

CONCEPTS AND ROLES

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

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

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

6322 Fiscal requirements/comparability of services

GOALS AND OBJECTIVES

The Governing Board 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 2000

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

6801-6979 Technology for Education Act of 1994

ACADEMIC STANDARDS

The Governing Board recognizes that districtwide 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 in student achievement that challenge all students to reach their full potential and ensure consistency of expectations among the district's schools and classrooms.

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

(cf. 6010 - Goals and Objectives)

District standards shall guide Board and staff decisions regarding the curriculum to be adopted, the sequential courses of study to be offered, and the assessments to be given. Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance as needed. The standards shall also provide a basis for evaluating the instructional program and, as required by law, for 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/Standards of Proficiency)

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

(cf. 6162.5 - Student Assessment)

(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 in order to reflect changes in skills that will be needed by students and to ensure continuing support for the standards.

Legal Reference: (see next page)

ACADEMIC STANDARDS (continued)

Legal Reference:

EDUCATION CODE

44662 *Evaluation of certificated employees*

51003 *Statewide academic standards*

51215 *Adoption of standards of proficiency in basic skills*

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

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.5 - School-Based Decision Making)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5145.6 - Parental Notifications)

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

(cf. 0500 - Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

PARENT INVOLVEMENT (continued)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds implement the district-wide parent involvement strategies applicable to all schools, in accordance with 20 USC 6318. (See AR 6020)

Legal Reference: (see next page)

PARENT INVOLVEMENT (continued)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services

Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

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

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

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

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

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

Revised: June 28, 2007

PARENT INVOLVEMENT

District Strategies for Title I Schools

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

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

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. Invite input on the LEA plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

- b. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)

The Superintendent or designee may:

- a. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities
- b. Provide information to schools about the indicators and assessment tools that

will be used to monitor progress

AR 6020(b)

PARENT INVOLVEMENT (continued)

3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with

parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with preschool, and other programs, that encourage and support parents/guardians in more fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request

AR 6020(c)

PARENT INVOLVEMENT (continued)

- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Provide literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- b. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation, to enable parents/guardians to participate in school-related meetings and training sessions
- c. Arrange school meetings at a variety of times between parents/guardians and teachers or other educators who work directly with participating students
- d. Adopt and implement model approaches to improving parent involvement
- e. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1020 - Youth Services)

- f. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means

(cf. 1230 - School-Connected Organizations)

- g. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed
- h. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

AR 6020(d)

PARENT INVOLVEMENT (continued)

4. Coordinate and integrate Title I parent involvement strategies with preschool, and other programs (20 USC 6318)

(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Develop a cohesive, coordinated plan focused on student needs and shared goals
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318)

The Superintendent or designee shall:

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

through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

AR 6020(e)

PARENT INVOLVEMENT (continued)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, and surveys, to evaluate the satisfaction of parents/guardians and staff with the quality and
frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with

special needs

- c. Establish processes to encourage parent/guardian input regarding their

expectations and concerns for their children

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

(cf. 5145.6 - Parental Notifications)

District-Level Policy for Title I Schools

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

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

AR 6020(f)

PARENT INVOLVEMENT (continued)

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process such as school site council for involving parents/guardians in the joint planning and design of the school's programs provided

that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

- a. Timely information about Title I programs
- b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
- 5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
 - 6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

(cf. 0520.1 - High Priority Schools Grant Program)

AR 6020(g)

PARENT INVOLVEMENT (continued)

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their

children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5113 - Absences and Excuses)
(cf. 6145 - Extracurricular/Cocurricular Activities)
(cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

PARENT INVOLVEMENT (continued)

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

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

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

SCHOOL CALENDAR

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

(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. 6118 - Weather-Related Schedules)
(cf. 6177 - Summer School)

As required by law, the Superintendent or designee shall certify to the Superintendent of Public Instruction that the district offers at least 175 days of instruction per school year.

In order to maximize opportunities for student learning, the Board shall extend the instructional year to 180 days.

Staff development days shall not be counted as instructional days.

(cf. 4131 - Staff Development)
(cf. 4131.6/4231.6/4331.6 - Professional Development Program)
(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 the 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)

Legal Reference: (see next page)

SCHOOL CALENDAR (continued)

Legal Reference:

EDUCATION CODE

37200-37202 *School calendar*

37220-37221 *Holidays*

37223 *Weekend classes*

37252-37253 *Summer school*

37300-37303 *Year-Round School Demonstration Project*

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

37618 *School calendar*

37670 *Year-round scheduling*

37700-37707 *Four-day week*

41422 *Schools not maintained for 175 days*

44579-44579.4 *Instructional Time and Staff Development Reform Program*

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

46206 *Waiver*

48980 *Notice at beginning of term*

SCHOOL DAY

The Governing Board 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*

46010 *Total days of attendance*

46100 *Length of schoolday*

46110-46119 *Kindergarten and elementary schools (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, excluding noon intermissions but including recesses. (Education Code 46115, 46117)

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

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

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

Elementary Schools

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

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

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

approved: June 1, 2006

Palermo, California

CEREMONIES AND OBSERVANCES

The Governing Board recognizes the importance of having students join together to celebrate events of cultural or historical significance or to acknowledge the contributions of outstanding individuals. 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.

Besides helping students to appreciate their pluralistic heritage, 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*

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 36

174 *Time and occasion for display of flag*

175 *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)

Policy
adopted: May 22, 2001
Revised: February 19, 2009

PALERMO UNION SCHOOL DISTRICT
Palermo, California

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 shall hold exercises to commemorate the following special days:

U.S. Constitution and Citizenship Day including exercises and instruction in the purpose, meaning, and importance of the Constitution and Bill of Rights	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
Cesar Chavez Day	March 31
California Poppy Day	April 6
John Muir Day	April 21
Day of the Teacher	Second Wednesday in May
Native American Day	Fourth Friday in September
Bill of Rights Day	December 15

CEREMONIES AND OBSERVANCES (continued)

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)

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
5. On Peace Officers Memorial Day (May 15), unless that day is also Armed Forces Day

In addition, 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 the state or the death of a member of the Armed Forces from the state who has died while serving on active duty, the Governor may proclaim that the flag be flown at half-staff. (4 USC 7)

Revised: February 19, 2009

CLASSROOM INTERRUPTIONS

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

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

Legal Reference:

EDUCATION CODE

32212 Classroom interruptions

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)

WEATHER-RELATED SCHEDULES

The Governing Board places a high priority on safety and the prevention of injury. The Board realizes that fog and weather conditions are sometimes so severe that it is dangerous for students and employees to come to school, whether they arrive by vehicle or on foot.

Because adverse weather conditions regularly occur at predictable times of the year, the Superintendent or designee may establish alternative schoolday schedules as necessary.

The Superintendent or designee may close school or change the regular schoolday schedule when dangerous conditions occur. When the schoolday schedule is changed, the schools shall remain open during regular school hours for students who arrive on foot or whose parents/ guardians bring them in private vehicles.

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating and when the schoolday schedule is changed or school closed because of adverse weather conditions.

If necessary, the Superintendent or designee may provide a means to compensate for lost instruction time later during the year. Students and parents/guardians shall receive timely advance notice of any resulting changes in the school calendar or schoolday schedule.

- (cf. 3542 - School Bus Drivers)*
- (cf. 3543 - Transportation Safety and Emergencies)*
- (cf. 4157/4257/4357 - Employee Safety)*
- (cf. 5142 - Safety)*
- (cf. 6112 - School Day)*

Legal Reference:

EDUCATION CODE

46010 Total days of attendance

46100-46192 Attendance; maximum credit; minimum day

VEHICLE CODE

34501.6 School buses; reduced visibility

CURRICULUM DEVELOPMENT AND EVALUATION

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

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

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

(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*
- 51500-51551 Prohibited instruction*
- 51720-51879.9 Authorized classes and courses of instruction*
- 52000-52049 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 Governing Board recognizes that students' education would be incomplete without an understanding of the role of religion in history. It is both proper and important for teachers to objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with society, literature or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the multiple creeds practiced by the peoples of the world.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the public schools. Instruction about religion must not favor, promote or demean the beliefs or customs of any particular religion or sect. Staff shall be highly sensitive to its obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

Staff shall not endorse, encourage or solicit religious or anti-religious expression or activities among students. They shall not lead students in prayer or participate in student-initiated prayer. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

Students may express their beliefs about religion in their homework, artwork and other written and oral reports if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards, free of discrimination based on religious content.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6145.5 - Student Organizations and Equal Access)

Religious Holidays

Whereas 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.

(cf. 5113 - Absences and Excuses)

School and classroom decorations may express seasonal themes that are not religious in nature.

Legal Reference: (see next page)

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS (continued)

Legal Reference:

EDUCATION CODE

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

51511 *Religious matters properly included in courses of study*

UNITED STATES CODE, TITLE 20

6061 *School prayer*

COURT DECISIONS

Walleye v. Gaffer (1985) 472 U.S. 38

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

Management Resources:

U.S. DEPARTMENT OF EDUCATION

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

"Religious Expression in Public Schools," United States Department of Education, August 1995

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

Upon written request of the parent/guardian, a student shall be excused from any part of health, family life or sex education which conflicts with the religious training, beliefs, or personal moral convictions of the parent/guardian or student. (Education Code 51240)

(cf. 6142.1 - Family Life/Sex Education)

Alternate activities shall be provided for students who are so excused.

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

Programs and Exhibits

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

1. The principal or designee shall ensure that school-sponsored programs are not, or do not have the effect of being, religiously oriented or a religious celebration.
2. The principal or designee shall participate in planning the program or exhibit and shall be kept informed of its development.
3. Program or exhibit planners shall take into consideration the diverse religious faiths represented in the community, student body and staff.
4. Students and staff whose beliefs prohibit their participation in a program shall be excused without penalty, and an alternate activity shall be provided for any such students.

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

MULTICULTURAL EDUCATION

The Governing Board recognizes that America has always been a multicultural society composed of diverse peoples who came here, willingly or not, from all parts of the globe. Public schools are the most common shared experience for most Americans, and it is the job of the schools to preserve and perpetuate our common pluralistic culture and to accurately reflect the contributions of all ethnic groups to the common culture.

Students must learn to respect and work cooperatively with persons of all backgrounds, recognizing that we all have equal claim to the American culture which we have collectively created and which we share. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people. Education that emphasizes what we have in common can weld the country together and provide the basis for understanding, trust and effective communication.

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

(cf. 5137 - Positive School Climate)

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

Legal Reference:

EDUCATION CODE

44560 *Inservice preparation in ethnic backgrounds*

60040 *Portrayal of cultural and racial diversity*

CODE OF REGULATIONS, TITLE 5

3935 *Multicultural education*

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SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The Governing Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students taught as per the Board approved Controversial Issues Policy.

Districts are to provide HIV/AIDS prevention instruction to students one time, in grades 7 or 8 (Education Code 59134).

The Governing Board 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 well-planned 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. 5141.25 - Availability of Condoms)

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

(cf. 6143 - Courses of Study)

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)

Legal Reference: (see next page)

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>

Policy
adopted: May 22, 2001
Revised: February 5, 2009

PALERMO UNION SCHOOL DISTRICT
Palermo, California

Instruction

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

Instruction and Materials

The Superintendent 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

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

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. (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

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

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 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.

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

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.
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)

(cf. 4131 - Staff Development)

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

The Superintendent or designee shall cooperate and collaborate with personnel who provide HIV/AIDS prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically provide opportunities for training to enable district personnel to learn new developments in the scientific understanding of HIV/AIDS.

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)

Use of Consultants or Guest Speakers

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. The Superintendent 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

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)

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

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.

LEARNING THROUGH COMMUNITY SERVICE

The Governing Board 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.

*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*

adopted: May 22, 2001

Palermo, California

Instruction

BP 6142.5

ENVIRONMENTAL EDUCATION

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

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

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

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

In addition, sixth grade students may be offered the opportunity to participate in the Woodleaf Outdoor Education Program.

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*

adopted: May 22, 2001

Palermo, California

Instruction

BP 6142.6(a)

VISUAL AND PERFORMING ARTS EDUCATION

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

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

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

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 may 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)

BP 6142.6(b)

VISUAL AND PERFORMING ARTS EDUCATION (continued)

Legal Reference:

EDUCATION CODE

8810-8820 Arts education

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>

adopted: May 22, 2001

Palermo, California

PHYSICAL EDUCATION

The Governing Board 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. Permanent exemptions shall be granted only as provided by law.■

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>

Policy
adopted: May 22, 2001
Revised: December 15, 2005

PALERMO UNION SCHOOL DISTRICT
Palermo, California

Instruction

AR 6142.7 (a)

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, exclusive of recesses and the lunch period. (Education Code 51210, 51223)

Physical Performance Testing

During the month of February, March, April or May, students in grades 5 & 7 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)

HEALTH EDUCATION

The Governing Board perceives health education to promote the health and well-being of students and staff. As part of this program, the Board is committed to providing for physical education, health services, nutrition services, psychological and counseling services, a safe and healthy school environment, health promotion for staff and parent/guardian/community involvement.

(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. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5141.6 - School-Based Health and Social Services)

The Board believes that health education should foster the knowledge, skills and behaviors that students will need in order to lead healthy, productive lives. Besides understanding the process of growth and development, students should know how to obtain and use health-related information, products and services. They should learn to accept personal responsibility for their own lifelong health and to respect and promote the health of others.

The district shall provide instruction related to the following:

1. Personal health
2. Consumer and community health
3. Injury prevention and safety
4. Alcohol, tobacco and other drugs
5. Nutrition
6. Environmental health
7. Family living
8. Individual growth and development
9. Communicable and chronic diseases

(cf. 6143 - Courses of Study)

The above content areas shall be addressed in a planned, sequential curriculum for students in kindergarten through twelfth grade. Concepts related to mental and emotional health shall be woven throughout the content areas.

HEALTH EDUCATION (continued)

All student instruction shall be in compliance with the Palermo Union School District's Controversial Issues Policy as approved by the Governing Board.

Legal Reference:

EDUCATION CODE

- 233.5 Duty concerning instruction of students*
- 8850.5 Family relationships and parenting education*
- 38085 Sale of specified food items*
- 49413 First aid training*
- 49490 Child nutrition needs*
- 49500 Meals for students*
- 49530 Legislative intent*
- 51201.5 Instruction on AIDS and AIDS prevention*
- 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*
- 51240 Excuse from instruction due to religious beliefs*
- 51260 Appropriately trained instructors*
- 51265 Gang violence and drug and alcohol abuse prevention inservice*
- 51513 Personal beliefs*
- 51550 Sex education courses*
- 51553 Sex education classes; course criteria*
- 51820 Venereal disease instruction; notifications; inspection of materials*
- 51890 Comprehensive health education programs*

Management Resources:

CDE PUBLICATIONS

Health Framework for California Public Schools, 1994

READING/LANGUAGE ARTS INSTRUCTION

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

(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.

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 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)

For each grade level, the Board shall adopt standards of competency in reading, speaking and writing, including spelling and grammar. In addition, the Board shall evaluate the district's standards and analyze the extent which these standards are aligned with the statewide standards.

(cf. 6011 - Academic Standards)

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 or above 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:

READING/LANGUAGE ARTS INSTRUCTION (continued)

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 individual students' skills
4. An early intervention program that provides assistance to children at risk of reading failure

(cf. 6177 - Summer School)

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

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, basic reading skills, and comprehension shall be the goal of reading/language arts instruction in grades 4 through 8.

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, vocabulary, developing basic reading skills 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.

Legal Reference: (see next page)

READING/LANGUAGE ARTS INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

44755-44759.7 *Teacher reading instruction development program*

51210 *Areas of study, grades 1 through 6*

51220 *Areas of study, grades 7 through 12*

53000-53006 *Comprehensive reading leadership program*

60200.4 *Fundamental skills*

60350-60352 *Core reading program instructional materials*

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*

CDE PUBLICATIONS

Every Child a Reader, 1995

Early Reading Instruction: A Balanced Approach, Language Arts Framework Implementation Series: Approaches to Literacy, 1993

Approaches to Literacy, 1993

English-Language Arts Framework for California Public Schools, 1987

WEB SITES

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

adopted: May 22, 2001

Palermo, California