

CONCEPTS AND ROLES

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

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 6010 - Goals and Objectives)

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

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

(cf. 6141 - Curriculum Development and Evaluation)

The Board shall:

1. Establish expected standards of student achievement for each grade level

(cf. 6011 - Academic Standards)

2. Approve the curriculum development process

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

(cf. 6143 - Courses of Study)

4. Approve and allocate funds for instructional materials and resources

(cf. 3100 - Budget)
(cf. 4143 - Negotiations/Consultation)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

5. Establish graduation requirements

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

CONCEPTS AND ROLES (continued)

6. Provide a continuing program of inservice education to keep certificated staff and the administration updated about curriculum issues, instructional strategies and available instructional materials

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

7. Review and evaluate the instructional program on the basis of program quality reviews and frequent reports by the Superintendent or designee

(cf. 6190 - Evaluation of the Instructional Program)

8. Serve as the principal advocate to the community for the instructional program provided to all students

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 9000 - Role of the Board)

The Superintendent or designee shall:

1. Review research related to curriculum issues
2. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

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

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6143 - Courses of Study)

3. Determine the general methods of instruction to be used
4. Assign instructors and schedule classes for all curricular offerings

(cf. 4113 - Assignment)

5. Direct the purchase of instructional materials and equipment

(cf. 3310 - Purchasing Procedures)

6. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal

(cf. 6162.5 - Student Assessment)

CONCEPTS AND ROLES (continued)

Comparability in Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement the district-provided core curriculum and also supplement any services which may be provided by other categorical programs.

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

Legal Reference:

EDUCATION CODE
51000-51007 Legislative intent, educational program
CODE OF REGULATIONS, TITLE 5
3940 Maintenance of effort
4424 Comparability of services
UNITED STATES CODE, TITLE 20
6321 Fiscal requirements/comparability of services

GOALS AND OBJECTIVES

The Board of Trustees believes that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace, where they will be required to adapt to emerging technologies and changing societal needs. The Board therefore desires to provide an integrated school-to-career instructional program that extends from kindergarten through high-school graduation and prepares all students to have:

1. Mastery of skills and knowledge in mathematics, English, science, civics and government, economics, history, geography, health and safety, physical education, foreign language and the arts
2. Ability to analyze, think creatively, solve problems, make decisions and apply knowledge and skills to real-life situations
3. Strong communication and interpersonal skills
4. Experience with a variety of technologies
5. A flexible personal career plan based on:
 - a. Awareness of possible career paths
 - b. Career counseling
 - c. Consecutive work-site learning experiences
 - d. An understanding of all aspects of the industry the student is preparing to enter
6. Specialized skills that can lead to career entry positions or more advanced education
7. Respect for a diversity of cultures and thoughts
8. Self-esteem
9. Awareness of the responsibilities of citizens in a democracy and the importance of community service
10. A positive work ethic, and ability to work independently or in a team
11. Ability to seek out, organize and learn new information

GOALS AND OBJECTIVES (continued)

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 6030 - Integrated Academic and Vocational Instruction)

Legal Reference:

EDUCATION CODE

51000-51007 *Legislative intent for education program, especially:*

51004 *Education goals*

51006 *Computer education and resources*

51007 *Programs to strengthen technological skills*

51041 *Evaluation of educational program*

52336-52336.5 *Career preparatory programs*

UNITED STATES CODE, TITLE 20

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

5801-6084 *National Education Reform, Goals 2001*

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

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

ACADEMIC STANDARDS

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

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

(cf. 6010 - Goals and Objectives)

Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance in accordance with Board policy. The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance.

(cf. 4115 - Evaluation/Supervision)

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

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

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

(cf. 6162.5 - Student Assessment)

(cf. 6177- Summer School)

(cf. 6190 - Evaluation of the Instructional Program)

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

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

Legal Reference: (see next page)

ACADEMIC STANDARDS (continued)

Legal Reference:

EDUCATION CODE

44662 *Evaluation of certificated employees*

51003 *Statewide academic standards*

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

Management Resources:

WEB SITES

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

PARENT INVOLVEMENT

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home

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

3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5145.6 - Parental Notifications)

4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0420.3 - School-Based Pupil Motivation and Maintenance Program)

(cf. 0420.5 - School-Based Decision Making)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

(cf. 6171 - Title I Programs)

PARENT INVOLVEMENT (continued)

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

Management Resources:

CDE PROGRAM ADVISORIES

0928.90 Guidelines for the development of policies on parent involvement, SPB: 90/91-3

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION

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

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

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

For assistance in planning, curriculum development and staff training, the district shall call upon parents/guardians, staff, and representatives of business, labor organizations, community agencies, employment training programs and/or institutions of higher education.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall examine a variety of strategies for integrating the curriculum and shall develop an integration plan for Board consideration. This plan shall include a process whereby the Board may regularly assess the district's progress toward an effective, fully integrated school-to-career instructional program.

Legal Reference:

EDUCATION CODE

51041 Evaluation of educational program
52336-52336.5 Career preparatory programs

UNITED STATES CODE, TITLE 20

5801-6084 National Education Reform Goals 2001
6101-6251 School-to-Work Opportunities Act of 1994
6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION

Strategies for integrating academic and vocational instruction may include, but shall not be limited to:

1. Making academic courses more relevant to real life and workplace situations
2. Incorporating more academic skills into vocational courses

(cf. 6178 - Vocational Education)

3. Using both academic and vocational teachers to enhance academic content in vocational courses
4. Giving teachers opportunities to collaborate in aligning the content of their courses so as to demonstrate the relationship between various disciplines
5. Establishing sequences of courses related to various career paths
6. Creating schools within a school, magnet schools and/or career high schools
7. Developing career clusters and career majors that include a planned program of job training and work experiences
8. Establishing apprenticeships under the direction of a master craftsperson
9. Establishing effective linkages between elementary, secondary and postsecondary education

SCHOOL CALENDAR

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

(cf. 4143/4243 - Negotiations/Consultation)

Each school calendar shall show the beginning and ending school dates, legal and local holidays, orientation meeting 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.

Staff development days shall not be counted as instructional days.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

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

(cf. 5145.6 - Parental Notifications)

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

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

(cf. 5113 - Absences and Excuses)

Legal Reference: (see next page)

SCHOOL CALENDAR (continued)

Legal Reference:

EDUCATION CODE

37200-37202 *School calendar*

37220-37223 *Holidays*

37252-37253.5 *Summer school*

37300-37307 *Year-Round School Demonstration Project*

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

37618 *School calendar*

37700-37707 *Four-day week*

41422 *Schools not maintained for 175 days*

44579-44579.5 *Instructional Time and Staff Development Reform Program*

46200-46205 *Incentives for longer instructional day and year*

46206 *Waiver*

48980 *Notice at beginning of term*

ELECTIONS CODE

12283 *School closures, election days*

Management Resources:

WEB SITES

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

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

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

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

(cf. 4131 - Staff Development)

Legal Reference:

EDUCATION CODE

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Kindergarten Information, June 7, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

The Uses of Time for Teaching and Learning, October 1996

Extending Learning Time for Disadvantaged Students, August 1995

NATIONAL EDUCATION COMMISSION ON TIME AND LEARNING PUBLICATIONS

Prisoners of Time, April 1994

WEB SITES

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

SCHOOL DAY

Kindergarten

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

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

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

1. The maximum school day for multitrack year-round schools operating pursuant to Education Code 37670(a) shall be 265 minutes excluding recesses. (Education Code 46111)
2. The kindergarten school day may exceed four hours if the district has established an early primary program pursuant to Education Code 8970-8974 and meets the following conditions: (Education Code 8973)
 - a. The 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 Schools

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

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

For students in grades 1 through 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 through 3 in which the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions. (Education Code 46112, 46113)

SCHOOL DAY (continued)

Secondary Schools

The minimum school day for junior high and high school students shall be 240 minutes unless otherwise provided by law. (Education Code 46141-46147)

The minimum school day shall be 180 minutes for students enrolled in a continuation high school, continuation education classes, opportunity school or classes, adult education classes, special day or Saturday vocational training program, or specified work experience program. (Education Code 46144, 46170, 46180, 46190)

The Board may authorize any student to attend fewer school days per week than scheduled as long as the student attends classes for at least 1,200 minutes during any five school days. (Education Code 46160)

CEREMONIES AND OBSERVANCES

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

(cf. 6141.6 - Multicultural Education)

Legal Reference:

EDUCATION CODE

37220-37223 Saturdays and holidays

44015.1 Week of the school administrator

45203 Paid holidays

45460 Classified employee week

52720 Daily performance of patriotic exercises in public schools

GOVERNMENT CODE

430-439 Display of flags

3540-3549.3 Meeting and negotiating

UNITED STATES CODE, TITLE 4

6 Time and occasion for display of flag

7 Position and manner of display of flag

COURT DECISIONS

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

Management Resources:

WEB SITES

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

CEREMONIES AND OBSERVANCES

Holidays

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

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

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

(cf. 6111 - School Calendar)

CEREMONIES AND OBSERVANCES (continued)**Commemorative Exercises**

District schools are encouraged to hold exercises to commemorate the following special days:

September 11 Commemoration	September 11
U.S. Constitution Day	On or near September 17
Dr. Martin Luther King Jr., Day	The Friday before the day schools are closed for this holiday
Lincoln's Birthday	The school day before the day schools are closed for this holiday
Susan B. Anthony Day	February 15
George Washington's Birthday	The Friday preceding the third Monday in February
Black American Day	March 5
Conservation, Bird and Arbor Day	March 7
Classified Employee Week	Third Week in May'

Patriotic Exercises

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

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

Display of Flag

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

CEREMONIES AND OBSERVANCES (continued)

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

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

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

CLASSROOM INTERRUPTIONS

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

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

Legal Reference:

EDUCATION CODE

32212 Classroom interruptions

CLASSROOM INTERRUPTIONS

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

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

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

School visitors and observers shall make appointments in advance.

(cf. 1250 - Visitors/Outsiders)

YEAR-ROUND SCHEDULES

The Board of Trustees believes that a year-round school schedule can reduce loss of student learning over vacations as well as enable the district to address overcrowding in schools through the more efficient use of school facilities. The feasibility of establishing year-round schedules shall be considered as the Board monitors current and projected enrollments, facilities needs, and instructional needs.

(cf. 6111 - School Calendar)
(cf. 7110 - Facilities Master Plan)

Before approving a year-round program in any district school, the Board shall consult with certificated and classified employees of the school, parents/guardians of students who would be affected by the change, and the community at large. Such consultation shall include at least one public hearing. (Education Code 37616)

The Superintendent or designee shall develop a year-round schedule for any school selected or approved by the Board for year-round schedule. The schedule shall specify the number of tracks or groups into which students and staff shall be divided and the number and length of instructional and vacation periods.

Assignment to Year-Round Tracks

The Superintendent or designee shall establish an unbiased process for determining assignment of students to tracks based on the following criteria:

1. Students of the same family shall be placed in the same group or track unless one or more of such students are enrolled in a special education class or unless the parent/guardian requests that the students be placed in different groups. (Education Code 37617)

(cf. 6159 - Individualized Education Program)

2. Assignment based on ability level shall be minimized except when necessary to accommodate special education needs or other specialized programs.

(cf. 6172 - Gifted and Talented Student Program)

After assignment based on the above priorities, remaining students shall be chosen on a lottery basis when the number of students requesting a particular track exceeds spaces available. Second preferences shall be accommodated to the extent possible.

The Superintendent or designee shall give parents/guardians adequate notice regarding their child's schedule.

Once students are assigned to a track, priority shall be placed on keeping students on the same track each year unless the parent/guardian requests a change.

YEAR-ROUND SCHEDULES (continued)

Concept 6 Schedule

Prior to operating a school on a Concept 6 schedule for as few as 163 days per school year, the Board shall adopt a resolution at a regularly scheduled Board meeting certifying that both of the following criteria are met at the school site: (Education Code 37670)

1. The number of annual instructional minutes is not less than that of schools of the same grade levels using the traditional school calendar.

(cf. 6112- School Calendar)

2. It is not possible for the school to maintain a multitrack schedule containing the same number of instructional days as are provided in district schools using the traditional school calendar given the facilities, program, class sizes, and projected number of students enrolled at the school site.

The Superintendent or designee shall develop a comprehensive action plan detailing the strategy and steps to be taken annually to eliminate the use of the Concept 6 program as soon as practicable but no later than July 1, 2012. He/she shall also submit progress reports to the Superintendent of Public Instruction in accordance with law. (Education Code 37682, 37684, 37685)

Legal Reference: (see next page)

YEAR-ROUND SCHEDULES (continued)

Legal Reference:

EDUCATION CODE

17017.5 Approval of applications; year-round education program

17017.6 Substantial enrollment, high school districts

17017.7 Priority for funding new construction

17071.40 Exemption from increase in school building capacity

17088.3 Qualifications for lease; submission of year-round multitrack educational program study

37202 Equity length of term, exceptions

37220-37223 Saturdays and holidays

37600-37644 Continuous school programs

37670-37672 Multi-track year round scheduling

37680-37695 Concept 6 class scheduling

41420 Minimum number of instructional days per year

42250.1 Funding for air conditioning

42260-42269 Year-Round School Grant Program

46200-46206 Incentives for longer instructional day and year

CODE OF REGULATIONS, TITLE 5

855 Testing period

884 Primary language testing period

14030 School housing standards for multitrack programs

Management Resources:

WEB SITES

California Department of Education, Multitrack Year-Round Education: <http://www.cde.ca.gov/ls/fa/yr>

National Association for Year-Round Education: <http://www.nayre.org>

YEAR-ROUND SCHEDULES

All students enrolled in a year-round program shall attend school for a minimum of 175 days during the academic year. (Education Code 37620)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

Each school operating on a year-round schedule shall be closed for all students and employees on regular school holidays. (Education Code 37619)

(cf. 6115 - Ceremonies and Observances)

Notice of Intent to Establish Year-Round Program

If the Board of Trustees determines to operate a year-round program in a manner that would require any student to enroll, the Superintendent or designee shall publish, not later than November 1 of the school year preceding the commencement of the program, notice of the district's intention to operate such a program. Such notice shall be published in a newspaper of general circulation within the district, or if there is no such newspaper, then in any newspaper of general circulation that is regularly circulated in the district. The notice shall be published once each week for three successive weeks or, if the newspaper is regularly published once a week or more often, at least three times with at least five days intervening between the respective publication dates not counting the publication dates. (Education Code 37611)

(cf. 5116.1 - Intradistrict Open Enrollment)

CURRICULUM DEVELOPMENT AND EVALUATION

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

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

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

(cf. 6178 - Vocational Education)

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

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

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

Legal Reference: (see next page)

CURRICULUM DEVELOPMENT AND EVALUATION (continued)

Legal Reference:

EDUCATION CODE

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

GOVERNMENT CODE

- 3543.2 Scope of representation*

CODE OF REGULATIONS, TITLE 5

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

Management Resources:

CDE PROGRAM ADVISORIES

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

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, 9th Cir.) 320 F.3d 979

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

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

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

WEB SITES

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

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

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

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

ADVANCED PLACEMENT

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

The Board desires to provide at least four Advanced Placement courses at each high school. The Superintendent or designee shall recommend subject areas for Advanced Placement courses at each school based on student interest, availability of qualified certificated staff, and availability of instructional materials and other resources. The Board shall support Advanced Placement teachers and explore alternative methods of delivering Advanced Placement courses, including but not limited to consideration of online courses as an educational option.

(cf. 4111 - Recruitment and Selection)

(cf. 4113 - Assignment)

(cf. 4131 - Staff Development)

The Superintendent or designee shall ensure that the district's curriculum provides opportunities for students to acquire the skills necessary to successfully undertake Advanced Placement coursework. To the extent possible, the Superintendent or designee shall collaborate with feeder middle schools in developing and implementing a preparation program.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

The Superintendent or designee also shall provide academic support services designed to increase the rate of successful participation in Advanced Placement courses offered by the district.

(cf. 6164.2 - Guidance/Counseling Services)

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

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

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

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

Legal Reference: (see next page)

ADVANCED PLACEMENT (continued)

Legal Reference:

EDUCATION CODE

48980 Parental notifications

52240-52247 Advanced Placement program

CODE OF REGULATIONS, TITLE 5

3840 Advanced Placement as program option for gifted and talented students

Management Resources:

WEB SITES

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

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

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

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

ADVANCED PLACEMENT

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians on the availability of state funds to cover the costs of Advanced Placement examination fees pursuant to Education Code 52244. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Any economically disadvantaged student, as defined in Education Code 52241, who is enrolled in an Advanced Placement course may apply to the Superintendent or designee to cover the costs of Advanced Placement examination fees minus five dollars which shall be paid by the student. (Education Code 52244)

MULTICULTURAL EDUCATION

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

The district's comprehensive multicultural education program shall recognize the contributions of different groups of people to the history, life and culture of the local community, California, the United States and other nations. It may include but not be limited to instruction about the languages, cultural characteristics, significant events and individuals, and social, political and economic conditions of various ethnic groups.

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

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

(cf. 5137 - Positive School Climate)

(cf. 6115 - Ceremonies and Observances)

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

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

Legal Reference:

EDUCATION CODE

44560 *Inservice preparation in ethnic backgrounds*

60040 *Portrayal of cultural and racial diversity*

Management Resources:

WEB SITES

California Arts Project: www.ucop.edu/tcap

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

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

(cf. 6142.8 - Comprehensive Health Education)

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

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5141.25 - Availability of Condoms)

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The Superintendent or designee may appoint a coordinator and an advisory committee regarding the district's comprehensive sexual health program. This 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 Notification and Excuse

At the beginning of each school year, or at the time of a student's enrollment, parents/guardians shall be notified about instruction in 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

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

3. That parents/guardians have a right to request a copy of Education Code 51930-51938
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

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)

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

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

(cf. 5022 - Student and Family Privacy Rights)

Upon written request, a parent/guardian may excuse his/her child from participating in comprehensive sexual health or HIV/AIDS prevention education or from participating in questionnaires or surveys regarding health behaviors and risks. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51939)

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

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

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

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:

CDE PUBLICATIONS

Health Framework for California Public Schools, 2003

WEB SITES

California Department of Education, Sex Education and HIV/STD Instruction:

<http://www.cde.ca.gov/ls/he/se/>

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

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

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

Comprehensive Sexual Health Instruction

The district's sexual health education curriculum shall satisfy the following criteria: (Education Code 51931, 51933)

1. Instruction and materials shall be 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. All factual information presented shall be 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. Instruction shall be made 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 student, as otherwise provided in the Education Code.

(cf. 6174 - Education for English Language Learners)

4. Instruction and materials shall be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, and students with disabilities.
5. Instruction and materials shall be 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. Instruction and materials shall encourage a student to communicate with his/her parents/guardians about human sexuality.
7. Instruction and materials shall teach respect for marriage and committed relationships.
8. Instruction and materials may not teach or promote religious doctrine.
9. Instruction and materials may not reflect or promote bias against any person on the basis of any category protected by Education Code 220.

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

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

10. 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.
11. 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.
12. 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.

(cf. 5141.25 - Availability of Condoms)

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

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

14. Beginning in grade 7, instruction and materials shall provide students with information on the law on 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)

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 by instructors trained in the appropriate courses. 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 and shall include: (Education Code 51934)

1. Information on the nature of HIV/AIDS and its effects on the human body.

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

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.
 - 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. This instruction shall emphasize compassion for persons living with HIV/AIDS.

In-Service Training and Use of Consultants

The Superintendent 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)

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

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

The Superintendent 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)

The Superintendent 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. (Education Code 51936)

LEARNING THROUGH COMMUNITY SERVICE

The Board of Trustees recognizes that community service can help students develop skills, career awareness and self-esteem. Service experiences also can motivate students by letting them apply what they are studying to local needs and problems and by showing them that they can make a contribution to their community.

Integrated Community Service

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

Community Service Classes

The district may offer community service classes which acquaint students with the history and importance of volunteer service and with a wide range of existing community needs, including needs within the school itself.

Students may be offered volunteer opportunities which support and strengthen their academic achievement and help them recognize the relevance of what they are learning in school. Insofar as possible, such opportunities shall also be designed to help students develop cross-cultural relationships within the community.

Community service learning experience may be required for high school graduation.

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee may limit the number of units of community service which may be applied towards high school graduation.

On a case-by-case basis, the Superintendent or designee may allow students to fulfill the community service graduation requirement by performing alternative academic tasks.

The Superintendent or designee may determine the number of hours of service to be performed on the student's own time, outside school hours, in connection with a community service class.

The Board recognizes that students may wish to perform community service through independent study. Independent study may be arranged for this purpose when the Superintendent or designee finds it to be in the student's best interest.

(cf. 6158 - Independent Study)

LEARNING THROUGH COMMUNITY SERVICE (continued)

Notifications

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

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51210 Areas of study, grades 1 to 6

51220 Areas of study, grades 7 to 12

51745 Independent study

UNITED STATES CODE, TITLE 42

12501-12682 National and Community Service Trust Act of 1993

COURT DECISIONS

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

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

LEARNING THROUGH COMMUNITY SERVICE

Community Service Classes

Students participating in community service classes shall be encouraged to perform volunteer service in areas which interest them personally.

Students shall have classroom opportunities to discuss the value of their service experiences with their peers.

Supervision

School staff shall monitor the attendance of students at designated community service sites and shall maintain attendance records. Staff shall also visit these sites regularly to observe the students and help them solve service-related problems.

Credits

Grades awarded in community service classes shall be based upon:

1. The student's accomplishment of written objectives established and agreed upon by the community organization, school staff member, student and parent/guardian; and
2. The student's completion of a written essay or a speech related to his/her community service experiences.

Student Responsibilities

In case of illness, the student shall inform both the community agency and the staff member responsible for monitoring attendance. Students shall be held accountable for attendance in the same manner as that used for the regular school program.

The community agency or school staff may terminate any student's volunteer placement if the student's conduct is unsatisfactory.

Transportation to the community service site shall be the student's responsibility except for cases in which the law requires the district to provide transportation.

ENVIRONMENTAL EDUCATION

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

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

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

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

Students may be offered the opportunity to participate in outdoor education programs.

Legal Reference:

EDUCATION CODE

8700-8707 *Environmental education*

8720-8723 *Conservation education service*

8760 *Authorization of outdoor science and conservation program*

37222 *John Muir; recognition of his contributions*

51210 *Areas of study, grades 1-6*

51220 *Areas of study, grades 7-12*

VISUAL AND PERFORMING ARTS EDUCATION

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

The district's comprehensive arts education program should include a written, sequential curriculum in dance, music, theater and the visual arts. Students should have the opportunity to continually improve artistic skills, create and/or perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

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

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

The Superintendent or designee shall appoint a local steering committee to work with the district on this program. This committee shall represent the ethnic and cultural composition of the district and provide a balance between the education and the arts communities. (Education Code 8813)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6153 - School-Sponsored Trips)

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

(cf. 4131 - Staff Development)

Legal Reference: (see next page)

VISUAL AND PERFORMING ARTS EDUCATION (continued)

Legal Reference:

EDUCATION CODE

8810-8819.5 Arts education

8820-8830 Arts work visual and performing arts educational program

8950-8958 California summer school of the arts

51204 Course of study designed for students' needs

51225.3 Graduation requirements

58800-58805 Specialized secondary programs

99200-99205 Subject matter projects

Management Resources:

CDE PUBLICATIONS

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

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

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

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

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

WEB SITES:

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

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

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

PHYSICAL EDUCATION

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

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6145.2 - Athletic Competition)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6190 - Evaluation of the Instructional Program)

The Board shall approve the components of the physical education program. The district's program shall include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance.

(cf. 6143 - Courses of Study)

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

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

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

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Exemptions

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

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided. (Education Code 51241)
2. The student is enrolled for one-half time or less. (Education Code 51241)
3. The student in grades 10-12 is excused for up to 24 clock hours in order to participate in automobile driver training. (Education Code 51222)

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

PHYSICAL EDUCATION (continued)

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

The Superintendent or designee may exempt a high school student from physical education if he/she is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

(cf. 6145.2 - Athletic Competition)

(cf. 6146.11 - Alternative Credits Toward Graduation)

The Superintendent or designee may grant permanent exemptions from physical education to a student who is either: (Education Code 51241)

1. Age 16 years or older and has been enrolled in grade 10 for one or more academic years
2. Enrolled as a postgraduate student
3. Enrolled in a juvenile home, ranch, camp or forestry camp school with scheduled recreation and exercise

Legal Reference: (see next page)

PHYSICAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE

- 33350 *CDE responsibilities re: physical education*
- 49066 *Grades; physical education class*
- 51210 *Course of study, grades 1-6*
- 51220 *Course of study, grades 7-12*
- 51222 *Physical education*
- 51223 *Physical education, elementary schools*
- 51241 *Temporary or permanent exemption from physical education*
- 51242 *Exemption from physical education for athletic program participants*
- 52316 *Excuse from attending physical education classes*
- 60800 *Physical performance test*

CODE OF REGULATIONS, TITLE 5

- 1041-1046 *Physical performance test*
- 3051.5 *Adapted physical education for individuals with exceptional needs*
- 10060 *Criteria for high school physical education programs*

UNITED STATES CODE, TITLE 29

- 794 *Rehabilitation Act of 1973, Section 504*

ATTORNEY GENERAL OPINIONS

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

Management Resources:

CSBA PUBLICATIONS

- Healthy Food Policy Resource Guide, 2003*

CDE PUBLICATIONS

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

CDE PROGRAM ADVISORIES

- 0418.89 *Physical Education, April 18, 1989*

CDHS PUBLICATIONS

- Jump Start Teens, 1997*
- Playing the Policy Game, 1999*
- School Idea and Resource Mini Kit, 2000*

CDC PUBLICATIONS

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

NASBE PUBLICATIONS

- Fit, Healthy and Ready to Learn, 2000*

WEB SITES

- CSBA: <http://www.csba.org>
- CDE, Nutrition Services Division/SHAPE California: <http://www.cde.ca.gov/nsd>
- CDHS, School Health Connections: <http://www.mch.dhs.ca.gov/programs/shc/shc.htm>
- California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>
- California Healthy Kids Resource Center: <http://www.californiahealthykids.org>
- National School Boards Association: <http://www.schoolhealth@nsba.org>
- National Association of State Boards of Education (NASBE): <http://www.boards@nasbe.org>
- Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>

PHYSICAL EDUCATION

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days for students in grades 1-6 and not less than 400 minutes each 10 school days for students in grades 7-12. (Education Code 51210, 51222)

Students in grades 10-12 who are exempted from physical education pursuant to Education Code 51241(b)(1) or (c) shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. Students in a regional occupational program or center who are exempted from physical education pursuant to Education Code 52316 shall have a minimum school day of 180 minutes. (Education Code 51241, 52316)

Physical Performance Testing

During the month of February, March, April or May, students in grades 5, 7 and 9 shall undergo the physical performance testing designated by the State Board of Education. Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800)

(cf. 6162.5 - Student Assessment)

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

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

(cf. 5125 - Student Records)

COMPREHENSIVE HEALTH EDUCATION

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

The district shall provide a planned, sequential health education curriculum for students in grades K-12 that is research based and age appropriate. The content of health instruction shall be offered in accordance with law, Board policy, administrative regulation and state curriculum frameworks.

(cf. 6143 - Courses of Study)

The Board intends for health education to be part of a comprehensive district program to promote the health and well-being of students and staff. Instruction in health-related topics shall be supported by physical education, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4119.43/4219.23/4319.23 - Universal Precautions)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - Student Health and Social Services)

(cf. 5142 - Safety)

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

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

(cf. 6142.7 - Physical Education)

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference: (see next page)

COMPREHENSIVE HEALTH EDUCATION (continued)

Legal Reference:

EDUCATION CODE

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

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

CDE PUBLICATIONS

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

CDHS PUBLICATIONS

Jump Start Teens, 1997

Playing the Policy Game, 1999

School Idea and Resource Mini Kit, 2000

WEB SITES

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

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

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

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

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

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

COMPREHENSIVE HEALTH EDUCATION

Content of Instruction

The district's health education program shall include instruction to aid students in making decisions in matters of personal, family and community health, including the following topics: (Education Code 51890)

1. The use of health care services and products
2. Mental and emotional health and development
3. Use and misuse of drugs, including tobacco and alcohol
4. Family health and child development, including the legal and financial aspects and responsibilities of marriage and parenthood
5. Oral health, vision and hearing
6. Nutrition, which may include related topics such as obesity and diabetes prevention
7. Exercise, rest and posture
8. Diseases and disorders, including sickle cell anemia and related genetic diseases and disorders
9. Environmental health and safety
10. Community health

Instruction also shall include injury prevention and safety, which may include but not be limited to prevention of brain and spinal cord injuries.

Involvement of Health Professionals

The district's health education program shall be designed to actively involve the community, including professional health and safety personnel, in classroom teaching of health education. (Education Code 51913)

Health care professionals also shall be involved in the development and implementation of the district's health education plan and in course evaluation. Such professionals shall represent, at the district's option, the varied fields of health care, including voluntary collaborations with managed health care and health care providers; local public and private health, safety and community service agencies; and other appropriate community resources. (Education Code 51913)

COMPREHENSIVE HEALTH EDUCATION (continued)

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

READING/LANGUAGE ARTS INSTRUCTION

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

(cf. 6143 - Courses of Study)

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

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

(cf. 6011 - Academic Standards)

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The Superintendent or designee shall provide professional development opportunities to ensure that teachers are knowledgeable about how students develop language skills, are able to analyze students' developing literacy and are able to draw from a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)

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

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.1 - Library Media Centers)

Grades K-3

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

READING/LANGUAGE ARTS INSTRUCTION (continued)

2. A strong literature, language and comprehension program that includes a balance of oral and written language
3. Ongoing diagnosis of individual students' skills
4. An early intervention program that provides assistance to children at risk of reading failure

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

Grades 4-12

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

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

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

Supplementary Reading Instruction

To assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students, the Board may offer elementary students in grades K-4 increased instructional opportunities outside the regular school session.

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

Legal Reference: (see next page)

READING/LANGUAGE ARTS INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

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

Management Resources:

CSBA PUBLICATIONS

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

CDE PROGRAM ADVISORIES

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

CDE PUBLICATIONS

Every Child a Reader, 1995

English-Language Arts Framework for California Public Schools, 1999

WEB SITES

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