

CHAPTER 6

**INSTRUCTIONAL POLICIES**

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CHAPTER 6

**INSTRUCTIONAL POLICIES**

Series 6000

Article 1 - Instructional Program

6110 Philosophy, Goals, Responsibilities, and Limitations

6110.1 Board of Trustees

6110.1.1 The Board of Trustees has adopted the following statement of philosophy: The Millbrae School District exists to provide a variety of learning environments in close cooperation with the home which will realize the unique potentials of each child within the District's jurisdiction. Commitment to this purpose is based on the following beliefs:

6110.1.1.1 Each child must be respected for himself.

6110.1.1.2 Each child has a unique system of potential talents which must be developed.

6110.1.1.3 Each child must have the opportunity to be involved in making decisions about his/her education.

6110.1.1.4 Each child possesses a natural curiosity or desire to learn which must be nurtured.

6110.1.1.5 Each child, in order to contribute to the world in which s/he lives, should be educated to feel, think, and act responsibly.

6110.1.2 Implementation of Philosophy: In order to implement this philosophy, it is the Millbrae Schools' responsibility to work with all children in the District to:

6110.1.2.1 Develop Skills of Communication: (Children with whom one

can communicate through listening and reading; children who can

communicate their ideas and feelings through speaking and writing using correct grammar and spelling.)

6110.1.2.2 Nurture Their Curiosity and Creativity: (Children who continually seek the "why", the "how", the "when", the "where", and the "who" of the world in which they live; children who are free to combine all of their resources in the creative expression of feelings and ideas.)

6110.1.2.3 Nurture Their Positive Mental and Emotional Health: (Children who face reality, are well adjusted to their surroundings, are generally happy, have a good feeling about themselves as persons of worth and integrity; children who have a sense of humor; children who are friendly, helpful, interested in people; children who direct their energies and thinking into productive channels, and who pursue goals in spite of frustrations.)

6110.1.2.4 Advance Their Capacity to Think Analytically and to Learn to Make Critical Inquiry: (Children who study a topic by dividing it into its various parts for the close scrutiny of each part; children who break down a complex idea into simpler divisions for searching analysis; children who use careful judgment while forming conclusions based on observations, readings, and other sources of information; children who distinguish between relevant and irrelevant

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information; children who seek all forms of information to verify or disprove hypotheses or predictions.)

- 6110.1.2.5      Develop Skills in Mathematics: (Children who comprehend mathematical concepts; children who can apply mathematical processes to compute and solve common practical problems.)
- 6110.1.2.6      Foster Their Zeal for Continuous Learning: (Children who have the ability to evaluate themselves and to design and pursue their own programs of life-long learning.)
- 6110.1.2.7      Develop Their Skills for Effective Participation in Society as Individuals and As Members of a Group or Groups: (Children who are concerned about the dignity, welfare, rights, and freedoms of every individual regardless of sex, race, religious or ethnic background; children who are free of prejudices; children who assume their responsibilities and support honest communication; children who have a commitment to their participation in various groups such as the family, the school, civic groups, political groups.)
- 6110.1.2.8      Develop Their Moral and Ethical Values: (Children who seek the protection of individual freedom while realizing society requires compliance with certain civil values and procedures; children who recognize that each person is entitled to his/her own moral convictions; children who accept and respect our society's dependence upon the honesty of each member; children who understand the necessity for integrity in personal relationships.)
- 6110.1.2.9      Advance Their Physical Health: (Children who understand the principles of health and safety, personal hygiene, physical

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fitness, functions of the body; children who know about communicable diseases, drugs, food and nutrition, and human growth and development; children who participate in physical activity.

6110.1.2.10 Develop Skills in Social Science: (Children who learn the concepts, vocabulary, and content of anthropology, economics, geography, history, political science, psychology, sociology; children who learn the impact of social science on their lives, and are concerned about man's responsibilities for his/her environment; children who have a knowledge of the problems and issues related to man's relations to his/her human and natural environment, the interdependence of nations and peoples, and the functioning of social, political, service, and work groups; children who have an appreciation of their country and its democratic heritage and their responsibilities therein.)

6110.1.2.11 Develop Skills in Science: (Children who learn the concepts, vocabulary, and content of the biological, physical, and natural sciences; children who learn the processes of scientific inquiry to questions, hypothesize, experiment, gather data, analyze, synthesize, and predict; children who learn the impact of science on their lives, and are concerned about man's responsibilities for his/her environment.)

6110.1.2.12 Develop an Interest in and Appreciation of the Arts: (Children who have learned a wide variety of artistic techniques in music, drama, dance, multi-dimensional arts; children who can use a variety of media to freely express feelings and ideas; children who respond to art and enjoy self-expression through art forms;

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children who value the originality, styles, workmanship, designs, forms, arrangements, colors, and production of artistic efforts, whether they are theirs or the works of others.)

6110.1.2.13 Develop an Interest in and Appreciation of the Vocational Arts: (Children who have been introduced to the concepts, vocabulary, and content of the areas found in the world of work; children who have learned a variety of techniques associated with the basic

vocational areas such as carpentry, metal work, mechanical drawing, typing, computer skills and home economics.)

6110.1.2.14 Encourage Their Fulfilling Use of Leisure Time: (Children who use a wide variety of interests in recreational activities, hobbies, avocational projects, and self-instruction topics to reach their potential as creative, adjusted, and informed individuals.)

6110.1.2.15 Develop Skills in Foreign Languages-Taylor Middle School: (Children with whom one can communicate in a foreign language through listening and reading; children who can communicate in a foreign language through speaking and writing.)

### 6110.2 District Responsibilities

6110.2.1 Public education is for all children of all the people regardless of race, color, or creed. Our democratic system of education recognizes the innate worth of every child.

6110.2.2 In keeping with the compulsory attendance laws of the State, and the varying aims and abilities of individual pupils, the Board of Trustees recognizes as its responsibility the provision of an educational program, kindergarten through the

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eighth grade, which will encourage young people of school age to remain in school.

6110.2.3 For the child whose primary language is not English, the District will make reasonable efforts to provide bilingual and ESL (English-as-a-Second-Language) instruction until the child has developed the English skills necessary to allow successful participation in the assigned classroom.

### 6110.3 Limitations of Responsibility of the School District

6110.3.1 While subscribing to the importance of considering the "whole" child in the teaching process, and while urging the teaching staff to grow constantly in the understanding of each child and to provide systematically for individual differences, financial and other limitations make it unwise for the schools to assume complete responsibility for the physical, emotional, mental, and moral health of children attending Millbrae Schools.

6110.3.2 Respecting the sanctity of the home and the rights of parents, the professional staff of the Millbrae Schools assumes responsibility for acquainting parents with problems relating to the education of their children and for working with parents in the solution of those problems. The schools are not expected to assume responsibility for those things traditionally assigned to parents, or to other agencies of society such as health and welfare services.

6110.3.3 In cases of pupil adjustment, while subscribing to the importance and value of each individual child, the Board of Trustees feels obligated to make decisions in favor of the majority of pupils and their education when the adjustment problems of the individual operate as a serious handicap to the educational progress of the group.

### 6110.4 Affirmative Action: Instructional Program

6110.4.1 The Millbrae School District pledges itself to avoid any discriminatory action, and instead seeks to foster good human and educational relations which will

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help to attain:

- a. equal rights and opportunities for students and employees in the school community.
- b. equal opportunity for all students to participate in the total program of the schools.
- c. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
- d. frequent training opportunities for improving staff ability and responsiveness to educational and social needs.
- e. opportunities in educational programs which are broadly available to pupils with access not solely based upon race, color, creed, religion, sex, ancestry, national origin, social or economic status.

### 6120 Organization of the Instructional Program

#### 6120.1 Elementary Education

6120.1.1 The Schools of the District shall be organized in a unified program of educational and instructional experience. They shall be operated as a single system under the direction of the Board of Trustees and the Superintendent of Schools.

6120.1.2 The Millbrae School District offers to the people of the District an educational program for boys and girls from kindergarten through the eighth grade. Every effort is being made to offer a broad program of education.

6120.1.3 The regular school year shall be determined annually by the Board of Trustees.

#### 6120.2 Improvement of the Instructional Program

6120.2.1 School Improvement Plans: School improvement plans are to be prepared by the school site councils and presented to the Board of Trustees for approval or disapproval. No plan will be approved unless it was developed and recommended by a school site council. In the event that a plan is not approved by the Board of Trustees, specific reasons for such action shall be

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communicated to the council.

6120.2.2 Evaluation of School Improvement Plan Implementation: The Superintendent shall develop a program of evaluation of the progress of each school improvement plan which shall take into consideration the stated goals and objectives of the plan, including modifications made by the school site council because of changing improvement needs and priorities.

6120.3 Home Instruction: At the direction of the building principal, children who on account of illness are confined to their homes for at least three weeks, or whose education would be significantly disrupted by a shorter period, shall be provided the services of a home instructor.

This service shall be rendered only on the written recommendation of the physician attending the case, and the service shall be provided for a period of not more than three hours on any calendar day, nor more days of attendance during the school year than are maintained by the District. The number of calls shall be determined by the school administration on the recommendation of the attending physician.

6120.4 Teacher Aides: It is the policy of the District that teacher aides shall be used in a manner prescribed by the job specifications within guidelines established by the Board of Trustees and the Superintendent of Schools.

### 6130 Curriculum

6130.1 Required Elementary Instruction

6130.1.1 The Board of Trustees recognizes those curriculum requirements of the State, found in the Education Code and the State Department of Education policies, as the first obligation of the School District.

6130.1.2 Within the financial limitations of the District and in keeping with the maturity level of the learner, the Millbrae School District will provide instruction in the following areas:

6130.1.2.1 In reading, handwriting, grammar, spelling and arithmetic.

6130.1.2.2 In written and oral English, in literature and poetry, both

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creative expression and appreciation.

6130.1.2.3 In mathematics.

6130.1.2.4 In physical and biological sciences.

6130.1.2.5 In foreign languages (Taylor Middle School).

6130.1.2.6 In the fine arts.

6130.1.2.7 In a physical education, health and safety program designed to meet the needs of the pupils.

6130.1.2.8 In home arts and skills.

6130.1.2.9 In vocational arts and skills, including computer sciences.

6130.1.2.10 In avocational interests and approved extra curricular activities.

6130.1.2.11 In Social Sciences.

### 6130.2 Curriculum Guides

6130.2.1 The administration shall attempt to secure the best qualified personnel available to serve all aspects and levels of the educational program.

#### 6130.2.2 Provisions Relating to the Curriculum

6130.2.2.1 In curriculum development, attention shall be given to utilizing the special knowledge and talents of District personnel. Competent consultant services may be provided when needed to supplement regular services and to assist special groups studying educational problems.

6130.2.2.2 Controlled experimentation to test promising practices is recognized as being essential.

6130.2.2.3 Adequate quantities of necessary instructional materials will be provided to make possible efficient teaching and learning.

6130.2.2.4 Those expected to carry out educational policies shall participate through designated representatives in their development.

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- 6130.2.2.5 Study of the curriculum shall be continuous, with changes based on objective and subjective evidence of pupil and community needs.
- 6130.2.2.6 The best research available shall be used in making decisions regarding curriculum organization, content, and instructional procedures.
- 6130.2.2.7 Adequate provision shall be made in instructional materials and classroom procedures for individual differences.
- 6130.2.3 There shall be an active effort to interpret the educational program to the community. Included in this should be a program of reporting to parents, and opportunities for lay participation in the development of educational policies.
- 6130.2.4 Utilization of community resources and purposeful field trips to enrich the educational program is encouraged.
- 6130.2.5 A planned program of evaluating the entire educational program in terms of educational objectives shall be established and maintained with periodic reports to the Board of Trustees. Elements of this evaluation may include the following:
1. Defining each objective in terms that can be measured or observed:
    - a. Measurable pupil behavior (tests, surveys, inventories, checklists, etc.)
    - b. Observable pupil behavior (that which can be assessed subjectively by teachers, peers, or the student himself/herself).
  2. Planning and carrying out experiences for pupils which are designed to bring about the desired outcomes.
  3. Employing pertinent tests, measurements, observations:
    - a. During the learning experiences.
    - b. Following the learning experiences.
  4. Comparing outcomes with objectives.
- 6130.2.6 The administration of the schools and classrooms shall enhance, through

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example and atmosphere, the learning of democratic principles and the development of democratic citizenship.

6130.2.7 Guidance is considered an integral part of the educational program.

6130.2.7.1 Guidance Services - Local School: The guidance program will be an integral part of the total program of instruction. The major objective of the guidance program is to help each student make the best of the educational opportunities toward a useful and happy life. The guidance program shall be directed toward the growth and improvement of all students in the school, recognizing, however, that some students are in a greater need of individual guidance than others. The guidance program shall attempt to provide for each student a sense of belonging, self-respect, emotional security, achievement, recognition, and develop an appreciation and understanding of the world by providing a classroom and school environment in which effective learning and good behavior take place. The guidance program shall provide a positive program of correction and prevention of antisocial behavior of students. It shall aim to provide a sense of responsibility and self-respect in students. Subject to specific exemptions, information of a personal nature disclosed by a pupil twelve years of age and older in the process of receiving counseling is confidential. The Superintendent shall take steps to assure that the provisions of the Education Code are honored by personnel involved in counseling.

6130.3 Controversial Issues

6130.3.1 Academic Freedom of Teachers: Academic freedom is the right of a teacher to

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teach the subject in which s/he is competent in an environment conducive to freedom of inquiry. It is not his/her right to propagandize for causes, parties or sects. A teacher should respect this as a self-limitation. The school authorities and the public shall feel a corresponding obligation to protect the teacher from pressures from groups that would make the school a tool to serve their own special interests and shall support a teacher who is teaching a subject in which s/he is competent and which s/he teaches with objectivity and intellectual honesty. The nature and complexity of a teacher's presentation of material should vary according to the age and maturity of the student (See Sec. 6320.1.5).

6130.3.2 Recognition of Religious Beliefs and Customs: The instructional program of the schools may provide for informing students about the major religions of the world. Such instruction is designed to broaden the students' understanding of a tolerance for the multiple ways of life practiced by the peoples of the world. The important distinction is made that the schools may teach about religion, but must not favor the beliefs and customs of any religion, nor any sect of any religion, over any others in such teaching. Any instruction in the schools which is stated to be contrary to a student's religious beliefs and teachings by the parent or guardian shall be viewed as optional for that student.

6130.3.3 Drugs, Tobacco, Alcohol: Teaching about the effects of smoking and drugs, including alcohol, shall be taught at approved grade levels.

6130.4 Homework (revised 2/15/96)

6130.4.1 Purpose: Homework should supplement, complement, extend and reinforce classroom teaching and learning. Homework/home study assignments will be based on one or more of the following purposes:

6130.4.1.1 Practice: Assignments involving practice help students master specific skills. These practice assignments strengthen skills

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introduced in the classroom.

- 6130.4.1.2 Preparation: Helps students gain maximum benefit from future lessons. Participation in research activities and locating facts and data prior to class discussion provide a greater challenge and offer much more stimulation.
- 6130.4.1.3 Extension: Determines whether students can transfer specific skills or concepts to new situations. Extension assignments attempt to take the student beyond the work begun in class and to encourage individualized and often creative and imaginative pursuit of learning.
- 6130.4.1.4 Enrichment: Reading for pleasure and enjoyment often involves enrichment of the students' classroom repertoire. Enrichment activities may be short-term or long-term.
- 6130.4.2 Responsibility: Homework is primarily a student responsibility, NOT a parent responsibility. Good study habits are learned and last a lifetime.
- 6130.4.2.1 Students' Homework Responsibilities:
- a. Ask questions so his/her homework assignment is clearly understood.
  - b. Have necessary materials to complete assignment.
  - c. Care for and return books and materials taken home to complete homework.
  - d. Follow structure and design of work assignments set by classroom teacher (proper heading, problems numbered, etc.)
  - e. Complete and return assignments on time.
  - f. Strive for work quality equal to best of their ability.

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g. Begin work promptly.

Students who have not completed assignments in class may have additional work to complete at home. All students, grades K-8 should include pleasure reading in their daily home study. This could include being read to by an adult or older siblings or reading aloud to an adult or sibling.

### 6130.4.2.2 Parents' Homework Responsibilities

- a. Provide consistent, quiet place for homework and study activities.
- b. Initially review assignment with child and review finished product.
- c. Encourage child to work independently on assignments.
- d. Minimize delays and interruptions once work is begun.
- e. Insist upon quality completed work.
- f. Demonstrate enthusiasm over work completed to expectation.

6130.4.3 Any homework assignments made should be clearly understood by the pupil so that they can be accomplished after instruction has been given at school. When children do independent work of any type outside of school, the teacher shall see that the results are promptly checked, shared with the class or put to use.

6130.4.4 Time: The amount of time needed to complete an average homework or home study assignment will vary with each child and his/her ability level. The following times are used as guidelines:

Kindergarten	approximately 5 minutes
1st grade	approximately 5-10 minutes
2nd grade	approximately 10-15 minutes
3rd grade	approximately 15-30 minutes
4th grade	approximately 30-45 minutes
5th grade	approximately 45-60 minutes

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6th grade	approximately 1 hour daily
7th grade	approximately 1-12 hours daily
8th grade	approximately 12 hours daily (students enrolled in algebra should expect daily homework of 45 minutes to 1 hour in length)

- 6130.4.5 Feedback: Students will be given regular and specific feedback on their homework assignments. Each teacher will establish procedures for distributing and collecting homework on a daily or weekly basis in a manner that is appropriate for their individual classrooms.
- 6130.4.6 Absences: Homework assignments for students who are absent will be given the day the student returns to school. Sufficient time will be given for students to make up work. Assignments for extended illnesses (beyond three days) or trips should be arranged through the teacher(s) and the office.
- 6130.4.7 Summary: The District's goal is to make homework and home study an integral part of a balanced curriculum as well as foster communication between the parent, child, and teacher.

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### Article 2 - Instructional Schedules

#### 6210 Annual Calendar

6210.1 The fiscal and statistical year shall begin on the first day of July in each year and end June 30th of the following year.

6210.2 The calendar for the succeeding year shall be submitted by the Superintendent at the regular meeting of the Board of Trustees no later than the month of May.

6210.3 The Board of Trustees may declare a holiday in the schools under its jurisdiction when good reason exists. Schools may request provision of time during the regular school year to advise students or conduct staff development programs, provided that the request is part of an approved school improvement plan, and that such time does not exceed eight (8) days for each participating staff member. Note: Negotiable top according to PERB.

6210.3.1 Annual Holidays when school shall be closed include:

January 1 - New Year's Day

January 15 - Dr. Martin Luther King

February 12 - Lincoln Day

Third Monday in February - Washington Day

Last Monday in May - Memorial Day

July 4 - Independence Day

November 11 - Veterans Day

That Thursday in November proclaimed by President - Thanksgiving Day

December 25 - Christmas Day

#### 6220 Daily School Sessions

6220.1 The length of the school day and the opening and closing of the sessions shall be recommended by the Superintendent

#### 6230 Ceremonies and Observances

6230.1 The Pledge of Allegiance and other patriotic ceremonies and observances shall be performed by pupils under the direction of certificated staff members as specified in the Education Code.

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Those children who have religious or conscientious objections may be excused from participating, when such objection is stated in writing by the parent or guardian.

### 6240 Emergency Drills

6240.1 Fire Drills: Fire drills shall be held in each school at least once each month. Teachers and pupils are required to leave the building. A record shall be kept in the principal's office of the date and time of each fire drill.

6240.2 Disaster Drills: The Board of Trustees shall review, as needed, the disaster drill plan adopted for the schools in the District. The Board of Trustees may provide for a disaster drill on any day when classes are in session. A record shall be kept in the principal's office of the date and hour of each disaster drill and the time consumed for the drill.

Article 3 - Instructional Services

6310 Instructional Books, Equipment and Materials

6310.1 The Board of Trustees recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, tests and questionnaires, and similar materials are the tools of the teaching profession. The Board of Trustees believes that at all times the schools should be as well equipped and maintained as may be possible within existing financial limitations; therefore, within these limitations, the Board of Trustees shall provide such textbooks, supplementary texts, instructional materials and equipment which are necessary to the implementation of the curriculum in all grades from kindergarten through the eighth grade. These materials and equipment shall be in addition to basic textbooks.

6310.1.1 The administration shall consult with the teaching staff for the purpose of selecting instructional materials. Selection of all such materials shall be in conformity with provisions of the Education Code.

6310.2 The Superintendent shall be responsible for management of the review, selection, and apportionment among the several buildings of textbooks, supplementary text, instructional materials and equipment.

6310.3 Selection of Basic and Supplementary Textbooks

6310.3.1 Basic Textbooks: The majority of basic textbooks for classroom instruction will be selected from the current Catalogs of Instructional Materials approved by the California State Department of Education. All materials in these catalogs have met legal requirements for accurate portrayal of cultural and racial diversity of our society as specified in the Education Code.

6310.3.2 Basic Textbooks not listed in the current Catalogs of Instructional Materials approved by the California State Department of Education may be used if they meet the goals specified in Board of Trustees Policy 6110 and are adopted by the Board of Trustees.

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6310.4 Supplementary Textbooks: Supplementary Textbooks shall be selected from approved lists from the State Board of Education.

6310.4.1 Requests for ordering supplementary textbooks not on these lists shall meet the goals specified in Board of Trustees Policy 6110 and shall be adopted by the Board of Trustees.

6310.5 Principals shall submit, prior to April 1 of each year, a statement of their anticipated needs for instruction materials and equipment for the ensuing year.

### 6320 Instructional Resources - Media Centers

6320.1 Instructional Materials Selection Policies and Procedures

6320.1.1 The Board of Trustees believes that the selection of good instructional materials, both books and multi-media, and their introduction to the child at the opportune moment, can result in untold value. It is the aim of the Board of Trustees to make it possible for the professional staff to make available to the students of the schools a collection designed to implement the curriculum and to further the intellectual, social, and emotional development of the pupil. The Board of Trustees also subscribes in principle to the national statements of policy in the American Association of School Librarians' School Library Bill of Rights, expressed as follows: "To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethnical standards. To provide a background of information which will enable pupils to make intelligent judgments in their daily lives. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage. To place principal above personal opinion and reason above

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prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library."

6320.1.2 The legal responsibility for the selection of media materials resides with the Board of Trustees. Responsibility for the selection shall be delegated to professionally trained personnel who know the course of study, the methods of teaching and the individual differences of the pupils.

6320.1.3 Instructional materials shall be chosen for developing the objectives of education in American democracy as expressed in the philosophy of this selection policy. The selection of supplementary books, reference books, enrichment books, periodicals, films, filmstrips, records, tapes, other materials and gifts is based on the following specific criteria:

- a. Quality and accuracy of content.
- b. Objectivity of viewpoint.
- c. Literary style and quality.
- d. Authenticity of authorship.
- e. Quality of format, type, and binding.
- f. Relationship of the material to the curriculum.
- g. Specific use of the material in the classroom.
- h. Need to replace obsolete material or add new materials in any subject field.

6320.1.4 Selection and proper use of multi-media center materials are the particular responsibility of the school principal and teaching staff. Requests for acquisitions of curriculum materials may be initiated by the principal, faculty members, students, or parents. Final selection will be based on an evaluation of the multi-media center collection and consultation of standard buying guides, bibliographies, other review media, and the critical judgement of the professional staff.

6320.1.5 It is the policy of the School District to accept written requests from patrons in

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the Millbrae School District for reconsideration of instructional materials used in the schools. Such requests will be submitted to the Superintendent, in triplicate, on the forms provided by that office (see Appendix A). The Superintendent will then appoint a committee to re-evaluate the materials being questioned and to make recommendations concerning it. Such recommendations to be submitted to the Superintendent who, after Board of Trustees decision, shall reply, in writing, within sixty days of the initial challenge to the person originating the objection. Use of the challenged or questioned material will be continued during the period of evaluation.

### 6320.2 Instructional Resources of Teachers

6320.2.1 Research/Standardized Testing: The School District will establish and maintain a standardized basic testing and evaluation program which can be used, communicated and interpreted by school and by district. The program will lend itself to:

- a. a qualitative assessment of the educational program of the District for purposes of reporting the overall status of the District and charting the growth of its pupils, grades, schools and areas from year to year.
- b. appropriate reports to the Board of Trustees.
- c. interpretation and use by the teacher, counselor, and administrator so that the test findings will influence the guidance of individual children, and the development of high quality curriculum. The program will reflect the academic growth of students according to their own capacities and to local and national norms; minimize the workload of school personnel in terms of test administration, scoring, interpretation and use; be adequate and financially feasible; require reasonable training for involved school personnel; and assess the growth of students in the basic skills and subjects in all grades. No standardized group test may be administered

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which provides or attempts to provide a single measure of general scholastic aptitude of a pupil or group of pupils except as provided by law.

The District testing and evaluation program shall include those tests required by State law.

6320.2.2 Use of Copying Devices: Because of the copyright law (Public Law 94-553), it is necessary that all employees honor the guidelines for classroom copying, which are on file in each school office. (See Appendix B)

Article 4 - Special Instructional Services

6410 Health Services

6410.1 The School District may employ properly certificated nurses, as required to provide needed health services and health education in the schools of the District. The purpose of the health services program shall be to bring each pupil, through health services and counseling, into condition to profit from the educational program, and to develop in each pupil a sense of responsibility for the pupil's own health, as well as the health of others, and an understanding of the principles upon which good health is based. The health services program shall include:

- a. instruction related to the State framework of health education.
- b. periodic observation of pupil's health.
- c. maintaining a health record on every pupil.
- d. State-mandated health services: It shall not be the function of the health services to

practice

medicine or dentistry or to replace the family physician; rather, an important purpose of

these

services shall be to inform the family of health problems which may require remedial attention.

6420 Psychological Services

6420.1 The District may employ credentialed school psychologists, as required, who will provide needed psychological services for the various schools in the District.

6420.2 The primary emphasis of the program shall be testing, test interpretation and consultation. Therapy or prolonged series of conferences with parents or children shall not be deemed to be a responsibility of the School District or the school psychologist.

6430 Remedial Services

6430.1 The District shall provide remedial services for pupils in selected subject matter, speech and language.

6430.2 The learning resource teachers and speech therapists shall provide services to each school in

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the District on a regularly scheduled basis.

Article 5 - Extension of the School Program

6510 Proficiency Summer School

6510.1 The Board of Trustees may authorize the Superintendent to organize and operate summer school for the purpose of giving instruction in any branch or branches of study authorized and prescribed for elementary schools, including grades 7 and 8. Such authorization will be made when there is demonstrated need provided that adequate funds for the conduct of summer schools are available. 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.

6520 Special Classes

6520.1 Pupils eligible for participation in special classes for the mentally retarded will be placed in classes in a neighboring school district on the basis of interdistrict agreements, until such time as the District has identified enough pupils to justify the establishment of District operated classes.

6520.2 Pupils eligible for participation in special classes for the physically impaired will be placed in classes in a neighboring school district on the basis of interdistrict agreements, until such time as the District has identified enough pupils to justify the establishment of District operated classes.

6520.3 The District shall maintain special instructional opportunities for the more rapid learners who are identified in the District.

6520.4 The District shall develop and maintain educational opportunities for identified educationally handicapped pupils, as defined by the State of California.

6520.5 Independent Study Program: The Governing Board recognizes its responsibility for the education of all pupils in the school system. The Board authorizes the Superintendent to establish independent study as an optional alternative instructional strategy by which all enrolled pupils may reach curriculum objectives and fulfill graduation requirements outside of the regular classroom setting.

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- 6520.5.1 The primary purpose for independent study is to offer a means of individualizing the educational plan for pupils whose needs may be met best through study outside of the regular classroom setting. Independent study may be used by all pupils who are motivated to achieve educationally as well as or better through this strategy than they would in the regular classroom.
- 6520.5.2 No pupil shall be required to participate in independent study.
- 6520.5.3 No individual with exceptional needs, as defined in Education Code ' 56026 may participate in independent study unless his/her individualized education program (IEP) specifically provides for that participation.
- 6520.5.4 No temporarily disabled pupil may receive individual instruction pursuant to Education Code ' 48206.3 through independent study.
- 6520.5.5 The District shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully and shall ensure the same access to all existing services and resources in the school in which the pupil is enrolled as is available to all other pupils in the school.
- 6520.5.6 Written Agreements and Contracts: The Superintendent or designee shall ensure that each participating pupil has an executed written independent study agreement with the District as prescribed by law. Individual independent study agreements and any subordinate pupil contracts and assignments must be consistent with the District's adopted course of study.
- 6520.5.7 The Superintendent shall establish appropriate screening procedures to ensure that the necessary level of understanding and preparation exists to meet the conditions of the independent study agreement prior to its approval by the designated certificated representative of the District.
- 6520.5.8 For all pupils in independent study, the maximum length of time which may elapse between the time the assignment is made and the date by which the pupil must complete the assigned work shall be as follows:

- a) for pupils in kindergarten and grades one through three, 1 week
- b) for pupils in grades four through eight, 2 weeks

except, when special or extenuating circumstances justify a longer time, a period not to exceed 8 weeks may be approved by the Superintendent or designee pursuant to a written request, with justification, for individual pupils.

6520.5.9 When any pupil fails to complete three consecutive independent study assignments, during any period of 15 school days, the Superintendent or designee shall conduct an evaluation to determine whether it is in the pupil's best interest to remain on independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the pupil's permanent record.

6520.5.10 The Superintendent or designee shall establish regulations to implement this policy in accordance with law.

#### 6530 Evaluation of Special Education Program

6530.1 Superintendent's Responsibilities: The Superintendent shall make an annual report to the Board of Trustees concerning the special education programs of the District, or the Special Education Service Region as it affects this District, with particular attention to the individual education programs (IEP) objectives, by program, school and district. The report shall include recommendations of the Superintendent and staff, and by any advisory groups, for improvements in the program. In addition to the annual report, the Superintendent shall make interim reports whenever any phase of the program is significantly less satisfactory than was expected in order that necessary adjustments may be made.

#### 6540 Extra-Class Activities

6540.1 Activity Funds Management: School activity funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations and procedures for the conduct, operation and maintenance of extra-curricular accounts, and for the safeguarding, accounting and auditing of all monies received and derived therefrom are to

contribute to that objective. The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

6550 Participation of Parents of Title I Students in the Title I Program

- 6550.1 The Board of Trustees of the Millbrae School District supports the program to address special educational needs of certain students, as provided by the Education Consolidation and Improvement Act of 1981 (ECIA) Title I. It is the intent of the Board of Education that parents of Title I students will be informed about the Title I Program and will have an opportunity to consult in the design and implementation of the Title I Program.
- 6550.2 Parents will be informed of their child's selection for participation in the Title I Program and the basis for the child's selection.
- 6550.3 On-going communication about the Title I Program will be provided to parents throughout the year.
- 6550.4 Procedures to implement this policy are outlined in Appendix C. Procedures for filing a formal complaint regarding alleged violations of ECIA Title I laws or regulations are specified in Article 6, ' 6610.

6560 Evaluation of Categorical Programs (2/19/91)

- 6560.1 District philosophy: It is the policy of the Millbrae School District to provide an effective instructional program for all students in the District, including students with special needs.
- 6560.1.1 It is the philosophy of the Millbrae School District that multifunded students participate fully in the District's core curriculum and that support services funded from categorical resources are used to enable students to be successful in the District's core curriculum.
- 6560.1.2 The purpose of the District's core curriculum is to prepare all students for leadership and responsible participation in a changing world by working with families to assist students to become independent problem solvers and to promote their physical, emotional, social, and cultural development.
- 6560.2 District commitment: The District is committed to all students, including students with special needs in the following areas:
- 6560.2.1 Developing a love of learning by providing a developmentally appropriate

curriculum which is comprehensive, academically challenging, and includes basic skills in science, math, technology, and communication.

6560.2.2 Providing a school environment which not only encourages the development of self-esteem, but also assists students to recognize the appreciate differences among cultural groups.

6560.2.3 Promoting the development of well-rounded and healthy children who appreciate and are aware of the present and future importance of their own fitness, as well as the condition of their environment.

6560.2.4 Using funding effectively to provide the best possible educational programs, as well as recruiting, training, and retaining well qualified staff members.

6560.3 District Focus Goals: As a result of this District philosophy

6560.3.1 Focus Goals shall be developed annually which support the District's mission and address current student needs.

6560.3.2 District goals which were previously developed may be selected as Continuing Goals for a particular school year.

6560.3.3 Both Focus Goals and Continuing Goals shall contain specific District and site level activities, and include timelines, desired outcomes, and person responsible for evaluation purposes.

6560.3.4 The Superintendent shall conduct an annual evaluation of the District Focus Goals and Continuing Goals in order to determine their effectiveness in serving all District students, including those students with special needs. This evaluation shall be reported to the Board of Trustees annually upon its completion

6560.4 School Accountability Report Card (SARC): Each school site shall also complete and distribute annually to the community a SARC.

6560.4.1 These goals shall support the District's Focus and/or Continuing Goals and contain specific activities, timelines, and method of evaluation.

6560.4.2 These goals shall be evaluated annually by the principal or immediate supervisor

in order to determine their effectiveness in serving all District students including those students with special needs.

6560.5 School-Based Coordinated Program (SBCP) Evaluation Report: The Superintendent shall require from each school site an annual SBCP Evaluation Report.

6560.5.1 This report shall include evaluation of specific school site objectives targeted by the staff for the school year which are characteristics of effective schools as found in the Program Quality Review criteria.

6560.5.2 These specific objectives have been selected by the school sites as a result of the school's SBCP self-study.

6560.5.3 Evaluation of school site activities completed may include test scores, criterion referenced measures, writing samples, other student work, surveys, teacher reports, and other objective and subjective measures.

6560.5.4 The evaluation process addresses all students in the school, including those students with special needs.

6560.6 District staff goals: Each certificated staff member shall develop annually three goals, mutually agreed upon with their principal or immediate supervisor, in the areas of instruction, program, and professional growth.

6560.6.1 This report shall include information regarding school programs and resources, instructional support, climate for learning, and staff and curriculum development.

6560.6.2 Information shall also be provided regarding school/program effectiveness, student achievement, and recommendations for improvement.

6560.6.3 The School Accountability Report Card shall be presented to the Board of Trustees upon its completion and before distribution to the community.

## Article 6 - Complaints Concerning State or Federally Funded Educational Programs

6610 Education Consolidation Improvement Act, Chapter I (Title I), and Consolidated Categorical Aid Programs

6610.1 Any individual, Site Council, or other interested organization may file a written complaint with the Superintendent alleging a matter which, if true, would constitute a violation by the District of a law or regulation governing the Education Consolidation Improvement Act, Chapter I (Title I) and/or Consolidated Categorical Aid Programs. Information regarding the right to file a complaint and the District's complaint procedures will be disseminated to any interested person(s).

## 6610.2 Complaint Procedures:

6610.2.1 Individual(s) who believe that an Education Consolidation Improvement Act, Chapter I (Title I) and/or Consolidated Categorical Aid Program law or regulation may have been violated will meet with the principal of the school at which the violation is alleged to have occurred, to attempt to resolve the issue. If the issue is not resolved at this meeting, the individual(s) may file a written complaint with the Superintendent.

6610.2.2 The written complaint to the Superintendent shall:

- a. be filed within 10 working days following the complainant's meeting with the principal;
- b. specify the section(s) of law or regulation allegedly violated and all relevant facts in the complainant's possession.

6610.2.3 Upon receipt of the written complaint, the Superintendent shall:

- a. notify the complainant that the Superintendent will investigate the complaint and will, within 30 working days, report the Superintendent's disposition of the complaint to the Board of Trustees, and will provide the complainant with a copy of the written disposition.
- b. investigate the complaint and within 30 working days prepare a report of

the facts, findings, and proposed disposition of the complaint, and submit this report to the Board of Trustees.

- c. provide the complainant with a copy of the report prior to the submission of the report to the Board of Trustees.
- d. inform the complainant of his/her right to request, in writing, a hearing by the Board of Trustees, at which time the complainant will have an opportunity to present evidence and question the parties involved. This request must be submitted to the Board of Trustees within 10 working days following complainant's receipt of the Superintendent's report. If no such written request is submitted within 10 working days following complainant's receipt of the Superintendent's report, the Superintendent's disposition of the complaint will be final.

6610.2.4 If a written request for a hearing by the Board of Trustees is submitted to the Board of Trustees, as provided in d. above, the Board of Trustees shall hold the requested hearing at the next regularly scheduled meeting of the Board of Trustees, provided that the written request for a hearing is received no later than 5 working days prior to the meeting; or at the following regularly scheduled Board of Trustees meeting.

6610.2.5 If the complaint issue is not resolved to the satisfaction of the complainant at the hearing by the Board of Trustees, the Board of Trustees/designee shall:

- a. within 10 working days following the complainant's hearing with the Board of Trustees, forward to the Superintendent of Public Instruction a copy of the complaint and a report of the investigation procedures and action taken by the District.
- b. notify the complainant of the right to appeal the District's action to the Superintendent of Public Instruction; this notification to be provided within 5 working days subsequent to the hearing by the Board of Trustees.

**6620 Complaints Concerning Special Education Programs/Due Process**

6620.1 The procedures governing complaints concerning Special Education Programs shall be in conformity with the recommendations of the San Mateo County Consortium Master Plan for Special Education. The procedures shall also be applicable to P.L. 94-142 due process requirements.

**6620.2 Procedure for Non-Compliance Complaint Hearing**

6620.2.1 The Superintendent of the Millbrae School District will report, as an information item to the Millbrae School District Board of Trustees, the receipt of a non-compliance complaint at the first regular Board of Trustees meeting following the receipt of that complaint. A copy of the complaint shall also be immediately forwarded to the County Superintendent of Schools and the State Superintendent of Public Instruction.

6620.2.2 Within 30 workdays following the receipt of the complaint, the Superintendent, or designee, will investigate the complaint and prepare a report of the facts, findings, and proposed disposition of the complaint. The Superintendent will provide the complainant with a copy of the report at least 5 workdays after completion. The complainant shall be notified of his/her right to:

- a. request a hearing before the Board of Trustees regarding the disposition of the complaint. The Superintendent shall schedule the hearing to be held at the first regular scheduled Board of Trustees meeting following the receipt of a written request for that hearing.
- b. appeal the District level decision to the State Superintendent of Public Instruction if the complainant wishes further review of the report.
- c. waive the right to a hearing before the District Board of Trustees and appeal directly to the State Superintendent of Public Instruction for review.

6620.2.3 The hearing before the Board of Trustees shall be listed on the agenda as a closed session unless the complainant requests a public hearing.

6620.2.4 The hearing shall be conducted by the President of the Board of Board of Trustees in such a manner as to afford the complainant the opportunity to present any additional relevant data surrounding the non-compliance issue.

6620.2.5 The Superintendent will briefly summarize the report following the complainant's presentation. The Board of Trustees may then question either or both parties.

6620.2.6 At the conclusion of the hearing, the Board of Trustees may affirm, reverse or revise the proposed disposition of the case, as deemed appropriate.

6620.2.7 A copy of the report and any recommendations made by the Board of Trustees shall be submitted to the State Superintendent of Public Instruction within five (5) workdays following the hearing or the report to the Board of Trustees.

**6620.3 Procedures for Payment to Fair Hearing Panel Members**

6620.3.1 Fair Hearing Expenses: Payment to Fair Hearing Panel Members for servicing on Millbrae School District Fair Hearings shall be in accordance with the following table:

- a. \$50.00 shall be paid to each of the 2 Fair Hearing Panel Members for services rendered during each Fair Hearing.
- b. \$75.00 shall be paid to the Fair Hearing Panel Chairperson for services rendered during each Fair Hearing and the writing of the final decision.

6620.3 Transportation: Use of private automobile by Fair Hearing Panel Members will be reimbursed at the current rate paid by the Millbrae School District to its employees. (Education Code 56341.3(b); Administrative Code, Title V, 3308)

## CITIZEN'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Title \_\_\_\_\_

Publisher \_\_\_\_\_

Request Initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address: \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

1. To what in the material do you object? Please be specific: cite pages/sections: \_\_\_\_\_

\_\_\_\_\_

2. What of value is there in this material? \_\_\_\_\_

\_\_\_\_\_

3. What do you feel might be the result of reading/viewing this material? \_\_\_\_\_

\_\_\_\_\_

4. For what age group would you recommend this material? \_\_\_\_\_

5. Did you read/look at all of the material? \_\_\_\_\_ What pages or sections? \_\_\_\_\_

6. Are you aware of any judgment of this material by qualified critics? \_\_\_\_\_

7. Are you aware of the teacher's purpose in using this material? \_\_\_\_\_

8. What do you believe is the purpose of this material? \_\_\_\_\_

\_\_\_\_\_

9. What would you prefer the school do about this material?

\_\_\_\_\_ Do not assign or recommend it to my child

\_\_\_\_\_ Withdraw it from all students

\_\_\_\_\_ Send it to a committee for re-evaluation

10. In its place, what material of equal value would you recommend? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of complainant

\* Refers to textbooks, library books, audio visual materials, and expendable instructional materials

## LAW REGARDING DUPLICATING MATERIAL

Because of the copyright law (Public Law 94-553), it is necessary that all employees honor the following guidelines for classroom copying. Failure to do so could involve the employee and the District in violation of copyright litigation.

BOOKS AND PERIODICALS

1. Single Copying for Teachers: A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:
  - a. A chapter from a book.
  - b. An article from a periodical or newspaper.
  - c. A short story, short essay or short poem, whether or not from a collective work.
  - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
  
2. Multiple Copies for Classroom Use: Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that;
  - a. the copying meets the tests of brevity and spontaneity as defined below;
  - b. meets the cumulative effect test as defined below; and
  - c. each copy includes a notice of copyright.
  
3. Definitions
  - a. Brevity
    - 1) **Poetry**: A complete poem of less than 250 words, and if printed on not more than two pages, or from a longer poem, an excerpt of not more than 250 words.
    - 2) **Prose**: Either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.  
  
(Each of the above may be expanded to permit completion of an unfinished prose paragraph.)
    - 3) **Illustration**: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
    - 4) **"Special" Works**: Certain works in poetry, prose or in "Poetic Prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Sub-paragraph 2) above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of their published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.
  - b. Spontaneity
    - 1) The copying is at the instance and inspiration of the individual teacher.
    - 2) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

## c. Cumulative Effect

- 1) The copying of the material is for only one course in the school in which copies are made.
- 2) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- 3) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in 2) and 3) above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

## d. Prohibitions: Notwithstanding any of the above, the following shall be prohibited:

- 1) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- 2) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- 3) Copying shall not
  - a) substitute for the purpose of books, publishers' reprints or periodicals;
  - b) be directed by higher authority;
  - c) be repeated with respect to the same item by the same teacher from term to term.
- 4) No charge shall be made to the student beyond the actual cost of the photocopying.

### EDUCATIONAL USES OF MUSIC

1. Permissible Uses

- a. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
- b. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil. For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is confirmed by the copyright proprietor to be out of print or unavailable except in a larger work may be made by or for a teacher solely for the purpose of his/her scholarly research or in preparation to teach a class.
- c. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- d. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

- e. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the case of sound recording.)
2. Prohibitions
    - a. Copying to create or replace or substitute for anthologies, compilations or collective works.
    - b. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
    - c. Copying for the purpose of performance, except as in 1.a. above.
    - d. Copying for the purpose of substituting for the purchase of music, except as in 1.a. and 1.b. above.
    - e. Copying without inclusion of the copyright notice which appears on the printed copy.

#### REPRODUCTION BY MULTI-MEDIA CENTERS

It is not a copyright infringement for a multi-media center, or any of its employees acting within the scope of their employment, to reproduce or distribute not more than one copy of a work, provided;

1. the reproduction or distribution is made without any purpose of direct or indirect commercial advantage;
2. the collections of the multi-media center are open to the public or available not only to researchers affiliated with the multi-media center, but also to other persons doing research in a specialized field; and
3. the reproduction or distribution of the work includes a notice of copyright.

The related or concerted reproduction of multiple copies of the same materials, whether made on one occasion or over a period of time, and whether intended for aggregate use by one individual or for separate use by the individual members of a group is not authorized.

Multi-Media Centers are generally exempt from liability for the unsupervised use of reproducing equipment located on its premises, provided that the reproducing equipment displays a notice that the making of a copy may be subject to the copyright law.

#### STUDENT RERECORDINGS

Video tape recorders may be used under the following conditions:

1. School recordings may be made only by students, teachers and faculty or staff members.
2. School rerecordings will be used solely for classroom, auditorium or laboratory exhibition in the course of classroom instruction or related educational activities.
3. School rerecordings will be used only in the educational institution for which made, and will not be given away, loaned, or otherwise made available outside the school.
4. School rerecordings will be used only during the seven-day period of local ETV and other educational broadcast licensed by the distribution agency, and will be erased or destroyed immediately at the end of

that

seven-day period except to the extent specifically authorized in writing in advance by the distribution agency.

(This statement was prepared for public school adoption by the following agencies: Public Broadcasting Service; Great Plains Instructional Television Library; Agency for Instructional Television; Public Television Library.)

Legal Reference:           Public Law 94-553 (17 U.S.C. sub-section 101 et. seq.)  
                                  House Report 94-1476, Congressional Record, September 22, 1976

Added Source:            California School Law Digest, April, 1977, Jay E. Grenig, Editor

## PARTICIPATION OF PARENTS OF TITLE I STUDENTS IN THE TITLE I PROGRAM

1. In the fall, a letter will be sent to the parent/guardian of each child selected to participate in the Title I Program, notifying the parent of the selection. Parents will be invited to a parent conference during which the reasons for the child's selection and the specific instructional objectives for the child will be communicated to the parent/guardian.
2. During all regularly scheduled parent-teacher conferences, parents will have the option to request the presence of E.C.I.A. staff. The classroom teacher and/or ECIA staff will report on the child's progress.
3. Staff will provide materials and suggestions to parents/guardians to help them promote the education of their children at home. This will be accomplished during conferences, in parent newsletters, during parent education evenings, and through information bulletins.
4. Timely information concerning the Title I Program, including program plans and evaluations, will be provided during School Site Council Meetings, in parent bulletins and special notices, during annual District Advisory Committee Meetings, and through informal contacts with parents. Parents will be regularly informed of and invited to all such meetings.
5. The school will regularly solicit parents'/guardians' suggestions in the planning, development, and operation of the program, and will consult with parents/guardians about how the school can work with them to achieve the program's objectives. This will be accomplished during School Site Council and District Advisory Committee Meetings, formal surveys, and informally through other contacts with parents. Timely responses will be provided to parents'/guardians' recommendations.
6. Through informal contacts and regularly scheduled meetings as already enumerated, the school will facilitate volunteer or paid participation by parents/guardians in school activities.
7. The Advisory Council for the Title I Program will be constituted in the fall of the year. Parents of Title I students will be encouraged to volunteer to serve. Further nominations will be solicited from the floor during Back to School Night, and a formal election will be held. Information regarding volunteers, nominees and the formal election process will be advertised to all parents in advance of Back to School Night.
8. Information regarding the Title I Program will be provided to the parents of all eligible children during both Back to School Night and Open House.
9. Parent training activities shall be provided by the school for Title I parents in order to allow them to reinforce their child's school work at home. These training activities may be documented in any of the following: SSC minutes, school newsletter, SARC, etc., and should be included in the SBCP Annual Report. (3/18/91)

