

**SCHOOL CALENDAR**

The Board of Trustees shall adopt a calendar that meets the requirements of law as well as the needs of the community, students, and the work year as negotiated with the district's employee organization(s). As appropriate, the Superintendent/Principal or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support the district's goals for student achievement.

*(cf. 0200 - Goals for the School District)*  
*(cf. 4143/4243 - Negotiations/Consultation)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6162.52 - High School Exit Examination)*

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

*(cf. 6112 - School Day)*  
*(cf. 6115 - Ceremonies and Observances)*  
*(cf. 6117 - Year-Round Schedules)*  
*(cf. 6177 - Summer School)*

The district shall offer 180 days of instruction per school year, unless the district and employee organization(s) have negotiated to reduce the days of instruction in any school year through 2012-13 pursuant to the authorization in Education Code 42605.

*(cf. 1431 - Waivers)*

Staff development days shall not be counted as instructional days.

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

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

*(cf. 5145.6 - Parental Notifications)*

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

*(cf. 1400 - Relations Between Governmental Agencies and the Schools)*  
*(cf. 5113 - Absences and Excuses)*

## SCHOOL CALENDAR (continued)

### *Legal Reference:*

#### EDUCATION CODE

37200-37202 *School calendar*

37220-37223 *Holidays*

37252-37254.1 *Summer school*

37300-37307 *Year-Round School Demonstration Project*

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

37618 *School calendar*

37700-37711 *Four-day week*

41422 *Schools not maintained for 175 days*

41530-41532 *Professional Development Block Grant*

46200-46206 *Incentives for longer instructional day and year*

46300 *Method of computing ADA*

48980 *Notice at beginning of term*

#### REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

44579-44579.6 *Instructional Time and Staff Development Reform Program*

#### ELECTIONS CODE

12283 *School closures, election days*

#### COURT DECISIONS

*Butt v. State of California, (1992) 4 Cal 4th 668*

#### PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

*Davis Joint Unified School District, (1984) PERB Decision No. 474*

### *Management Resources:*

#### WEB SITES

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

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

California Public Employment Relations Board: <http://www.perb.ca.gov>

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

**SCHOOL DAY**

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

*(cf. 6111 - School Calendar)*

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

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

*(cf. 4131 - Staff Development)*

*Legal Reference:*

EDUCATION CODE

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

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

*Kindergarten Information, June 7, 2002*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*The Uses of Time for Teaching and Learning, October 1996*

*Extending Learning Time for Disadvantaged Students, August 1995*

NATIONAL EDUCATION COMMISSION ON TIME AND LEARNING PUBLICATIONS

*Prisoners of Time, April 1994*

WEB SITES

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

**SCHOOL DAY**

**Kindergarten**

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

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

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

1. If the school operates a multitrack year-round schedule pursuant to Education Code 37670(a), the maximum school day shall be 265 minutes excluding recesses. (Education Code 46111)
2. If the district has established an early primary program pursuant to Education Code 8970-8974 and meets both of the following conditions: (Education Code 8973)
  - a. The Board of Trustees declares that the extended-day kindergarten program does not exceed the length of the primary school day.
  - b. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

**Elementary Grades**

The minimum school day for students in the school shall be:

1. 230 minutes for students in grades 1-3 (Education Code 46112)
2. 240 minutes for students in grades 4-8 (Education Code 46113)

For students in grades 1-8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

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

**CEREMONIES AND OBSERVANCES**

The Board of Trustees recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

- (cf. 6111 - School Calendar)
- (cf. 6141.2 - Recognition of Religious Beliefs and Customs)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Learning Through Community Service)

*Legal Reference:*

EDUCATION CODE

- 37220-37223 Saturdays and holidays
- 44015.1 Week of the School Administrator
- 45203 Paid holidays
- 45460 Classified Employee Week
- 52720 Daily performance of patriotic exercises in public schools
- 52730 Patriotic exercises, daily instruction

GOVERNMENT CODE

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

UNITED STATES CODE, TITLE 4

- 6 Time and occasion for display of flag
- 7 Position and manner of display of flag

UNITED STATES CODE, TITLE 36

- 106 Note Constitution Day and Citizenship Day

COURT DECISIONS

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

*Management Resources:*

CSBA PUBLICATIONS

- Constitution Day: New Mandate for Districts Receiving Federal Funds, CSBA Advisory, August 2005

FEDERAL REGISTER

- 70 Fed. Reg. 29727 Constitution Day and Citizenship Day (2005)

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education, History/Social Science Instructional Materials:  
<http://www.cde.ca.gov/ci/hs/im>

**CEREMONIES AND OBSERVANCES**

**Holidays**

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day	January 1
Dr. Martin Luther King Jr. Day	Third Monday in January or the Monday or Friday of the week in which January 15 occurs
Lincoln Day	The Monday or Friday of the week in which February 12 occurs
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 11
Thanksgiving Day	The Thursday in November designated by the President
Christmas Day	December 25

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

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

*(cf. 6111 - School Calendar)*

**Commemorative Exercises**

The district school shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460)

**CEREMONIES AND OBSERVANCES** (continued)

Mexican Independence Day	September 16
U.S. Constitution and Citizenship Day	On or near September 17
Dr. Martin Luther King, Jr. Day	The Friday before the day district school is closed for this holiday
Abraham Lincoln's Birthday	The school day before the day district school is closed for this holiday
George Washington's Birthday	The Friday preceding the third Monday in February
Black American Day	March 5
Conservation, Bird, and Arbor Day	March 7
Cinco de Mayo	May 5
Classified Employee Week	Third week in May

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

*(cf. 6142.94 - History-Social Science Instruction)*

*(cf. 6142.3 - Civic Education)*

**Patriotic Exercises**

The district school shall conduct patriotic exercises daily. These patriotic exercises shall consist of the reciting of the Pledge of Allegiance and may also include instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

Such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

Individuals may choose not to participate in the flag salute for personal reasons.

**CEREMONIES AND OBSERVANCES** (continued)

**Display of Flag**

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of the district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders

**CLASSROOM INTERRUPTIONS**

In order to allow students to take full advantage of learning opportunities while in the classroom, school staff shall ensure that interruptions are kept to a minimum. Strategies to reduce classroom interruptions include, but are not limited to, the following:

1. Keep announcements made through intercom or public address systems to a minimum, limit announcements to specific times during the day, and only use the intercom or public address systems for announcements that apply to all students or groups of students. Announcements that apply to individual students or staff members should be distributed in writing.
2. Establish a fixed time for the delivery of written messages to students and staff, except in cases of emergencies.
3. Schedule school maintenance operations involving noise or classroom disruption, as well as deliveries of equipment and supplies, to classrooms before or after school hours whenever possible.
4. Inform school visitors that, whenever possible, they should make appointments in advance, in accordance with district policy.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 3515.2 - Disruptions)*

5. Notify parents/guardians that they should go to the school office rather than the classroom when they are dropping off their child late, picking him/her up early, or bringing by any forgotten items from home.
6. Notify school staff that they should refrain from conducting personal business during instructional time.

*(cf. 4040 - Employee Use of Technology)*

7. Provide professional development in classroom management as needed to enable staff to more effectively reduce interruptions caused by inappropriate student conduct in the classroom.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 5131 - Conduct)*

*(cf. 5131.4 - Student Disturbances)*

*(cf. 5137 - Positive School Climate)*

**CLASSROOM INTERRUPTIONS (continued)**

*Legal Reference:*

EDUCATION CODE

*32211 Restricting access to school grounds based on threatened disruption or interference*

*32212 Classroom interruptions*

*44810-44811 Disruptions; misdemeanor*

*48901.5 Authority to regulate use of electronic devices*

*51512 Prohibited use of electronic listening or recording device*

*Management Resources:*

CSBA PUBLICATIONS

*Instructional Time Task Force Report, 2007*

**RESPONSE TO INSTRUCTION AND INTERVENTION**

The Board of Trustees desires to provide a high-quality, data-driven educational program to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs.

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 6000 - Concepts and Roles)*  
*(cf. 6011- Academic Standards)*

The Superintendent/Principal or designee shall convene a team of certificated personnel, other district staff, and parents/guardians, as appropriate, to assist in designing the district's Response to Instruction and Intervention (RtI<sup>2</sup>) system, based on an examination of indicators of schoolwide student achievement.

*(cf. 0500 - Accountability)*  
*(cf. 0520.1 - High Priority Schools Grant Program)*  
*(cf. 0520.2 - Title I Program Improvement Schools)*  
*(cf. 0520.3 - Title I Program Improvement Districts)*  
*(cf. 4115 - Evaluation/Supervision)*  
*(cf. 5123 - Promotion/Acceleration/Retention)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 6174 - Education for English Language Learners)*  
*(cf. 6179 - Supplemental Instruction)*

The district's RtI<sup>2</sup> system shall include instructional strategies and interventions with demonstrated effectiveness and shall be aligned with the district curriculum and assessments.

*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6142.93 - Mathematics Instruction)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6162.52 - High School Exit Examination)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

The district's RtI<sup>2</sup> system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

**RESPONSE TO INSTRUCTION AND INTERVENTION** (continued)

When data from the RtI<sup>2</sup> system indicate that a student may have a specific learning disability, the student may be referred for evaluation for special education or other services.

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6164.5 - Student Success Teams)*

*(cf. 6164.6 - Identification and Evaluation Under Section 504)*

The district shall provide staff development to teachers regarding the use of assessments, data analysis, and research-based instructional practices and strategies. In addition, the district's RtI<sup>2</sup> system shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.

*(cf. 4131 - Staff Development)*

*(cf. 4331 - Staff Development)*

Staff shall ensure that parents/guardians are involved at all stages of the instructional and intervention process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning, and information about the performance data that will be collected.

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

*Legal Reference: (see next page)*

**RESPONSE TO INSTRUCTION AND INTERVENTION (continued)**

*Legal Reference:*

EDUCATION CODE

56329 *Assessment, written notice to parent*

56333-56338 *Eligibility for specific learning disabilities*

56500-56509 *Procedural safeguards*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act, especially:*

1416 *Monitoring, technical assistance, and enforcement*

6316 *School improvement*

6318 *Parent involvement*

6319 *Highly qualified teachers*

CODE OF FEDERAL REGULATIONS, TITLE 34

300.307 *Specific learning disabilities*

300.309 *Determining the existence of specific learning disabilities*

300.311 *Specific documentation for eligibility determination*

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

*Response to Instruction and Intervention, 2008*

WEB SITES

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

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

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

**CURRICULUM DEVELOPMENT AND EVALUATION**

The Board of Trustees desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent/Principal or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in the school.

*(cf. 6000 - Concepts and Roles)*  
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*  
*(cf. 6142.3 - Civic Education)*  
*(cf. 6142.4 - Service Learning/Community Service Classes)*  
*(cf. 6142.5 - Environmental Education)*  
*(cf. 6142.6 - Visual and Performing Arts Education)*  
*(cf. 6142.7 - Physical Education)*  
*(cf. 6142.8 - Comprehensive Health Education)*  
*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6142.92 - Mathematics Instruction)*  
*(cf. 6142.93 - Science Instruction)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6178 - Career Technical Education)*  
*(cf. 9000 - Role of the Board)*

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 0420.1 - School-Based Program Coordination)*  
*(cf. 0520.1 - High Priority Schools Grant Program)*  
*(cf. 0520.2 - Title I Program Improvement Schools)*  
*(cf. 0520.4 - Quality Education Investment Schools)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 9310 - Board Policies)*

The Superintendent/Principal or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

**CURRICULUM DEVELOPMENT AND EVALUATION** (continued)

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1700 - Relations Between Private Industry and the Schools)*

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 6161 - Equipment, Books and Materials)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6163.1 - Library Media Centers)*

When presenting a recommended curriculum for adoption, the Superintendent/Principal or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 3100 - Budget)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4143/4243 - Negotiations/Consultation)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6172 - Gifted and Talented Student Program)*  
*(cf. 6174 - Education for English Language Learners)*  
*(cf. 6179 - Supplemental Instruction)*

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

*(cf. 0500 - Accountability)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

**CURRICULUM DEVELOPMENT AND EVALUATION (continued)**

*Legal Reference:*

EDUCATION CODE

221.5 Equal opportunity

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

51500-51540 Prohibited instruction

51720-51879.9 Authorized classes and courses of instruction

60000-60424 Instructional materials

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

4000-4091 School improvement programs

4400-4426 Improvement of elementary and secondary education

*Management Resources:*

CSBA PUBLICATIONS

*Maximizing School Board Leadership: Curriculum, 1996*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Content Standards for California Public Schools: Kindergarten Through Grade 12*

*Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12*

WEB SITES

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

Association for Supervision and Curriculum Development: <http://www.ascd.org>

Association of California School Administrators: <http://www.acsa.org>

California Association for Supervision and Curriculum Development: <http://www.cascd.org>

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

**CURRICULUM DEVELOPMENT AND EVALUATION**

**Curriculum Review Committee**

The Superintendent/Principal or designee may establish a curriculum review committee to evaluate and recommend curriculum for Board of Trustees approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, representatives of local businesses and postsecondary institutions, other community members, and students as appropriate. This committee may be the same committee charged with the evaluation and recommendation of instructional materials pursuant to Board policy and administrative regulation.

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1700 - Relations Between Private Industry and the Schools)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

**Curriculum Development/Selection Process**

The Superintendent/Principal or designee shall research and identify available curriculum in the subject area(s) and grade level(s) scheduled for review. He/she may select a limited number of programs to present to the curriculum review committee for evaluation.

The committee shall recommend the curriculum that best meets the district's needs based on the following criteria and any additional factors deemed relevant by the committee:

1. Analysis of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population

*(cf. 0500 - Accountability)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

2. Alignment of the proposed curriculum with expectations established by the Board and the State Board of Education as to what students need to know and be able to do in the subject(s) and grade level(s) under consideration

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 6011 - Academic Standards)*

3. Evidence of proven effectiveness of the proposed curriculum in raising student achievement, including the research and learning theory upon which the curriculum is based

**CURRICULUM DEVELOPMENT AND EVALUATION** (continued)

4. Applicability and accessibility of the curriculum to all students, including, but not limited to, underperforming students, students with disabilities, English learners, and gifted and talented students

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

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.4 - Quality Education Investment Schools)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6159 - Individualized Education Program)*

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

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6174 - Education for English Language Learners)*

*(cf. 6179 - Supplemental Instruction)*

5. The estimated cost to purchase, adapt, and/or develop the curriculum

6. Resources required to implement the curriculum, such as time, facilities, instructional materials and technology, staffing, staff development, and funding

*(cf. 0440 - District Technology Plan)*

*(cf. 3100 - Budget)*

*(cf. 4131 - Staff Development)*

*(cf. 4143/4243 - Negotiations/Consultation)*

*(cf. 7110 - Facilities Master Plan)*

7. If the curriculum includes instructional materials, the extent to which the materials meet criteria established by law and the district

8. Any potential impact on other parts of the educational program

If it is determined that available prepackaged curriculum is not cost effective or is inadequate to meet the needs of the district's students, the Superintendent/Principal or designee may adapt curriculum or develop new curriculum. Curriculum modification or development shall be performed by teachers, school administrators, and district administrators, with support and assistance, when available, from curriculum experts from the county office of education, postsecondary institutions, and/or curriculum or professional associations. Any modified or new curriculum shall be reviewed by the curriculum committee in accordance with the above criteria prior to being recommended to the Board.

Upon approval by the Board, a new curriculum may be implemented in a limited number of schools or classrooms on a pilot basis so that modifications may be made as necessary before implementing the curriculum districtwide.

Regulation  
approved:

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California

**RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS**

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

*(cf. 6143 - Courses of Study)*

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

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

*(cf. 1330 - Use of School Facilities)*

*(cf. 1325 - Advertising and Promotion)*

*(cf. 5113 - Absences and Excuses)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

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

*(cf. 5127 - Graduation Ceremony and Activities)*

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

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

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

*(cf. 6144 - Controversial Issues)*

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

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

**RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS** (continued)

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

*Legal Reference:*

EDUCATION CODE

38130-38138 Civic Center Act

46014 Absences for religious purposes

51511 Religious matters properly included in courses of study

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

UNITED STATES CODE, TITLE 20

4071-4074 Equal Access Act

6061 School prayer

7904 School prayer

COURT DECISIONS

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

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

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

*Management Resources:*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

WEB SITES

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

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

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

**RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS**

Staff shall make every effort to schedule one-time events, such as examinations, school-sponsored trips, special laboratories, picture-taking days and class parties, to minimize conflicts with major religious holidays of all faiths.

*(cf. 6111 - School Calendar)*

**Programs and Exhibits**

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

1. The Superintendent/Principal or designee shall ensure that school-sponsored programs are presented in an objective manner, consistent with Board policy.
2. The Superintendent/Principal or designee shall be kept informed of the program's development.
3. Program or exhibit planners shall take into consideration the diverse religious faiths represented in the community, student body and staff.

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

The Board of Trustees recognizes that the purpose of the district's sexual health and HIV/AIDS prevention instruction is to provide students with the knowledge and skills necessary to protect them from unintended pregnancy and sexually transmitted diseases and to encourage students to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family. The Board therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and HIV/AIDS prevention.

*(cf. 5030 - Student Wellness)*  
*(cf. 6142.8 - Comprehensive Health Education)*

The district's curriculum shall be aligned with the state's content standards, based on medically accurate and factual information, and designed to teach students to make healthy choices and reduce high-risk behaviors. The district's program shall comply with the requirements of law, Board policy, and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 6143 - Courses of Study)*

The Superintendent/Principal or designee may appoint a coordinator and/or an advisory committee regarding the district's comprehensive sexual health program. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the district's comprehensive sexual health education program. The Board shall consider the advisory committee's recommendations when approving the district's program.

*(cf. 1220 - Citizen Advisory Committees)*

**Parent/Guardian Consent**

A parent/guardian may request in writing that his/her child be excused from participating in HIV/AIDS prevention or sexual health education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51939)

*(cf. 5022 - Student and Family Privacy Rights)*

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)

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

*Legal Reference:*

EDUCATION CODE

220 Prohibition of discrimination

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

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

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

WEB SITES

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

American Academy of Pediatrics: <http://www.aap.org>

American College of Obstetricians and Gynecologists: <http://www.acog.org>

American Public Health Association: <http://www.apha.org>

California Department of Education, Sex Education and HIV/STD Instruction:  
<http://www.cde.ca.gov/ls/he/se>

California Department of Public Health: <http://www.cdph.ca.gov>

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

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

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

National Academy of Sciences: <http://www.nationalacademies.org>

U.S. Department of Health and Human Services, Office of the Surgeon General:  
<http://www.surgeongeneral.gov>

U.S. Food and Drug Administration: <http://www.fda.gov>

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

**Instruction and Materials**

The Superintendent/Principal or designee shall ensure that the district's sexual health and HIV/AIDS prevention instruction and materials are: (Education Code 51933, 51934):

1. Age appropriate

*Age appropriate* refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

2. Factually and medically accurate and objective

*Medically accurate* means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

3. Available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner, as otherwise provided in the Education Code

*(cf. 6174 - Education for English Language Learners)*

4. Appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, and students with disabilities

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

5. Accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids

6. Not teaching or promoting religious doctrine

7. Not reflecting bias or promoting prejudice against students in protected categories of discrimination pursuant to Education Code 220

*(cf. 5145.3 - Nondiscrimination/Harassment)*

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

Other district courses that may include subject matter related to that which is presented in either HIV/AIDS prevention or comprehensive sexual health instruction, shall not be subject to the requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent, if such courses contain: (Education Code 51932)

1. Solely a description or illustration of human reproductive organs that may appear in a textbook adopted pursuant to law on physiology, biology, zoology, general science, personal hygiene, or health

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6142.93 - Science Instruction)*

2. Instruction or materials that discuss gender, sexual orientation, or family life and do not discuss human reproductive organs and their function

*(cf. 6143 - Courses of Study)*

**Additional Requirements for HIV/AIDS Prevention Instruction**

HIV/AIDS prevention instruction shall be offered at least once in junior high or middle school and once in high school. (Education Code 51934)

Instruction shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences. The district's curriculum shall satisfy the criteria listed in items #1-7 in the section entitled "Instruction and Materials" above and shall also include: (Education Code 51931, 51934)

1. Information on the nature of HIV/AIDS and its effects on the human body
2. Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection
3. Discussion of methods to reduce the risk of HIV infection, including:
  - a. Emphasis that sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention
  - b. Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection

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

- c. Information on other methods that may reduce the risk of HIV transmission from intravenous drug use
4. Discussion of the public health issues associated with HIV/AIDS
5. Information on local resources for HIV testing and medical care
6. Development of refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
7. Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS and emphasizing compassion for persons living with HIV/AIDS

**Additional Requirements for Sexual Health Instruction**

The district's sexual health education curriculum shall satisfy the criteria listed in items #1-7 in the section entitled "Instruction and Materials" above as well as the following criteria: (Education Code 51931, 51933)

1. Instruction and materials shall encourage a student to communicate with his/her parents/guardians about human sexuality.
2. Instruction and materials shall teach respect for marriage and committed relationships.
3. Beginning in grade 7, instruction and materials shall teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
4. Beginning in grade 7, instruction and materials shall provide information about sexually transmitted diseases. This instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.
5. Beginning in grade 7, instruction and materials shall provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.

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

6. Beginning in grade 7, instruction and materials shall provide students with skills for making and implementing responsible decisions about sexual conduct.

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

7. Beginning in grade 7, instruction and materials shall provide students with information on the law concerning surrendering physical custody of a minor child 72 hours or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5.

*(cf. 6143 - Courses of Study)*

**Professional Development**

The district's instruction shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. (Education Code 51932, 51933, 51934)

The Superintendent/Principal or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV/AIDS prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

*(cf. 4131 - Staff Development)*

In developing and providing in-service training, the Superintendent/Principal or designee shall cooperate and collaborate with the teachers who provide HIV/AIDS prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV/AIDS. In-service training shall be voluntary for district personnel who have demonstrated expertise or received in-service training from the CDE or federal Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent/Principal or designee may expand HIV/AIDS in-service training to cover the topic of comprehensive sexual health education for district personnel teaching sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION** (continued)**Use of Consultants or Guest Speakers**

The Superintendent/Principal or designee may contract with outside consultants with expertise in comprehensive sexual health or HIV/AIDS prevention education, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver the instruction or to provide training for district personnel. The Superintendent/Principal or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

*(cf. 6145.8 - Assemblies and Special Events)*

**Parent/Guardian Notification**

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

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV/AIDS prevention education are available for inspection
2. That parents/guardians may request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
3. That parents/guardians have a right to request a copy of Education Code 51930-51939
4. Whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants

If the district chooses to use outside consultants or to hold an assembly with guest speakers to teach the comprehensive sexual health or HIV/AIDS prevention education, the notification shall include: (Education Code 51938)

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933-51934

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

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the district shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

*(cf. 5145.6 - Parental Notifications)*

Parents/guardians shall be asked to sign and return to the school an acknowledgment that they have received the notification. If a parent/guardian wishes to excuse his/her child from instruction, he/she must provide a separate written request, as specified in Board policy.

Regulation  
approved:

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California

**WORLD/FOREIGN LANGUAGE INSTRUCTION**

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Board of Trustees shall provide students with opportunities to develop linguistic proficiency and cultural literacy in one or more world languages in addition to English.

The Superintendent/Principal or designee shall recommend world languages to be taught in the district's educational program based on student interest, community needs, and available resources. He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language. American Sign Language courses shall be open to all students regardless of hearing status.

*(cf. 6174 - Education for English Language Learners)*

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

*(cf. 6011 - Academic Standards)*

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

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

*(cf. 6143 - Courses of Study)*

In order to encourage higher levels of language proficiency throughout a student's education, the district may offer age-appropriate language programs in school. Beginning in the primary grades, the district may deliver language studies through a two-way immersion program in which instruction is delivered in both English and another language to both English-only students and English learners.

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall also be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

*(cf. 1240 - Volunteer Assistance)*

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

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6163.1 - Library Media Centers)*

**WORLD/FOREIGN LANGUAGE INSTRUCTION** (continued)

The Superintendent/Principal or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards.

*(cf. 4131 - Staff Development)*

The Superintendent/Principal or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the languages to be taught in the district.

*(cf. 0500 - Accountability)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

## WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

### *Legal Reference:*

#### EDUCATION CODE

300-311 *Education for English learners*

44256-44257 *Credential requirements, including teachers of foreign language*

51212 *Legislative intent to encourage foreign language instruction in grades 1-6*

51220 *Courses of study, grades 7-12*

51225.3 *High school graduation requirements*

51243-51245 *Alternative credits toward graduation for foreign language instruction in private school*

60117-60119 *Pupil Textbook and Instructional Materials Incentive Program Act*

60605.3 *Content standards for foreign language instruction*

#### CODE OF REGULATIONS, TITLE 5

1632 *Alternative credits toward graduation for foreign language instruction in private school*

11309 *English immersion programs, parental exception waivers*

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009*

*Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003*

#### CENTER FOR APPLIED LINGUISTICS PUBLICATIONS

*Guiding Principles for Dual Language Education, Second Edition, 2007*

#### COLLEGE BOARD PUBLICATIONS

*A Challenge to Change: The Language Learning Continuum, 1999*

#### WEB SITES

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

American Council on the Teaching of Foreign Languages: <http://www.actfl.org>

California Association of Bilingual Education: <http://www.bilingualeducation.org>

California Department of Education, Foreign Language: <http://www.cde.ca.gov/ci/fl>

California Foreign Language Project: <http://www.stanford.edu/group/CFLP>

California Language Teachers' Association: <http://www.clta.net>

Center for Applied Linguistics: <http://www.cal.org>

College Board: <http://www.collegeboard.co>

University of California, a-g Course Approval: <http://www.ucop.edu/a-gGuide/ag>

**WORLD/FOREIGN LANGUAGE INSTRUCTION****Content of Instruction**

The district's instructional program for world languages shall be designed to help students gain knowledge about new language systems and use that knowledge to communicate. Students shall receive instruction which is aligned with state academic standards appropriate to their age and stage of linguistic and cultural proficiency in the following five categories:

1. Content: Students shall be presented with a wide variety of content that is age and stage appropriate and increases in complexity.

*(cf. 6011 - Academic Standards)*

2. Communication: Students shall be taught to effectively convey and receive messages by engaging in or interpreting written, spoken, and/or signed languages.
3. Cultures: Students shall receive instruction that allows them to make connections and comparisons between language and culture.
4. Structures: The curriculum shall address components of grammar, syntax, and language patterns appropriate to the language being taught.
5. Settings: To help students comprehend meaning and use language that is culturally appropriate, students shall develop knowledge of the context or setting in which language is used, such as common daily settings, interpersonal settings, and informal and formal settings.

**Two-Way Immersion Programs**

The district may establish two-way immersion programs based on either or both of the following models:

1. A 50:50 model in which instruction is provided in the non-English target language for 50 percent of the time and in English for 50 percent of the time, throughout the duration of the program
2. A 90:10 model in which instruction is provided in the non-English target language for 90 percent of the time and in English for 10 percent of the time during the first year of the program, decreasing the percentage of time in the non-English language in each subsequent year until there is a 50:50 balance of languages

English-only speakers shall be accepted into the program only during the first grade level at which the program is offered. English learners may be admitted into the program during the first or second grade level at which the program is offered. Bilingual students may enter the program at any time.

**WORLD/FOREIGN LANGUAGE INSTRUCTION** (continued)

In enrolling students for the program, the district shall strive to maintain a ratio of half English speakers and half non-English speakers and such ratio shall not fall below one-third for either language group except under exceptional circumstances.

In order for a limited-English-proficient student to participate in a two-way immersion program, his/her parent/guardian shall annually submit a request for a parental exception waiver pursuant to Education Code 310-311 and 5 CCR 11309.

*(cf. 6174 - Education for English Language Learners)*

Regulation  
approved:

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California

**CIVIC EDUCATION**

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

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

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

The Superintendent/Principal or designee shall determine specific courses within the school curriculum in which civic education and government may be explicitly and systematically taught. He/she also shall encourage the integration of civic education into other subjects as appropriate.

*(cf. 6143 - Courses of Study)*

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

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

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

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

**CIVIC EDUCATION** (continued)

**Constitution/Citizenship Day**

Each year on or near September 17, in commemoration of Constitution and Citizenship Day, the district shall hold an educational program for students pertaining to the United States Constitution which shall include exercises and instruction in the purpose, meaning, and importance of the Constitution, including the Bill of Rights. (Education Code 37221; P.L. 108-447, Sec. 111)

*(cf. 6115 - Ceremonies and Observances)*

*Legal Reference: (see next page)*

**CIVIC EDUCATION (continued)**

*Legal Reference:*

EDUCATION CODE

233.5 *Teaching of principles*

33540 *Standards for government and civics instruction*

37221 *Commemorative exercises including anniversary of U.S. Constitution*

48205 *Absence from school for jury duty or precinct board service*

51210 *Courses of study, grades 1-6*

51220 *Courses of study, grades 7-12*

ELECTIONS CODE

12302 *Precinct boards, appointment of students*

UNITED STATES CODE, TITLE 20

6711-6716 *Education for Democracy Act*

UNITED STATES CODE, TITLE 36

101-144 *Patriotic observances*

*Management Resources:*

CSBA PUBLICATIONS

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

FEDERAL REGISTER

77 Fed. Reg. 29727 *Constitution Day and Citizenship Day*

AMERICAN BAR ASSOCIATION PUBLICATIONS

*Essentials of Law-Related Education, rev. 2003*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*History-Social Science Content Standards*

CENTER FOR CIVIC EDUCATION PUBLICATIONS

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

*National Standards for Civics and Government, 1994*

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) PUBLICATIONS

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

WEB SITES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SERVICE LEARNING/COMMUNITY SERVICE CLASSES**

The Board of Trustees recognizes that service learning can enhance academic outcomes, help students develop the skills and knowledge necessary to become informed and responsible citizens, and aid in individual career development. Service learning experiences may also motivate students by providing them the opportunity to apply their studies to school and community needs and showing them that they can make a contribution to their community through involved citizenship.

*(cf. 1020 - Youth Services)*

*(cf. 6000 - Concepts and Roles)*

*(cf. 6011 - Academic Standards)*

*(cf. 6142.3 - Civic Education)*

**Service Learning**

The Board supports service learning instructional strategies as integral components of the district's curriculum. The Board encourages staff to collaborate with local public and nonprofit agencies in order to develop service learning activities that meet educational objectives, align with state and local academic standards, and address current community needs.

*(cf. 1600 - Relations Between other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

The Superintendent/Principal or designee shall develop a service learning plan which:

1. Integrates service learning into one or more of the core academic areas of science, English, social science, or mathematics at each grade span (K-5 and 6-8) includes instructional formats planned by teachers and students
2. Ensures that the service learning opportunities offered by the district help meet identified community needs and include a balance of on-campus and off-campus activities
3. Involves administrators, students, teachers, parents/guardians, and community members in the development, implementation, and evaluation of the district's plan, including a determination as to how projects will be evaluated as well as how supervision and transportation issues will be addressed

*(cf. 6143 - Courses of Study)*

The Superintendent/Principal or designee shall provide the Board with regular reports on the implementation of the plan and its effectiveness in meeting the district's goals for service learning.

## **SERVICE LEARNING/COMMUNITY SERVICES CLASSES** (continued)

*(cf. 6190 - Evaluation of the Instructional Program)*

*(cf. 9000 - Role of the Board)*

### **Community Service Classes**

The district shall offer community service classes which acquaint students in grades 7-8 with the history and importance of volunteer service and with a wide range of identified school and community needs. Students shall be offered volunteer opportunities which support and strengthen their understanding of academic instruction and help them recognize the relevance of what they are learning in school and how it relates to their community.

The district's community service course shall be required for high school graduation. On a case-by-case basis, the Superintendent/Principal or designee may allow students to fulfill the community service graduation requirement by performing alternative academic tasks.

*(cf. 6146.1 - High School Graduation Requirements)*

The Superintendent/Principal or designee shall determine how credits shall be awarded and how students will be evaluated, supervised, and, if off-campus activities are included, transported to the off-campus location.

### **Notifications**

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

*Legal Reference: (see next page)*

**SERVICE LEARNING/COMMUNITY SERVICE CLASSES (continued)**

*Legal Reference:*

EDUCATION CODE

233.5 *Teaching of principles*

35160 *Authority of governing boards*

35160.1 *Broad authority of school districts*

37220.6 *Cesar Chavez Day of Service and Learning*

51210 *Areas of study, grades 1-6*

51220 *Areas of study, grades 7-12*

51745 *Independent study*

UNITED STATES CODE, TITLE 42

12501-12682 *National and Community Service Trust Act of 1993*

COURT DECISIONS

*Steirer et al v. Bethlehem School District*, (1993) 987 F.2d 989

*Management Resources:*

WEB SITES

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

California Department of Education, Service Learning: <http://www.cde.ca.gov/ci/cr/sl>

Learn and Serve America: <http://www.learnandserve.org>

National Service Learning Clearinghouse: <http://www.servicelearning.org>

Youth Service California: <http://www.yscal.org>

**ENVIRONMENTAL EDUCATION**

The Board of Trustees recognizes that schools play a crucial role in educating students about the importance of the environment and in preparing them to be stewards of natural resources. The Board believes that students should value the environment, respect all life forms, understand the basic ecological principles which support the planet, and live an ecologically responsible life-style.

*(cf. 6000 - Concepts and Roles)*

*(cf. 6142.3 - Civic Education)*

The Superintendent/Principal or designee shall develop an environmental education program that is aligned with state academic standards and curriculum frameworks. The Superintendent/Principal or designee shall determine how the district's environmental education program will be integrated into the district's science curriculum and other subjects and courses in which the concepts may be explicitly and systematically taught.

*(cf. 6011 - Academic Standards)*

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

*(cf. 6142.93 - Science Instruction)*

*(cf. 6143 - Courses of Study)*

The goal of the district's environmental education program shall be to provide students with an understanding of the interactions and interdependence of human societies and natural systems, people's dependence and influence on natural systems, the ways that natural systems change and how people can benefit and influence that change, the fact that there are no boundaries to prevent matter from flowing between systems, and the fact that decisions affecting resources and natural systems are complex and involve many factors.

The district's program shall emphasize a coordination of instructional resources with active student participation in onsite resource conservation and management programs and the promotion of service learning partnerships.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 3511 - Energy and Water Management)*

*(cf. 3511.1 - Integrated Waste Management)*

*(cf. 3514 - Environmental Safety)*

*(cf. 5030 - Student Wellness)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6153 - School-Sponsored Trips)*

*Legal Reference: (see next page)*

**ENVIRONMENTAL EDUCATION** (continued)

*Legal Reference:*

EDUCATION CODE

8700-8707 *Environmental education*

8720-8723 *Conservation education service*

8760-8773 *Outdoor science, conservation, and forestry*

33541 *Science requirements*

37222.11 *John Muir; recognition of his contributions*

51210 *Areas of study, grades 1-6*

51220 *Areas of study, grades 7-12*

51795-51797 *School instructional gardens*

60041 *Ecological systems and their protection*

PUBLIC RESOURCES CODE

71300-71305 *Statewide environmental education*

*Management Resources:*

WEB SITES

*California Environmental Protection Agency, Education and the Environment Initiative:*

*<http://www.calepa.ca.gov/Education/EEI>*

*California Department of Education, Environmental Education:*

*<http://www.cde.ca.gov/pd/ca/sc/oeintrod.asp>*

*California Department of Resources, Recycling and Recovery, Education and Assistance:*

*<http://www.calrecycle.ca.gov/Education>*

*California Regional Environmental Education Community: <http://www.creec.org>*

**VISUAL AND PERFORMING ARTS EDUCATION**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Chualar Union Elementary School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent/Principal or designee.

The Board of Trustees believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The district's standards shall meet or exceed state content standards for each of these disciplines.

*(cf. 6011 - Academic Standards)*

The Superintendent/Principal or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline
2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works
3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline
4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts
5. Connections, relations, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

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

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

The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation. In addition, the Board encourages teachers to incorporate a variety of media and technologies into lessons, presentations, and explorations in each of the arts disciplines.

*(cf. 0400 - District Technology Plan)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 6161 - Equipment, Books and Materials)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6161.3 - Toxic Art Materials)*  
*(cf. 6162.6 - Use of Copyrighted Materials)*  
*(cf. 6163.1 - Library Media Centers)*

The Superintendent/Principal or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials.

*(cf. 4131 - Staff Development)*

The Superintendent/Principal or designee shall encourage, as a supplement to teacher instruction, the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent/Principal or designee may collaborate with community organizations to share resources and seek grant opportunities.

*(cf. 1230 - School-Connected Organizations)*  
*(cf. 1240 - Volunteer Assistance)*  
*(cf. 1260 - Educational Foundation)*  
*(cf. 1700 - Relations between Private Industry and the Schools)*  
*(cf. 3290 - Gifts, Grants and Bequests)*  
*(cf. 6020 - Parent Involvement)*  
*(cf. 6153 - School-Sponsored Trips)*

The Superintendent/Principal or designee shall regularly evaluate and report to the Board regarding the implementation of arts education at each grade level and program effectiveness in enabling students to meet academic standards.

*(cf. 0500 - Accountability)*

## VISUAL AND PERFORMING ARTS EDUCATION (continued)

### Arts and Music Block Grants

Any state funding received through arts and music block grants shall be used only for hiring additional staff, purchasing new materials, books, supplies, and equipment, and/or implementing or increasing staff development opportunities as needed to support standards-aligned arts and music instruction. (SB 77, Item 6110-265-0001, Statutes of 2007)

#### *Legal Reference:*

##### EDUCATION CODE

8820-8830 *Arts Work Visual and Performing Arts Educational Program*

8950-8957 *California summer school of the arts*

32060-32066 *Toxic art supplies*

35330 *Field trips*

51210 *Course of study, grades 1-6*

51220 *Course of study, grades 7-12*

51225.3 *Graduation requirements*

58800-58805 *Specialized secondary programs*

60200-60206 *Instructional materials, elementary schools*

60400-60411 *Instructional materials, high schools*

99200-99206 *Subject matter projects*

##### UNCODIFIED STATUTE

SB 77, Ch. 171, Statutes of 2007, Item 6110-265-0001 *Arts and music block grant*

#### *Management Resources:*

##### CSBA PUBLICATIONS

*Maximizing School Board Leadership: Curriculum Development, 1996*

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade 12, 2004*

*Visual and Performing Arts Content Standards, January 2001*

*Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001*

##### WEB SITES:

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

Arts Education Partnership: <http://aep-arts.org>

California Alliance for Arts Education: <http://www.artsed411.org>

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

California Art Education Association: <http://www.caea-arteducation.org>

California Association for Music Education: <http://www.calmusiced.com>

California Dance Education Association: <http://www.cdeadance.org>

California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: [http://www.cetoweb.org/ceta\\_pages](http://www.cetoweb.org/ceta_pages)

The California Arts Project: <http://csmp.ucop.edu/tcap>

**PHYSICAL EDUCATION AND ACTIVITY**

The Board of Trustees recognizes the positive benefits of physical activity on student health and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

*(cf. 5030 - Student Wellness)*  
*(cf. 6142.8 - Comprehensive Health Education)*

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The Superintendent/Principal or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6143 - Courses of Study)*

The district's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent/Principal or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

*(cf. 3514 - Environmental Safety)*  
*(cf. 5141.7 - Sun Safety)*

**Staffing**

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

## **PHYSICAL EDUCATION AND ACTIVITY (continued)**

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.2 - Certification)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

*(cf. 4131 - Staff Development)*

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

### **Physical Fitness Testing**

The Superintendent/Principal or designee shall annually administer the physical fitness test designated by the State Board of Education to students in grades 5 and 7. (Education Code 60800; 5 CCR 1041)

### **Temporary Exemptions**

The Superintendent/Principal or designee may grant a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

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

### **Additional Opportunities for Physical Activity**

The Superintendent/Principal or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

*(cf. 1330.1 - Joint Use Agreements)*

*(cf. 5142.2 - Safe Routes to School Program)*

*(cf. 5148 - Child Care and Development Program)*

*(cf. 5148.2 - Before/After School Program)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

## **PHYSICAL EDUCATION AND ACTIVITY (continued)**

### **Program Evaluation**

The Superintendent/Principal or designee shall annually report to the Board the results of the state physical fitness testing for each school and applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level and any other data agreed upon by the Board and the Superintendent/Principal or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity.

*(cf. 0500 - Accountability)*

*(cf. 6190 - Evaluation of the Instructional Program)*

#### *Legal Reference:*

##### EDUCATION CODE

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes

60800 Physical performance test

##### CODE OF REGULATIONS, TITLE 5

1040-1048 Physical performance test

3051.5 Adapted physical education for individuals with exceptional needs

10060 Criteria for high school physical education programs

##### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

##### UNITED STATES CODE, TITLE 42

1751 Note Local wellness policy

##### ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 230 (1970)

*Management Resources: (see next page)*

## PHYSICAL EDUCATION AND ACTIVITY (continued)

### *Management Resources:*

#### CSBA PUBLICATIONS

*Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010*

*Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010*

*Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009*

*Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009*

*Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009*

*Physical Education and California Schools, Policy Brief, rev. October 2007*

*Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007*

*Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009*

*Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005*

*Adapted Physical Education Guidelines for California Schools, 2003*

#### CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

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

#### U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

*2008 Physical Activity Guidelines for Americans, October 2008*

#### WEB SITES

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

California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>

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

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

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

Educational Data System, California physical fitness: <http://www.eddata.com/projects/current/cpf>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

President's Council on Physical Fitness and Sports: <http://www.fitness.gov>

The California Endowment: <http://www.calendow.org>

U.S. Department of Health and Human Services: <http://www.health.gov>

**PHYSICAL EDUCATION AND ACTIVITY****Definitions**

*Physical education* is a sequential educational program that teaches students to understand and participate in regular physical activity for developing and maintaining physical fitness throughout their lifetimes, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

*Physical activity* is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

*Moderate physical activity* is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

*Vigorous physical activity* is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

**Instructional Time**

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

**Monitoring Moderate to Vigorous Physical Activity**

To monitor whether students are engaged in moderate to vigorous physical activity for at least 50 percent of physical education class or session time, the Superintendent/Principal or designee may:

1. Develop methods to estimate the amount of time students spend in moderate to vigorous physical activity or the number of students who are inactive during physical education classes
2. Provide physical education teachers with staff development, self-monitoring tools, stopwatches, and/or heart rate monitors to assist them in planning and assessing the level of activity in their classes

(cf. 4115 - Evaluation/Supervision)

## **PHYSICAL EDUCATION AND ACTIVITY (continued)**

### **Physical Fitness Testing**

During the annual assessment window between the months of February through May, students in grades 5 and 7 shall be administered the physical fitness test designated by the State Board of Education. (Education Code 60800; 5 CCR 1041)

*(cf. 6162.5 - Student Assessment)*

The Superintendent/Principal or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent/Principal may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and California Department of Education for all matters related to the physical fitness test. His/her duties shall be those specified in 5 CCR 1043.4, including, but not limited to, overseeing the administration of the test and the collection and return of all test data to the test contractor. (5 CCR 1043.4)

Students shall be provided with their individual results after completing the physical performance testing. The test results may be provided in writing or orally as the student completes the testing and shall be included in his/her cumulative record. (Education Code 60800; 5 CCR 1043.10, 1044)

*(cf. 5125 - Student Records)*

Each student's test results shall also be provided to his/her parents/guardians.

The Superintendent/Principal or designee shall report the aggregate results of the physical fitness testing in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

*(cf. 0510 - School Accountability Report Card)*

### **Testing Variations**

All students may be administered the state's physical fitness test with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

**PHYSICAL EDUCATION AND ACTIVITY** (continued)

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital
3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

*(cf. 6159 - Individualized Education Program)*

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

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that they are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

**Additional Opportunities for Physical Activity**

The Superintendent/Principal or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

**PHYSICAL EDUCATION AND ACTIVITY** (continued)

1. Training recess and lunch supervisors on methods to engage students in moderate to vigorous physical activity

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4231 - Staff Development)*

*(cf. 5030 - Student Wellness)*

2. Encouraging teachers to incorporate physical activity into the classroom

3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, special events, and competitions

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs

*(cf. 5148 - Child Care and Development Program)*

*(cf. 5148.2 - Before/After School Program)*

5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students and community members to engage in recreational activities

*(cf. 1330.1 - Joint Use Agreements)*

6. Developing business partnerships to maximize resources for physical activity equipment and programs

*(cf. 1700 - Relations Between Private Industry and the Schools)*

7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school

*(cf. 5142.2 - Safe Routes to School Program)*

**COMPREHENSIVE HEALTH EDUCATION**

The Board of Trustees believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors. The district's health education program shall be part of a coordinated school health system which supports the well-being of students and is linked to district and community services and resources.

- (cf. 1020 - Youth Services)*
- (cf. 3513.3 - Tobacco-Free Schools)*
- (cf. 3514 - Environmental Safety)*
- (cf. 3550 - Food Service/Child Nutrition Program)*
- (cf. 3554 - Other Food Sales)*
- (cf. 5131.6 - Alcohol and Other Drugs)*
- (cf. 5131.63 - Steroids)*
- (cf. 5141.22 - Infectious Diseases)*
- (cf. 5141.23 - Asthma Management)*
- (cf. 5141.3 - Health Examinations)*
- (cf. 5141.32 - Health Screening for School Entry)*
- (cf. 5141.4 - Child Abuse Prevention and Reporting)*
- (cf. 5141.6 - School Health Services)*
- (cf. 5141.7 - Sun Safety)*
- (cf. 5142 - Safety)*
- (cf. 5146 - Married/Pregnant/Parenting Students)*
- (cf. 6164.2 - Guidance/Counseling Services)*

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition education and physical activity.

- (cf. 0200 - Goals for the School District)*
- (cf. 5030 - Student Wellness)*
- (cf. 6142.7 - Physical Education)*

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-8 which is aligned with the state's content standards and curriculum framework. The Superintendent/Principal or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

- (cf. 6011 - Academic Standards)*
- (cf. 6141 - Curriculum Development and Evaluation)*
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*
- (cf. 6143 - Courses of Study)*

**COMPREHENSIVE HEALTH EDUCATION** (continued)

As appropriate, the Superintendent/Principal or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1240 - Volunteer Assistance)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6145.8 - Assemblies and Special Events)*

*(cf. 6162.8 - Research)*

The Superintendent/Principal or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards and effective instructional methodologies.

*(cf. 4131 - Staff Development)*

The Superintendent/Principal or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, and student achievement of district standards for health education.

*(cf. 0500 - Accountability)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

**COMPREHENSIVE HEALTH EDUCATION (continued)**

*Legal Reference:*

EDUCATION CODE

8850.5 *Family relationships and parenting education*  
35183.5 *Sun protection*  
49413 *First aid training*  
49430-49436 *Pupil Nutrition, Health and Achievement Act of 2001*  
49490-49494 *School breakfast and lunch programs*  
49500-49505 *School meals*  
51202 *Instruction in personal and public health and safety*  
51203 *Instruction on alcohol, narcotics and dangerous drugs*  
51210 *Areas of study*  
51210.8 *State content standards for health education*  
51220.5 *Parenting skills; areas of instruction*  
51260-51269 *Drug education*  
51513 *Personal beliefs*  
51880-51881.5 *Health education, legislative findings and intent*  
51890-51891 *Comprehensive health education programs*  
51913 *District health education plan*  
51920 *Inservice training, health education*  
51930-51939 *Comprehensive sexual health and HIV/AIDS prevention education*  
CALIFORNIA CODE OF REGULATIONS, TITLE 5  
11800-11801 *District health education plan*

*Management Resources:*

CSBA PUBLICATIONS

*Asthma Management in the Schools, Policy Brief, March 2008*  
*Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007*  
*Physical Education and California Schools, Policy Brief, rev. October 2007*  
*Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, March 2007*  
*Sun Safety in Schools, Policy Brief, July 2006*  
*Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006*  
AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATIONS  
*National Health Education Standards: Achieving Excellence, 2007*

*Management Resources continued: (see next page)*

**COMPREHENSIVE HEALTH EDUCATION (continued)**

*Management Resources: (continued)*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

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

WEB SITES

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

American Association for Health Education: <http://www.aahperd.org>

American School Health Association: <http://www.ashaweb.org>

California Association of School Health Educators: <http://www.cashe.org>

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

California Department of Public Health: <http://www.cdph.ca.gov>

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

California Subject Matter Project, Physical Education-Health Project: <http://csmp.ucop.edu/cpehp>

Center for Injury Prevention Policy and Practice: <http://www.cipp.org>

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

National Center for Health Education: <http://www.nche.org>

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

**COMPREHENSIVE HEALTH EDUCATION**

**Content of Instruction**

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs

*(cf. 3513.3 - Tobacco-Free Schools)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5131.63 - Steroids)*

2. Human growth, development, and sexual health

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)*

3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, prevention of brain and spinal cord injuries, violence prevention, topics related to bullying and harassment, and Internet safety.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3543 - Transportation Safety and Emergencies)*  
*(cf. 5131 - Conduct)*  
*(cf. 5138 - Conflict Resolution/Peer Mediation)*  
*(cf. 5142 - Safety)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*  
*(cf. 5145.9 - Hate-Motivated Behavior)*  
*(cf. 6163.4 - Student Use of Technology)*

4. Mental, emotional, and social health\

*(cf. 5137 - Positive School Climate)*  
*(cf. 5141.52 - Suicide Prevention)*  
*(cf. 5149 - At-Risk Students)*

5. Nutrition and physical activity

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 6142.7 - Physical Education)*

6. Personal and community health

**COMPREHENSIVE HEALTH EDUCATION** (continued)

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases such as asthma and diabetes, emergency procedures, and the effect of behavior on the environment.

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*  
*(cf. 5141 - Health Care and Emergencies)*  
*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5141.23 - Asthma Management)*  
*(cf. 5141.7 - Sun Safety)*  
*(cf. 6142.5 - Environmental Education)*

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services

*(cf. 5141.6 - School Health Services)*

4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

**Exemption from Health Instruction**

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with his/her religious training and beliefs, including personal moral convictions. (Education Code 51240)

*(cf. 5020 - Parent Rights and Responsibilities)*  
*(cf. 5022 - Student and Family Privacy Rights)*  
*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*  
*(cf. 6145.8 - Assemblies and Special Events)*

Students so excused shall be given an alternative educational activity.

**COMPREHENSIVE HEALTH EDUCATION** (continued)

**Involvement of Health Professionals**

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs

*(cf. 1325 - Advertising and Promotion)*

**READING/LANGUAGE ARTS INSTRUCTION**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Chualar Union Elementary School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent/Principal or designee.

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

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

*(cf. 6143 - Courses of Study)*

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

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

*(cf. 6011 - Academic Standards)*

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

The Superintendent/Principal or designee shall provide professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' developing literacy, and the ability to draw from a variety of instructional strategies and materials.

*(cf. 4131 - Staff Development)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

*(cf. 4231 - Staff Development)*

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

## **READING/LANGUAGE ARTS INSTRUCTION (continued)**

*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6163.1 - Library Media Centers)*

The Superintendent/Principal or designee shall regularly provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

*(cf. 0500 - Accountability)*  
*(cf. 6000 - Concepts and Roles)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6190 - Evaluation of the Instructional Program)*  
*(cf. 9000 - Role of the Board)*

### **Grades K-3**

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

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills
2. A strong literature, language, and comprehension program that includes a balance of oral and written language
3. Ongoing diagnosis of students' skills
4. An early intervention program that provides assistance to students at risk of reading failure

### **Grades 4-8**

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-8.

**READING/LANGUAGE ARTS INSTRUCTION** (continued)

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.

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

**Supplementary Reading Instruction for Grades K-4**

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

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 5123 - Promotion/Acceleration/Retention)*  
*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer School)*  
*(cf. 6179 - Supplemental Instruction)*

*Legal Reference: (see next page)*

**READING/LANGUAGE ARTS INSTRUCTION (continued)**

*Legal Reference:*

EDUCATION CODE

41505-41508 *Pupil Retention Block Grant*  
41530-41532 *Professional Development Block Grant*  
44277 *Professional growth activities*  
44735 *Teaching as a Priority Block Grant*  
44755-44757.5 *Teacher Reading Instruction Development Program, K-3*  
51210 *Areas of study, grades 1-6*  
51220 *Areas of study, grades 7-12*  
51700-51702 *Reading First*  
53000-53006 *Comprehensive Reading Leadership Program*  
60119 *Sufficiency of textbooks and instructional materials*  
60200.4 *Fundamental skills*  
60350-60352 *Core reading program instructional materials*  
60605 *State-adopted content and performance standards in core curricular areas*  
99220-99221 *California Reading Professional Development Institutes*  
99230-99242 *Mathematics and Reading Professional Development Program (AB 466 trainings)*

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

53025-53032 *Intensive reading program for grades K-4*

CODE OF REGULATIONS, TITLE 5

9535 *Purchase of nonadopted core reading program instructional materials*  
11980-11985 *Mathematics and Reading Professional Development Program (AB 466 trainings)*  
11991-11991.2 *Reading First achievement index*

UNITED STATES CODE, TITLE 20

6361-6368 *Reading First Program*  
6371-6376 *Early Reading First Program*  
6381-6381k *Even Start Family Literacy Program*  
6383 *Improving literacy through school libraries*

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Every Child a Reader, 1995*

*English-Language Arts Framework for California Public Schools*

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

*Recommended Literature: Kindergarten Through Grade Twelve*

U.S. DEPARTMENT OF EDUCATION GUIDANCE

*Guidance for the Reading First Program, April 2002*

WEB SITES

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

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

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

**READING/LANGUAGE ARTS INSTRUCTION**

**Reading First Program**

Any funds received through a subgrant of the federal Reading First program shall be used to enhance reading instruction for students in grades K-3 and/or special education students in grades K-8. Funding may be used for the following purposes: (Education Code 51700; 20 USC 6361-6362)

1. Purchasing and implementing instructional and supplemental materials that are based on scientifically based reading research as defined in 20 USC 6368 and that are aligned with the state's reading/language arts content standards adopted pursuant to Education Code 60605

*(cf. 6011 - Academic Standards)*

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

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

*(cf. 6161.11 - Supplementary Instructional Materials)*

2. Providing professional development opportunities in reading/language arts

*(cf. 4131 - Staff Development)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

*(cf. 4231 - Staff Development)*

3. Hiring reading coaches and/or reading content experts

4. Purchasing reading/language arts assessments

*(cf. 6162.5 - Student Assessment)*

5. Other purposes specified in 20 USC 6362(c)(7), including:

- a. Collecting, summarizing, and reporting program data

*(cf. 0500 - Accountability)*

- b. Promoting reading and library programs that provide access to engaging reading material

*(cf. 6163.1 - Library Media Centers)*

- c. Implementing family literacy programs

- d. Providing training in the essential components of reading instruction for parents/guardians or other volunteers who serve as reading tutors

*(cf. 1240 - Volunteer Assistance)*

**READING/LANGUAGE ARTS INSTRUCTION** (continued)

- e. Assisting parents/guardians to encourage reading and support their child's reading development

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

The Superintendent/Principal or designee shall monitor the progress of the school when receiving Reading First grant funds and shall annually report to the Board of Trustees the district's Reading First Achievement Index established pursuant to 5 CCR 11991-11991.2.

Regulation  
approved:

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California

**MATHEMATICS INSTRUCTION**

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

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

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

The Superintendent/Principal or designee shall ensure that all students have many opportunities to take the full range of mathematics course options.

*(cf. 6143 - Courses of Study)*

The Board shall establish specific content and performance standards in mathematical skills, concepts and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention.

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

*(cf. 4131 - Staff Development)*

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

*(cf. 0440 - District Technology Plan)*

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

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

*(cf. 6161.11 - Supplementary Instructional Materials)*

*Legal Reference: (see next page)*

**MATHEMATICS INSTRUCTION** (continued)

*Legal Reference:*

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

*Management Resources:*

CDE PUBLICATIONS

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

Mathematics Framework for California Public Schools, 1992

**SCIENCE INSTRUCTION**

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

*(cf. 0440 - District Technology Plan)*  
*(cf. 6142.92 - Mathematics Instruction)*  
*(cf. 6143 - Courses of Study)*

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

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

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

*Legal Reference:*

EDUCATION CODE  
51210 Areas of study, grades 1 through 6  
51220 Areas of study, grades 7 through 12

*Management Resources:*

CDE PUBLICATIONS  
Science Framework for California Public Schools, 1990  
SBE POLICIES  
*Policy Statement on the Teaching of Natural Sciences, January 13, 1989*

**HISTORY-SOCIAL SCIENCE INSTRUCTION**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Chualar Union Elementary School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent/Principal or designee.

The Board of Trustees believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The district's history-social science education program shall be designed to develop students' knowledge of historical events within a chronological and geographic context and shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

*(cf. 6143 - Courses of Study)*

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills that students shall be expected to achieve at each grade level.

*(cf. 6011 - Academic Standards)*

The Superintendent/Principal or designee shall develop a comprehensive, sequential curriculum that is aligned with the district standards and is consistent with the state's curriculum framework. At each grade level, the curriculum shall integrate age-appropriate instruction designed to develop student achievement in the following areas:

1. Knowledge and cultural understanding, including historical, ethical, cultural, geographic, economic, and sociopolitical literacy
2. Democratic understanding and civic values, including an understanding of national identity; constitutional heritage; and an individual's civic values, rights, and responsibilities
3. Skills attainment and social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship

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

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

## **HISTORY-SOCIAL SCIENCE INSTRUCTION** (continued)

The district's history-social science curriculum shall include a multicultural education component which is designed to teach students to respect and appreciate cultural diversity and different points of view while also developing their understanding of commonalities and collective experiences. The curriculum shall reflect the experiences of men and women and of various cultural, ethnic, racial, religious, and social groups and their contributions to the history, life, and culture of the local community, California, the United States, and other nations.

*(cf. 6115 - Ceremonies and Observances)*  
*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. In addition, teachers are encouraged to supplement the curriculum through the use of biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

*(cf. 0400 - District Technology Plan)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 6161 - Equipment, Books and Materials)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6162.6 - Use of Copyrighted Materials)*  
*(cf. 6163.1 - Library Media Centers)*

The Superintendent/Principal or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

*(cf. 4131 - Staff Development)*

The Superintendent/Principal or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, test results from the Standardized Testing and Reporting Program at applicable grade levels, and feedback from students, parents/guardians, and staff regarding the program.

*(cf. 0500 - Accountability)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*Legal Reference: (see next page)*

**HISTORY-SOCIAL SCIENCE INSTRUCTION (continued)**

*Legal Reference:*

EDUCATION CODE

- 33540 *History-social science curriculum framework*
- 51204 *Course of study designed for student's needs*
- 51204.5 *History of California; contributions of men, women, and ethnic groups*
- 51210 *Course of study, grades 1-6*
- 51220 *Course of study, grades 7-12*
- 51220.2 *Instruction in legal system; teen or peer court programs*
- 51221 *Social science course of study, inclusion of instruction in use of natural resources*
- 51221.3-51221.4 *Instruction on World War II and Vietnam War; use of oral histories*
- 51225.3 *High school graduation requirements*
- 60040-60051 *Criteria for instructional materials*
- 60119 *Public hearing on the sufficiency of instructional materials*
- 60200-60206 *Instructional materials, grades K-8*
- 60400-60411 *Instructional materials, grades 9-12*
- 60420-60424 *Instructional Materials Funding Realignment Program*
- 60640-60649 *Standardized Testing and Reporting Program*
- 99200-99206 *Subject matter projects*

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, rev. 2005*

*Model Curriculum for Human Rights and Genocide, 2000*

*History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998*

WEB SITES

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

California Council for the Humanities: <http://www.calhum.org>

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

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

California History-Social Science Course Models: <http://www.history.ctaponline.org>

California Subject Matter Project: <http://csmf.ucop.edu>

National Association for Multicultural Education: <http://www.nameorg.org>

National Council for History Education: <http://www.nche.net>

**COURSES OF STUDY**

The Board of Trustees recognizes that a well-articulated sequence of courses fosters academic progress and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and/or the workplace.

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

The Superintendent/Principal or designee shall establish processes for ensuring the articulation of courses across grade levels within the district school and, as necessary, shall work with representatives of appropriate area districts to ensure articulation of courses between elementary and secondary schools.

**Elementary Grades**

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

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

**Secondary Grades**

The district shall offer all otherwise qualified students in secondary grades a course of study that, upon graduation from high school, prepares them to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry. (Education Code 51228)

*Legal Reference: (see next page)*

**COURSES OF STUDY (continued)**

*Legal Reference:*

EDUCATION CODE

- 33319.3 Driver education; CDE materials on road rage*
- 33540 Government and civics instruction in interaction with government agencies*
- 48980 Parental notifications*
- 51202 Instruction in personal and public health and safety*
- 51203 Instruction on alcohol, narcotics and restricted dangerous drugs*
- 51204 Course of study designed for student's needs*
- 51204.5 History of California; contributions of men, women and ethnic groups*
- 51210-51212 Areas of study for grades 1-6*
- 51220-51229 Course of study for grades 7-12*
- 51241 Exemption from physical education*
- 51911-51921 Comprehensive health educational plans*
- 51930-51939 California Comprehensive Sexual Health and HIV/AIDS Prevention Act*
- 51940 Curriculum for brain and spinal cord injury prevention*
- 53278-53280 Supplemental School Counseling Program*
- 66204 Certification of high school courses as meeting university admission criteria*

HEALTH AND SAFETY CODE

- 11032 Definition of dangerous drugs*

CODE OF REGULATIONS, TITLE 5

- 10020-10049 Automobile driver education and training*
- 10060 Physical education program*

UNITED STATES CODE, TITLE 20

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

*Management Resources:*

WEB SITES

- CSBA: <http://www.csba.org>*
- California Career Resource Network: <http://www.californiacareers.info>*
- California Colleges.edu: <http://www.californiacolleges.edu>*
- California Department of Education: <http://www.cde.ca.gov>*
- University of California, Certified Course Lists: <http://doorways.ucop.edu/list>*
- University of California, College Prep Online Courses and Services: <http://www.uccp.org>*

**COURSES OF STUDY**

**Grades 1-6**

Courses of study for grades 1 through 6 shall include the following:

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

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Mathematics: concepts, operational skills and problem solving (Education Code 51210)

*(cf. 6142.92 - Mathematics Instruction)*

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in:  
a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

- b. The development of the American economic system, including the role of the entrepreneur and labor
- c. The relations of persons to their human and natural environments
- d. Eastern and western cultures and civilizations
- e. Contemporary issues
- f. The wise use of natural resources

*(cf. 6142.5 - Environmental Education)*

**COURSES OF STUDY** (continued)

4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

*(cf. 6142.93 - Science Instruction)*

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

*(cf. 6142.6 - Visual and Performing Arts Education)*

6. Health: principles and practices of individual, family, and community health (Education Code 51210)

The adopted course of study shall provide instruction at the appropriate grade levels and subject areas in: (Education Code 51202)

- a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available
- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of our environment
- d. Venereal disease

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

*(cf. 5131.6 - Alcohol and Other Drugs)*

7. Physical education, with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

*(cf. 6142.7 - Physical Education)*

8. Career awareness exploration

**Grades 7-8**

Courses of study for grades 7 through 8 shall include the following:

**COURSES OF STUDY** (continued)

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

1. English: knowledge and appreciation of literature, language and composition, and the skills of reading, listening, and speaking (Education Code 51220)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, with instruction in: (Education Code 51220)

- a. The history, resources, development, and government of California and the United States, including:

- (1) Early California history, and the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the nation, with particular emphasis on the role of these groups in contemporary society (Education Code 51204.5)

- (2) World War II and the American role in that war and the Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war

- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program. (Education Code 51220.2)

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

- c. The development of the American economic system, including the role of the entrepreneur and labor

- d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

*(cf. 6142.5 - Environmental Education)*

- e. Eastern and western cultures and civilizations

**COURSES OF STUDY** (continued)

- f. Human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust
- g. Contemporary issues

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

- 3. Foreign language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)
- 4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

*(cf. 6142.7 - Physical Education)*

- 5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

*(cf. 6142.93 - Science Instruction)*

- 6. Mathematics: mathematical understandings, operational skills and problem-solving procedures; algebra (Education Code 51220, 51224.5)

*(cf. 6142.92 - Mathematics Instruction)*

- 7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

*(cf. 6142.6 - Visual and Performing Arts Education)*

- 8. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture (Education Code 51220)
- 9. HIV/AIDS prevention (Education Code 51934)

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

- 10. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

**COURSES OF STUDY** (continued)

- a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available
- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of our environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development

*(cf. 5131.6 - Alcohol and Other Drugs)*

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education that address at least all of the following: (Education Code 51220.5)

1. Child growth and development
2. Parental responsibilities
3. Household budgeting
4. Child abuse and neglect issues
5. Personal hygiene
6. Maintenance of healthy relationships
7. Teen parenting issues
8. Self-esteem

**CONTROVERSIAL ISSUES**

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

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

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

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

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 5145.2 - Freedom of Speech/Expression)*

*Legal Reference:*

EDUCATION CODE

- 51510 Prohibited study or supplemental materials*
- 51511 Religious matters properly included in courses of study*
- 51530 Prohibition and definition re advocating or teaching communism with intent to indoctrinate*
- 51933 Sex education courses*
- 60040 Portrayal of cultural and racial diversity*
- 60044 Prohibited instructional materials*
- 60045 Required to be accurate, objective, current, and suited to needs and comprehension at respective grade levels*

**CONTROVERSIAL ISSUES**

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

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

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

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**

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

No extracurricular or cocurricular program or activity shall be provided or conducted separately, and no district student's participation in extracurricular and cocurricular activities shall be required or refused, based on the student's 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)

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

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

*(cf. 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.

*(cf. 3260 - Fees and Charges)*

**Eligibility Requirements**

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-8 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

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

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

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

## **EXTRACURRICULAR AND COCURRICULAR ACTIVITIES** (continued)

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

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/Principal or designee in accordance with Education Code 48850 and 49701.

*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6173.2 - Education of Children of Military Families)*

The Superintendent/Principal 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/Principal or designee shall notify local law enforcement.

*(cf. 5131 - Conduct)*  
*(cf. 5131.1 - Bus Conduct)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 6145.2 - Athletic Competition)*

### **Annual Policy Review**

The Board shall annually review this policy and implementing regulations.

*Legal Reference: (see next page)*

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES** (continued)

*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*

UNITED STATES CODE, TITLE 42

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

COURT DECISIONS

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

*Management Resources:*

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

*Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009*

WEB SITES.

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

*California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>*

*California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy/>*

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**

**Definitions**

*Extracurricular activities* are those programs that have all of the following characteristics: (Education Code 35160.5)

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in the selection, planning or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Education Code 35160.5)

*Cocurricular activities* are programs that may be associated with the curriculum in a regular classroom. (Education Code 35160.5)

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

**Eligibility Requirements**

The grade point average used to determine eligibility shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. (Education Code 35160.5)

When a student becomes ineligible to participate in the upcoming school year, or when he/she is subject to probation, the Superintendent/Principal or designee shall provide written notice to the student and his/her parents/guardians. The Superintendent/Principal shall also consult with the student's teacher(s) in deciding on a program of remediation to improve the student's academic progress.

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES** (continued)

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

**ATHLETIC COMPETITION**

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

*(cf. 3541.1 - Transportation for School-Related Trips)*

*(cf. 5137 - Positive School Climate)*

*(cf. 6142.7 - Physical Education)*

*(cf. 7110 - Facilities Master Plan)*

**Nondiscrimination and Equivalent Opportunities in the Athletic Program**

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

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

**Sportsmanship**

The Board values the quality and integrity of the athletic program and the ethical well-being and character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

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

*(cf. 3515.2 - Disruptions)*

*(cf. 4118 - Suspension/Disciplinary Action)*

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

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5131.4 - Student Disturbances)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))*

## **ATHLETIC COMPETITION (continued)**

### **Student Eligibility**

The first priority of student athletes shall be a commitment to their education and academic achievement.

*(cf. 6011 - Academic Standards)*

Eligibility requirements for participation in the district's interscholastic athletic program, including eligibility for a child in foster care or a child of a military family, are the same as those set by the district for participation in extracurricular and cocurricular activities.

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 5111.1 - District Residency)*

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

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

### **Health and Safety**

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

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

*(cf. 5141 - Health Care and Emergencies)*

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

*(cf. 5141.22 - Infectious Diseases)*

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

*(cf. 5131.61 - Drug Testing)*

*(cf. 5131.63 - Steroids)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5143 - Insurance)*

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent/Principal or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

**ATHLETIC COMPETITION** (continued)

*(cf. 5142 - Safety)*

**Supervision**

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

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

*Legal Reference: (see next page)*

**ATHLETIC COMPETITION (continued)**

*Legal Reference:*

EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*  
270-271 *Athletes' Bill of Rights*  
17578 *Cleaning and sterilizing of football equipment*  
17580-17581 *Football equipment*  
32221.5 *Required insurance for athletic activities*  
33353-33353.5 *California Interscholastic Federation; implementation of policies, insurance program*  
33354 *California Department of Education authority over interscholastic athletics*  
35160.5 *District policies; rules and regulations*  
35161 *Powers and duties generally*  
35179 *Interscholastic athletics*  
48850 *Interscholastic athletics; students in foster care*  
48900 *Grounds for suspension and expulsion*  
48930-48938 *Student organizations*  
49020-49023 *Athletic programs; legislative intent, equal opportunity*  
49030-49034 *Performance-enhancing substances*  
49700-49701 *Education of children of military families*  
60850-60859 *High school exit examination*

PENAL CODE

245.6 *Hazing*

CODE OF REGULATIONS, TITLE 5

4900-4965 *Nondiscrimination in elementary and secondary education programs*  
5531 *Supervision of extracurricular activities of students*  
5590-5596 *Employment of noncertificated coaches*

UNITED STATES CODE, TITLE 20

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.31-106.42 *Discrimination on the basis of sex in education programs or activities prohibited*

COURT DECISIONS

*Kahn v. East Side Union High School District*, (2004) 31 Cal. 4th 990t  
*Hartzell v. Connell*, (1984) 35 Cal. 3d 899

*Management Resources:*

CSBA PUBLICATIONS

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

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

*Compact on Educational Opportunity for Military Children: Preliminary Final Report*, March 2009

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

*A Guide to Equity (Equity Handbook)*

*Pursuing Victory with Honor*, 1999

*California Interscholastic Federation Constitution and Bylaws*

WEB SITES

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

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

California Interscholastic Federation: <http://www.cifstate.org>

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

National Operating Committee on Standards for Athletic Equipment: <http://www.nocsae.org>

**ATHLETIC COMPETITION**

**Nondiscrimination and Equivalent Opportunities in the Athletic Program**

No person shall on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics. (5 CCR 4920)

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

The Superintendent/Principal or designee may provide single-sex teams where selection for the teams is based on competitive skills. (34 CFR 106.41; 5 CCR 4921)

When the school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for a team, regardless of sex, sexual orientation, or other protected group status. (5 CCR 4921)

When determining whether equivalent opportunities are available to both sexes in athletic programs, the Superintendent/Principal or designee shall consider, among other factors: (5 CCR 4922)

1. Whether the selection of sports and levels of competition offered effectively accommodate the interests and abilities of both sexes

To help ensure that the district's athletic program effectively accommodates the interests and abilities of both sexes in athletics, the district shall use the following criteria: (Education Code 230)

- a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments
- b. When the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex
- c. When the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and a continuing practice of program expansion as required in item #b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program

**ATHLETIC COMPETITION** (continued)

2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms and practice and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity
11. Provision of necessary funds

**Parental Notifications**

Before a student participates in interscholastic athletic activities, the Superintendent/Principal or designee shall send a notice to the student's parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*

2. Includes a copy of the Athletes' Bill of Rights pursuant to Education Code 271
3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to provide for every participant's health and welfare

*(cf. 3530 - Risk Management/Insurance)*

4. Provides information about insurance protection pursuant to Education Code 32221.5

*(cf. 5143 - Insurance)*

**ATHLETIC COMPETITION** (continued)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

*(cf. 3541.1 - Transportation for School-Related Trips)*

6. States the Board of Trustees' expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

**Instruction**

E 6145.2

**ATHLETIC COMPETITION**

**PLEASE SEE DISTRICT MATERIAL IN THE DISTRICT OFFICE FOR  
EXHIBIT 6145.2 ENTITLED "AFTER-SCHOOL SPORTS PERMISSION SLIP".**

Exhibit  
version:

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California

**STUDENT ORGANIZATIONS AND EQUAL ACCESS**

The Board of Trustees believes that student groups or clubs reinforce the instructional program, give students experience in civics and government, and provide social and recreational activities. Student groups also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging. Prior to meeting on school grounds, all student groups shall be authorized by the Superintendent/Principal or designee in accordance with Board policy and administrative regulation.

*(cf. 1321 - Solicitation of Funds from and by Students)*  
*(cf. 3452 - Student Activity Funds)*  
*(cf. 6142.3 - Civic Education)*  
*(cf. 6142.4 - Service Learning/Community Service Classes)*

In order to maintain a closed forum on school campus, only student-initiated groups that relate directly to the curriculum shall be allowed to meet on school premises during noninstructional time.

All curriculum-related student clubs or groups shall have equal access to the school media to announce meetings, including, but not limited to, the public address system, the school newspaper, the school bulletin board, and school web site.

Noncurriculum-related student groups are subject to the requirements specified in Board policy and administrative regulation for community groups regarding the use of district facilities for meetings and the right to distribute materials to students.

*(cf. 1325 - Advertising and Promotion)*  
*(cf. 1330 - Use of School Facilities)*  
*(cf. 3515.2 - Disruptions)*

**STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)**

3. Employees of the school shall be present at religious meetings only in a nonparticipatory capacity.
4. The meeting shall not materially and substantially interfere with the orderly conduct of educational activities within the school.
5. Nonschool persons shall not direct, conduct, control, or regularly attend activities of student groups.

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

All student clubs or groups shall have equal access to the school media to announce meetings, including the public address system, the school newspaper, bulletin boards, and school web site. However, the Superintendent/Principal or designee may issue a disclaimer that such activities are not school-sponsored.

All noncurriculum-related student groups shall be given equal access to meeting space, school equipment, and supplies.

The school shall not deny equal access or a fair opportunity to meet to, or otherwise discriminate against any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (20 USC 7905)

*Legal Reference: (see next page)*

BP 6145.5(c)

## **STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)**

*Legal Reference:*

*EDUCATION CODE*

*52 Designation of secondary schools*

*53 Designation of high schools*

*200-262.3 Prohibition of discrimination on the basis of sex*

*38130-38138 Civic Center Act*

*48900 Hazing*

*48907 Student exercise of free expression*

*48930-48938 Student organizations*

48950 Freedom of speech  
49020-49023 Athletic programs  
PENAL CODE  
627-627.10 Access to school premises  
CODE OF REGULATIONS, TITLE 5  
2 Definitions  
5531 Supervision of extracurricular activities of students  
UNITED STATES CODE, TITLE 20  
4071-4074 Equal Access Act  
7904 School prayer  
7905 Boy Scouts equal access  
UNITED STATES CODE, TITLE 36  
20101-240112 Patriotic organizations  
COURT DECISIONS  
Prince v. Jacoby, (2001) 303 F.3d 1074  
Culbertson et al. v. Oakridge School District, (2002) 258 F.3d 1061  
Good News Club et al. v. Milford Central School, (2001) 121 S.Ct. 2093  
Ceniceros v. Board of Trustees of the San Diego Unified School District, (1997) 106 F.3d 878  
Board of Education of Westside Community School District v. Mergens By and Through Mergens (1989, 8th Cir.) 867 F.2d 1076  
Perumal et al v. Saddleback Valley Unified School District, (1988) 198 Cal. App. 3d 64  
Student Coalition for Peace v. Lower Merion School District Board of Directors, (1985) 776 F.2d. 431  
Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

WEB SITES

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

Policy  
adopted:  
**Instruction**

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California  
AR 6145.5(a)

**STUDENT ORGANIZATIONS AND EQUAL ACCESS**

In order to maintain a closed forum at the district school, the Superintendent/Principal or designee shall ensure that all school-sponsored student organizations are curriculum-related. In order to qualify as "curriculum-related," a student group shall meet one or more of the following criteria:

1. The subject matter of the group is currently taught or will be taught in a regularly scheduled course.

2. The subject matter of the group concerns the body of courses as a whole (e.g., student government).
3. Participation in the group is required for a particular course.
4. Participation in the group results in academic credit.

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. (20 USC 4071)

Students shall leave the meeting place in a clean, orderly, and secure condition after their meetings. The Superintendent/Principal or designee may deny the use of facilities to any group that he/she believes will materially disrupt the school program or threaten the health and safety of students and staff. (20 USC 4071)

AR 6145.5(b)

## **STUDENT ORGANIZATIONS AND EQUAL ACCESS** (continued)

### **Authorization for Student Groups**

Any student wishing to create either a curriculum- or noncurriculum-related student group shall first request authorization from the Superintendent/Principal or designee. The group shall provide the Superintendent/Principal or designee with the following information:

1. Name of the organization and names of student contacts
2. A statement of the organization's purposes, objectives, and activities
3. A copy of the proposed bylaws of the student group, including a description of how officers will be selected, as well as the bylaws of any off-campus organization with which the group may be affiliated
4. The name of the proposed faculty advisor, if any
5. The proposed dates, times, and location of meetings
6. Any special equipment to be used
7. A description of the qualifications for membership, if any

8. If a curriculum-related group, a statement of the relation of the club to the curriculum and/or instructional program

### **Role of Staff Adviser**

For any curriculum-related student group, the staff adviser shall provide guidance and teaching to students to ensure that the group's activities are aligned to the district's goals and objectives and shall provide supervision and leadership of the group. The Superintendent/Principal or designee shall have final authority in determining the assignment and role of the staff adviser.

For noncurriculum-related student groups, a staff adviser may be assigned voluntarily to observe meetings for purposes of maintaining order and protecting student safety. Staff advisers and other school employees shall not promote, lead, or participate in the meetings. (20 USC 4071, 4072)

A school employee may refuse to attend a meeting of a student group if the content of the speech at the meeting is contrary to the employee's beliefs. (20 USC 4071)

AR 6145.5(c)

## **STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)**

### **Hazing**

Any student who engages in hazing may be subject to discipline including, but not limited to, suspension or expulsion. *Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by the district, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. (Education Code 48900)

*(cf. 5131 - Conduct)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

Regulation  
approved:  
**Instruction**

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California  
BP 6145.8(a)

## **ASSEMBLIES AND SPECIAL EVENTS**

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

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

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

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

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

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

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

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

*Legal Reference: (see next page)*

BP 6145.8(b)

## **ASSEMBLIES AND SPECIAL EVENTS (continued)**

*Legal Reference:*

**EDUCATION CODE**

*37200-37202 School calendar*

*37220-37223 Holidays*

*46010 Total days of attendance*

*46100 Length of schoolday*

*48980 Notice at beginning of term*

*51202 Instruction in personal and public health and safety*

*51240 Excuse from instruction due to religious beliefs*

*51513 Materials containing questions about beliefs or practices*

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

Policy  
adopted:  
**Instruction**

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California  
BP 6146.3(a)

## **RECIPROCITY OF ACADEMIC CREDIT**

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

*(cf. 5111 - Admission)*  
*(cf. 5117 - Interdistrict Attendance)*  
*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*  
*(cf. 6162.5 - Student Assessment)*

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school or nonpublic nonsectarian school or agency. (Education Code 48645.5)

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of

enrollment, the Superintendent/Principal or designee shall complete the evaluation and determine the student's appropriate grade placement.

*Legal Reference: (see next page)*

BP 6146.3(b)

## **RECIPROCITY OF ACADEMIC CREDIT (continued)**

*Legal Reference:*

**EDUCATION CODE**

*35160 Authority of governing boards*

*35160.1 Broad authority of school districts*

*47612.5 Charter schools operations, general requirements*

*48011 Admission from kindergarten or other school*

*48645.5 Coursework completed in public school, juvenile court school or nonpublic nonsectarian school*

*51225.3 Requirements for graduation*

*51228 Minimum curriculum standards*

*60605 Academic content and performance standards; assessments*

*60641-60649 Standardized Testing and Reporting Program*

*64001 Single plan for student achievement*

Policy  
adopted:  
**Instruction**

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**

Chualar, California

AR 6146.3(a)

**RECIPROCITY OF ACADEMIC CREDIT**

**Definitions**

An "accredited" school is one that has received accreditation by the Western Association of Schools and Colleges (WASC) or other statewide or regional commissions or, in the case of a school outside California, by the equivalent governmental or other regional accrediting agency in that jurisdiction.

**Transfers from Accredited Schools**

Students transferring into the district from an accredited school shall receive full academic credit for previously completed courses when the sending district verifies that the student has satisfactorily completed those courses.

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

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

**Transfers from Non-Accredited Schools**

When a student transfers from any non-accredited private, public, alternative, home or charter school, academic credit shall be subject to approval by the Superintendent/Principal or designee. Credits transferred from these schools shall be fully accepted when there is

evidence that the course work completed is equivalent to similar courses offered in this district.

*(cf. 0420.4 - Charter Schools)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

The Superintendent/Principal or designee shall be responsible for determining which of the student's credits are equivalent to district requirements. Guidelines for determining equivalency shall be developed by representative certificated staff familiar with the district's academic standards and graduation requirements.

Students in grades K through 8 who transfer into the district without proof of having met the grade level proficiency standards in reading, mathematics and writing must take the appropriate standardized tests of these basic skills to facilitate proper placement.

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6162.5 - Student Assessment)*

In determining equivalency, the Superintendent/Principal and/or designated certificated staff representative may consider one or more of the following:

AR 6146.3(b)

### **RECIPROCITY OF ACADEMIC CREDIT** (continued)

1. A review of the description of academic content and time requirements of the course work completed by the student compared to academic content and time requirements at the district school
2. An examination of the student's portfolio of work, papers, completed projects, graded tests or other documents demonstrating the student's level of skill and knowledge

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

3. Verification by teacher observation, once the student has been placed in a course, that the student has reached a level of preparation consistent with his/her placement in that course

Regulation  
approved:  
**Instruction**

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**

Chualar, California

BP 6146.5

**ELEMENTARY/MIDDLE SCHOOL GRADUATION REQUIREMENTS**

In order to recognize successful completion of elementary and middle school education, the Board of Trustees shall confer diplomas of graduation from the district school and from special day and evening classes of elementary and middle grades.

*(cf. 5127 - Graduation Ceremonies and Activities)*

Diplomas shall be awarded only to students who have completed the course of study prescribed by law and the district. (Education Code 51402)

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

In addition, students shall meet district requirements for promotion based on grades, assessments or other indicators as specified in Board policy and administrative regulation.

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

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6162.5 - Student Assessment)*

*Legal Reference:*

EDUCATION CODE

*48070-48070.5 Promotion and retention*

*51400-51403 Elementary school diplomas*

*52507-52510 Requirements for eighth grade graduation (adult school)*

*60641-60647 Standardized Testing and Reporting Program*

*60648 Minimum performance levels*

Policy  
adopted:

**CHUALAR UNION ELEMENTARY SCHOOL DISTRICT**  
Chualar, California