall have the right to initiate a referral of a child for special education services pursuant to Education Code 56303, the right to obtain an independent educational assessment pursuant to Education Code 56329, and the right to allow or prohibit any

**Instruction**

**IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS** (continued)

Assessment of the student unless the district or SELPA prevails in a state due process hearing relating to the assessment. (Education Code 56506)

*(cf. 1312.3 – Uniform Complaint Procedure)*

*(cf. 3541.2 – Transportation for Special Education Students)*

*(cf. 4112.23 – Special Education Staff)*

*(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))*

*(cf. 6146.4 – Differential Graduation and Competency Standards for Individuals with Exceptional Needs)*

*(cf. 6159.1 – Procedural Safeguards and Complaints)*

*(cf. 6159.2 – Non-public Non-sectarian School and Agency Services for Special Education)*

*(cf. 6159.3 – Appointment of Surrogate Parent)*

Legal Reference:

**EDUCATION CODE**

56000-56001 Special education programs

56026 Individuals with exceptional needs

56029 Referral for assessment

56300 Identification of individuals with exceptional needs

56301 Written policies and procedures

56302 Identification and assessment of needs

56303 Referral

56320-56329 Assessment, especially:

56321 Development or revision of IEP; proposed assessment plan

56321.5 Notice to include right to electronically record

56333 Assessment of language or speech disorder; eligibility for special education

56337-56338 Specific learning disability

56340-56347 Instructional planning and individualized education program

56381 Reassessment of pupils

56445 Transition to grade school; reassessment

56500-56501 Procedural safeguards

56506 Due process rights of student and parent

**CODE OF REGULATIONS, TITLE 5**

3021-3029 Identification, Referral and Assessment

3030-3031 Eligibility criteria



**Instruction**

**IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS (continued)**

Legal References continued

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400, et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and Placement

104.36 Procedural Safeguards

300.220 Child identification

Policy  
adopted: May 6, 1993  
(replaces 6164.4 adopted 7/5/90)

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**STUDENT STUDY TEAMS**

The Governing Board encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties. The Superintendent or designee shall establish student study teams that address individual student needs. The Board expects that student study teams will improve communications within the school and support teachers in working with the student.

Legal Reference:

EDUCATION CODE

54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act

Policy  
adopted: April 4, 1991

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**TITLE I PROGRAMS**

In order to improve the academic achievement of disadvantaged students, the district shall use federal Title I funds to provide eligible students with supplementary services to 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)*

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 6318)

*(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.

**Instruction**

**TITLE I PROGRAMS (continued)**

**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)

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.
4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.
5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

*(cf.6161,1 – Selection and Evaluation of Instructional Materials)*

At the beginning of each school year, 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 Improvements Schools)*

*(cf. 0520.3 – Title I Program Improvement Districts)*

**Instruction**

**TITLE I PROGRAMS** (continued)

*(cf. 61900 – 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 of 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:**

- 200.1-209.79 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

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**

**Instruction**

**TITLE I PROGRAMS (continued)**

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.gov/iasa/titleone>

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

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

Policy

adopted: July 5, 1990

revised: March 19, 1992

revised: August 21, 2008

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction****EDUCATION FOR HOMELESS CHILDREN**

The Governing Board desires 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 academic 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.

The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

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.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to

**Instruction****EDUCATION FOR HOMELESS CHILDREN (continued)**

and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness.

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

**Legal Reference:****EDUCATION CODE**

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

39807.5 Payment of transportation costs by parents

48850 Educational rights; participation in extracurricular activities

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students



**Instruction**

**EDUCATION FOR HOMELESS CHILDREN (continued)**

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Policy

Adopted: October 2, 2003

Revised: November 10, 2016

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction****EDUCATION FOR FOSTER YOUTH**

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

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. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

**Instruction**

**EDUCATION FOR FOSTER YOUTH (continued)**

Legal Reference:

**EDUCATION CODE**

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

Legal Reference (continued)

42920-42925 Foster children educational services

48645-48646 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

48915.5 Suspension and expulsion; students with disabilities, including foster youth

48918.1 Notice of expulsion hearing for foster youth

49061 Student records

49069.5 Foster care students, transfer of records

49076 Access to student records

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

52060-52077 Local control and accountability plan

56055 Rights of foster parents in special education

60851 High school exit examination

60851.5 Suspension of high school exit examination

**HEALTH AND SAFETY CODE**

1522.41 Training and certification of group home administrators

1529.2 Training of licensed foster parents

120341 Foster youth: school placement: immunization records

**WELFARE AND INSTITUTIONS CODE**

300 Children subject to jurisdiction

309 Investigation and release of child

317 Appointment of legal counsel

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

16000-16014 Foster care placement

**UNITED STATES CODE, TITLE 20**

1415 Procedural safeguards; placement in alternative educational setting

**UNITED STATES CODE, TITLE 29**

794 Rehabilitation Act of 1973, Section 504

**Instruction**

**EDUCATION FOR FOSTER YOUTH** (continued)

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act

Policy

Adopted: November 10, 2016

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction**

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS**

The Governing Board intends to provide English learners with a challenging core curriculum and instruction that will 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 learners can achieve results at the same academic level as other students whose primary language is English.

To ensure that the district is using sound methods that effectively serve the needs of English learners, the Superintendent or designee shall annually examine program results, including reports of the students' academic achievement and their progress toward proficiency in English. The Superintendent or designee shall ensure that schools compile data on programs for English learners in order to help determine program effectiveness.

*(cf. 4112.22/4212.22 - Staff Teaching Students of Limited-English Proficiency)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

The Board encourages staff to exchange information with other districts and the county office of education about programs, options and strategies for English learners.

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

Students who are English learners shall be educated through 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 Structured English Immersion Program shall be in English (Education Code 305, 306) with the curriculum and presentation designed for students who are learning the language. However, clarification, explanation and support, only as needed, may be in a student's primary language.

An English learner shall be transferred from a Structured English Immersion classroom to an English Language Mainstream Program when the student 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 (Education Code 305; 5 CCR 11301).

English learners shall be transferred from a Structured English Immersion Program to an English

**Instruction**

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

Language Mainstream Program in which the instruction is overwhelmingly in English when they have acquired a “reasonable level of English proficiency” as measured by the CELDT test (Intermediate Level 3).

Upon the request of the student’s parent/guardian a student shall be placed in an English Language Mainstream Program at any time during the school year. (5 CCR 11301).

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6171 - Title I Programs)*

**Reclassification**

English learners shall be reclassified as fluent when they have developed the English language skills necessary to succeed in an English only classroom. The Superintendent or designee shall establish standard reclassification procedures to assess this proficiency. The Superintendent or designee shall provide subsequent monitoring and support of reclassified students.

**Parental Exception Waivers**

Parent/guardian requests for waivers for an alternative program (Education Code 305) shall be granted in accordance with law and administrative regulation.

The principal shall consider all waiver requests made pursuant to Education Code 311(c) and shall submit a rationale of the decision regarding the waiver to the Superintendent.

The district shall grant all waiver requests, unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student (5 CCR 11303).

When evaluating a waiver request pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures shall be used.

These equivalent measures may include local assessments, local standards and teacher evaluations.

When 20 or more students in a given grade level at the same school receive a waiver, the school is required to offer such a class; otherwise it must allow the students to transfer to a public school in which such a class is offered (Education Code 310).

If the waiver requested by the parent/guardian is granted, and less than 20 students at the same

**Instruction****EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

school receive a waiver, the student shall be allowed to transfer to another public school in which such a class is offered (Education Code 310).

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations. District shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5117.1 - Interdistrict Attendance Agreements)*

*(cf. 5117.2 - Alternative Interdistrict Attendance Program)*

## Legal Reference:

## EDUCATION CODE

300-340 English language education for immigrant children

430-466 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 Right 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 especially:

52164.6 Reclassification criteria

52169 Requirements for establishment of program

52171 Evaluations of student progress

52171.6 Annual report to legislature

52177 Administration of article

52180-52186 Bilingual teacher training assistance program

54000-54041 Programs for disadvantaged children

60810-60812 Assessment of Language Development

62000-62005.5 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

## UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

6312 Local education agency plans

**Instruction**

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

6801-6871 Title III, Language instruction for limited English proficient and immigrant students

**COURT DECISIONS**

Valeria G. v. Wilson, C-98-2252-CAL (July, 1998)

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

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4<sup>th</sup> 196

Policy

adopted: July 5, 1990

Revised: May 20, 1999

Revised: January 13, 2005

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California



**Instruction**

**MIGRANT CHILDREN PROGRAM**

The Governing Board recognizes that children of migratory workers have special educational and health needs. Migrant children tend to move frequently, attend school irregularly, and often have language handicaps which inhibit their educational progress. The Board feels that education is very important for these children and that every possible effort should be made to keep them from falling behind in school or dropping out. The Board encourages parents/guardians and staff to support and assist each other in all such efforts.

The district shall make use of available funds to provide supplementary services for migrant children. Such services shall be coordinated with other existing district resources such as bilingual-crosscultural education, health screening, and compensatory education programs.

*(cf. 5147 - Dropout Prevention)*

The Superintendent or designee shall ensure that children eligible for migrant services are correctly identified and enrolled.

The Superintendent or designee shall provide supplementary staff development activities which improve skills that meet the needs of migrant students.

**Parent Advisory Council**

The Superintendent or designee shall convene a district Parent Advisory Council to actively involve parents/guardians in planning, operating and evaluating the migrant children program.

The Superintendent or designee shall ensure that advisory council members receive training which enables them to carry out their responsibilities.

*(cf. 1312.4 - Complaints Concerning Categorical Aid Programs)*

**Legal Reference:**

EDUCATION CODE

54440 Migrant Children: legislative intent

54441-54445 Migrant Children

34 CODE OF FEDERAL REGULATIONS, 201.1, 201.12, 201.30-201.32, 204.10, 204.22, 204.32, 204.64

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**WEEKEND/SATURDAY CLASSES**

The Superintendent or designee may provide weekend instruction, as needed, for any of the following:

1. Classes in subjects offered during the regular school week.
2. Continuation classes.
3. Special day classes for mentally gifted minors. Voluntary attendance in special weekend activities for mentally gifted minors may not be included in the district's ADA computation.
4. Makeup classes for unexcused absences occurring during the week.
5. The programs of a regional occupation center or regional occupation program.

Attendance at weekend classes shall be voluntary. (Education Code 37223)

However, the principal or designee may require truants to attend makeup classes on one day of a weekend in order to make up lost instructional time. (Education Code 37223)

The student shall be excused from the weekend class if it is held on a day when such attendance would be in conflict with his/her religious beliefs. (Education Code 48205)

**Instruction in Core Academic Subjects**

The Governing Board encourages schools with low academic performance to offer Saturday classes of supplementary instruction in core academic subjects.

Such classes shall have an average student/teacher ratio of not more than twenty to one. Saturday instruction shall not exceed three hours, and student attendance shall be voluntary. (Education Code 42239.5)

When enrolling in the regular summer school program, students unable to attend Saturday classes for religious reasons shall have priority over students who have attended Saturday classes. (Education Code 42239.5)

*(cf. 6177 - Summer School)*

**Instruction**

**WEEKEND/SATURDAY CLASSES** (continued)

Legal Reference:

EDUCATION CODE

37223 Weekend classes

41601 Reports of average daily attendance

42239-42239.5 The Saturday School Act of 1988

44824 Weekend classes; assignment of certificated employees

48205 Absences for personal reasons

48260 Truants, definition

51000-52720 General instructional programs, especially

51002 Development of local programs within guidelines

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**SUMMER SCHOOL**

The Governing Board may authorize the Superintendent or designee to organize and operate summer school day and/or evening classes for the purpose of giving instruction in any branch or branches of study authorized and prescribed for elementary schools. Such authorization will be made when there is demonstrated need provided that adequate funds for the conduct of summer schools are available, except that the Board shall provide summer school instructional programs for students enrolled in grades 7 and 8 who were assessed as not meeting the district's adopted standards of proficiency in basic skills.

The summer school program shall be operated according to the regulations of the State Board of Education with the prior approval of the Superintendent of Public Instruction.

Legal Reference:

EDUCATION CODE

37250 Summer school (secondary)

37252 Summer school programs authorized for students not meeting standards of proficiency

37253 Instructional programs in mathematics, science, and other core academic areas

51730 Powers of governing boards (authorization for summer school special day and special evening classes - elementary)

51731 Scheduling of classes

CODE OF REGULATIONS, TITLE 5

11470 et seq. Summer schools (other than classes for adults, adult schools, and evening high schools)

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**CHILD CARE AND DEVELOPMENT PROGRAMS**

The Governing Board wishes to provide a safe environment, with competent, caring supervision, for children whose parents/guardians are working, in training, seeking jobs, incapacitated, or in need of respite. Besides attempting to help children develop intellectually, socially, emotionally and physically, district child care programs shall aim to strengthen families by enhancing parenting skills and reducing the strain on parents/guardians.

The Superintendent or designee shall ensure that district child care programs comply with requirements of law and that subsidized child care is provided to eligible families.

*(cf. 5146 - Married/Pregnant/Parenting Students)*  
*(cf. 5148 - Child Care)*

Legal Reference:

EDUCATION CODE

8200-8498 Child Care and Development Services Act

CODE OF REGULATIONS, TITLE V

17906 Fiscal control (Children's Centers)

18140-18174 School-Age Parenting and Infant Development Programs

18201-18208 State funded Child Development Programs.

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**ALTERNATIVE SCHOOLS**

The Governing Board recognizes that all California school districts are authorized to provide alternative schools designed to maximize student self-motivation. As required by law, copies of Education Codes 58500-58512, providing for alternative schools, shall be placed in the district office and in the principal's office at each school and shall be made available to any interested parent/guardian, teacher, or student.

At the beginning of each school year, the "Notice of Alternative Schools" shall be sent to all parents/guardians as set forth in Education Code 58501. During every March, copies shall be posted at each school in at least two places normally visible to students, teachers, and visiting parents/guardians.

Legal Reference:

EDUCATION CODE

58500-58512 Alternative schools

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California

**Instruction**

**OPPORTUNITY SCHOOL/CLASS/PROGRAM**

The Governing Board recognizes that attendance and behavior problems which develop in the seventh and eighth grades can have serious detrimental effects and sometimes cause students to drop out of school. In order to provide special attention at this critical time, the Board shall maintain an opportunity class/program for students in the seventh and eighth grades who are insubordinate or disorderly, irregular in attendance, or habitual truants.

The opportunity class/program shall strive to resolve student problems so that the students may return to the regular program as soon as practically possible. (Education Code 48630)

Assignment

The Superintendent or designee may assign students to an opportunity class/program only upon the recommendation of a school committee as required by law. (Education Code 48637.2)

The Superintendent or designee shall ensure that due process procedures are observed, that the student and parent/guardian are notified prior to the student's assignment, and that a review of the student's progress is conducted at least twice a year while he/she is attending the opportunity class/program.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5147 - Dropout Prevention)*

Legal Reference:

EDUCATION CODE

48630-48641 Opportunity Schools

48643-48644.5 Reimbursement for increasing availability of opportunity classes and programs

**Instruction**

**HOME AND HOSPITAL INSTRUCTION**

Students temporarily disabled by accident or by physical, mental or emotional illness may receive individual instruction at home or in a hospital or residential health facility within the district. Such instruction may be given from one to five hours a week.

Home or hospital instruction shall be provided only when a student is expected to be out of school for eight weeks or longer.

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials.

Insofar as possible, the home teacher shall consult with the student's current classroom teacher or teachers so as to provide a continuity of instruction that enables the student to keep up with the regular school program.

When seeking instruction for a student at home or in a hospital located within the district, the parent/guardian shall present this request at the home school, together with a physician's written description of the disabling condition. The physician shall have determined that the student is unable to attend school and will not expose the home teacher to any contagious disease that can be transmitted by casual contact.

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5141.22 - Communicable Diseases)*

The district shall notify parents/guardians annually that 1) individual instruction is available for temporarily disabled students and 2) when a student becomes temporarily disabled, it is the parent/guardian's responsibility to notify the district in which the student is receiving care. (Education Code 48208)

An out-of-district student temporarily disabled and confined to a hospital or health facility within this district shall receive individual instruction when the district is notified by the student's parent/guardian. Within five days of notification, the district shall determine whether the student is able to receive instruction and, if so, when it shall begin. If given, instruction shall begin within five days of this determination.

*(cf. 6158 - Independent Study Programs)*

Legal Reference:

EDUCATION CODE

44865 Qualifications for home teachers



**Instruction**

**HOME AND HOSPITAL INSTRUCTION (continued)**

45031 Home teachers

48206.3 Pupils with temporary disabilities; individual instruction; definitions; computing average daily attendance

48206.5 Continuation of individual instruction programs for students with temporary disabilities

48207 Pupils with temporary disabilities in hospitals outside of school district; compliance with residency requirements

48208 Presence of pupils with temporary disabilities in qualifying hospitals; notice by parents or guardians; commencement of individualized instruction

48980 Required notification of rights and availability of nutrition and individualized instruction programs

51800 Employment of home teachers

51801 Home teacher's duties

51802 Home teaching or instruction

CODE OF REGULATIONS, TITLE 5

423 Prolonged illness

**Instruction****EVALUATION OF THE INSTRUCTIONAL PROGRAM**

The Governing Board believes that continuing evaluation of curriculum and instruction is necessary in order to maintain and improve the quality of our district's educational program. District program evaluations shall focus on student progress toward Board-established standards of expected achievement at each grade level in each area of study. The Superintendent or designee shall review the effectiveness of district programs in meeting program goals. Based on these evaluations, the Board and Superintendent shall take appropriate action to maintain and enhance the effectiveness of instructional programs.

**Coordinated Compliance Reviews**

The Superintendent or designee shall cooperate with the State Department of Education in the conduct of Coordinated Compliance Reviews to ensure that all district categorical programs comply with federal and state laws and regulations. The Superintendent or designee shall notify the Board of the results of these reviews.

Each school shall conduct an annual compliance self-review and shall receive an on-site verification visit by the Educational Services staff every third year.

**Legal Reference:****EDUCATION CODE**33400-33406 Educational evaluations

44662 Evaluation and assessment guidelines, certificated employee performance

51041 Education program, evaluation and revisions51226 Model curriculum standards54650-54659 Education Improvement Incentive Program60602-6072264000-64001 Consolidated application process**CODE OF REGULATIONS, TITLE 5**

3930-3937 Program requirements

3942 Continuity of funding

**UNITED STATES CODE, TITLE 20**

6311 Adequate yearly progress

Policy

adopted: November 6, 2003

**WESTMINSTER SCHOOL DISTRICT**

Westminster, California

**Instruction**

**CRITERIA FOR EVALUATION OF CONSOLIDATED PROGRAMS**

The district and each school shall operate effective Consolidated Application programs. The Superintendent or designee shall annually validate program effectiveness as measured by the following criteria:

1. The programs provide an integrated/coordinated curriculum.
2. The programs are responsive to the educational needs of the students in a timely manner including:
  - a. Attention to varying learning styles.
  - b. Appropriate instruction based on assessed need.
3. The programs provide academic focus and rigorous content.
4. The programs have a positive affect on student self-esteem.
5. The programs teach problem-solving and decision-making skills.
6. The programs improve student performance in language arts and mathematics.
7. The programs contribute to the accomplishment of specific program goals and objectives.
8. The programs support and encourage parent/guardian involvement.

Legal Reference:

EDUCATION CODE

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

Policy  
adopted: July 5, 1990

**WESTMINSTER SCHOOL DISTRICT**  
Westminster, California