

**MATHEMATICS INSTRUCTION**

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

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

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

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

*(cf. 6143 - Courses of Study)*

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

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

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

*(cf. 4131 - Staff Development)*

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

*(cf. 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)*

*Legal Reference: (see next page)*

**MATHEMATICS INSTRUCTION** (continued)

*Legal Reference:*

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

*Management Resources:*

CDE PUBLICATIONS

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

Mathematics Framework for California Public Schools, 1992

**SCIENCE INSTRUCTION**

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

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6143 - Courses of Study)*

*(cf. 6162.7 - Use of Technology in Instruction)*

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

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

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

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

*Legal Reference:*

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

*Management Resources:*

CDE PUBLICATIONS

*Science Framework for California Public Schools, 1990*

SBE POLICIES

*Policy Statement on the Teaching of Natural Sciences, January 13, 1989*

**COURSES OF STUDY**

**Elementary School Districts**

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

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

The Board shall adopt a course of study for elementary grades which sufficiently prepares students for the secondary school course of study. The Superintendent or designee shall work with representatives of secondary schools to ensure articulation of courses between elementary and secondary schools. In addition, he/she shall inform the Board of any changes in secondary school curriculum and shall solicit ways to expand or improve students' preparation for their secondary education.

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

The district shall offer students in 7<sup>th</sup> – 8<sup>th</sup> grades a course of study that, upon graduation from high school, prepares them to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry. (Education Code 51228)

*Legal Reference (see next page)*

**COURSES OF STUDY (continued)**

*Legal Reference:*

EDUCATION CODE

33540 *Government and civics instruction in interaction with government agencies*

51201.5 *Instruction on AIDS and AIDS prevention*

51202 *Instruction in personal and public health and safety*

51203 *Instruction on alcohol, narcotics and restricted dangerous drugs*

51204 *Course of study designed for pupil's needs*

51204.5 *History of California; contributions of men, women and ethnic groups to development of state and nations*

51210-51212 *Areas of study for grades 1 through 6*

51220-51230 *Course of study for grades 7 through 12*

51911-51921 *Comprehensive health educational plans*

GOVERNMENT CODE

3543.2 *Scope of representation*

HEALTH AND SAFETY CODE

11032 *Definition of dangerous drugs*

CODE OF REGULATIONS, TITLE 5

10020 *Driver education*

UNITED STATES CODE, TITLE 20

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

**COURSES OF STUDY**

**Grades K-8**

Courses of study for grades 1 through 8 shall include the following:

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

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

2. Mathematics: concepts, operational skills, problem solving including numbers, measurements, geometry, functions, statistics, probability, logic, and algebra. (Education Code 51210)

*(cf. 6142.92 - Mathematics Instruction)*

3. Social sciences: age-appropriate materials drawn from anthropology, economics, geography, history, political science, psychology and sociology, with instruction in: (Education Code 51210)

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

- (1) Early California history

- (2) The role and contributions of both men and women, black Americans, American Indians, Hispanics, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California groups in contemporary society (Education Code 51204.5)

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

*(cf. 6141.6 - Multicultural Education)*

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

- c. The individual's relation to human and natural environments

- d. Eastern and western cultures and civilizations

- e. Contemporary issues

- f. The protection, conservation and wise use of natural resources, including the necessity for protecting the environment

*(cf. 6142.5 - Environmental Education)*

**COURSES OF STUDY** (continued)

- g. The American legal system, and the state and federal constitutions.
- 4. Science, including biological and physical sciences, with emphasis on experimental inquiry, humanity's place in ecological systems and appropriate application of the interrelation and interdependence of the sciences. (Education Code 51210)

*(cf. 6142.93 - Science Instruction)*

- 5. Visual and performing arts, including art, music, and drama with emphasis on creative expression and the development of aesthetic appreciation and the skills of creative expression. (Education Code 51210)

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

- 6. Health: individual, family and community health principles and practices, including: (Education Code 51210)
  - a. Personal and public safety and accident prevention, with instruction in emergency first aid; hemorrhage control; treatment for poisoning; resuscitation techniques; and cardiopulmonary resuscitation when appropriate equipment is available (Education Code 51202)
  - b. Fire prevention (Education Code 51202)
  - c. Venereal disease (Education Code 51202)

*(cf. 6142.1 - Family Life/Sex Education)*

*(cf. 6142.2 - AIDS Prevention Instruction)*

- d. The effects of alcohol, narcotics, drugs and tobacco upon the human body (Education Code 51203)
- e. AIDS and AIDS prevention (minimum required by law)-7<sup>th</sup> and 8<sup>th</sup> grades only (Education Code 51201.5)

*(cf. 6142.2 - AIDS Prevention Instruction)*

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

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

**CONTROVERSIAL ISSUES**

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

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

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

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

Teachers should request guidance and assistance from the administrative staff when unsure of the appropriateness of certain materials, a proposed method of presentation, or topic.

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

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

**Sensitive Issues**

When a sensitive issues such as child abuse, sex abuse, or sex education are presented to students, a review process involving parents/guardians shall be used. Students shall be permitted to participate in the program only with specific parent/guardian permission.

*Legal Reference: (see next page)*

**CONTROVERSIAL ISSUES** (continued)

*Legal Reference:*

EDUCATION CODE

*51510 Prohibited study or supplemental materials*

*51511 Religious matters properly included in courses of study*

*51530 Prohibition and definition re advocating or teaching communism with intent to indoctrinate*

*51550 Sex education courses*

*60040 Portrayal of cultural and racial diversity*

*60044 Prohibited instructional materials*

*60045 Required to be accurate, objective, current, and suited to needs and comprehension at respective grade levels*

**CONTROVERSIAL ISSUES**

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

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

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

Palermo Union School District  
**CONTROVERSIAL ISSUES POLICY**

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

Curriculum and instruction shall not intrude upon or invade the privacy of families, and their right to teach their values to their children. Family values will be respected and will serve as the foundation upon which classroom instruction shall be built.

The district accepts the legal responsibility for the district programs for all students. The district charges teachers with the responsibility to teach the curriculum appropriately and correctly, as approved by the Governing Board. The curriculum must address the needs of students as much as possible. The district believes that all students have the right to receive instruction in an atmosphere free from bias and prejudice.

The Palermo Union School District recognizes the following rights of students relative to the study of controversial issues:

1. The right to study any controversial issue that has political, economic, or social significance.
2. The right to have free access to all relevant information, including the materials that circulate freely in the community.
3. The right to study under competent instruction in an atmosphere free from bias and prejudice.
4. The right to form and express opinions on controversial issues without jeopardizing relations with the teacher or school.

The teacher should approach the study of controversial issues in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view. The district establishes the following guidelines to direct the instructional decisions of teachers in relation to the study of controversial issues:

1. Select a topic that is within the emotional and intellectual capacity of student in the class and that is within the content of the course outline of the subject.
2. See that all sides of the subject are fairly presented, provide adequate and appropriate materials for the presentation of all points of view, and encourage students to read widely on the subject.

3. Help students separate fact from fiction.
4. Guard against generalizations or conclusions based on insufficient data.
5. Request guidance and assistance from the administrative staff when unsure of the appropriateness of certain material or a proposed method of presentation.

### **Sensitive Issues**

When sensitive issues such as child abuse, sexual abuse, or sex education are presented to students, a review process involving parents/guardians shall be used. Students shall be permitted to participate in the program only with specific written parent/guardian permission. (Please review Administrative Regulation 6144 in Board Policy, attached.)

### **Sensitive Issues in Health Curriculum**

Some controversial issues are even more sensitive and controversial: HIV/AIDS, homosexuality, contraception, abortion, and masturbation. These issues will be addressed in very specific ways. Teachers are to be knowledgeable about and carefully follow the district's policy regarding these issues.

#### HIV/AIDS

This issue should not be "taught" or introduced in lessons before the 7th and 8th grades. Even then the issue should be discussed minimally, only as legally required in the 7th and 8th HIV/AIDS instruction.

The implications of promiscuity for the spread of AIDS and other sexually transmitted diseases should be clearly explained.

Drug-free lifestyles shall be encouraged.

Family values and monogamous, heterosexual relationships are to be affirmed throughout the curriculum as well as the dignity of all individuals.

If students bring up the topic, students shall be encouraged to discuss this issue with their parents/guardians.

If further questions by students arise concerning HIV/AIDS, staff shall encourage students to discuss this with their parents/guardians. If after a parent/guardian is advised that their child needs additional information, and the parent/guardian does not feel comfortable in addressing the matter with the child, upon parent/guardian authorization, the nurse, teacher and/or principal are authorized to provide the necessary information to the student.

Teachers, counselors, physicians and community resource centers may offer support for young people who have questions about drug-free-lifestyles and sensitive issues.

### Homosexuality

This issue should not be "taught" per se or introduced in lessons before the 7th and 8th grades. Even then the issue should be discussed minimally, only as legally required in the 7th and 8th HIV/AIDS instruction. The implications of promiscuity for the spread of AIDS and other sexually transmitted diseases should be clearly explained.

Family values and monogamous, heterosexual relationships are to be affirmed throughout the curriculum as well as the dignity of all individuals.

If students bring up the topic, students shall be encouraged to discuss this issue with their parents/guardians.

If further questions by students arise concerning this issue, staff shall encourage students to discuss this with their parents/guardians. If after a parent/guardian is advised that their child needs additional information, and the parent/guardian does not feel comfortable in addressing the matter with the child, upon parent/guardian authorization, the nurse, teacher and/or principal are authorized to provide the necessary information to the student.

Teachers, counselor, physicians and community resource centers may offer support for young people who have concerns about their sexual orientation. Name-calling or other hurtful actions must not be tolerated.

### Contraception

Abstinence will be stressed as the best birth control method and it shall be presented as the only contraceptive method that is 100% effective. Instruction shall stress that students should abstain from sexual intercourse until they are married.

If students bring up the topic, the staff shall encourage students to discuss this with their parents/guardians.

If further questions by students arise concerning the issue, staff shall encourage students to discuss this with their parents/guardians. If after a parent/guardian is advised that their child needs additional information, and the parent/guardian does not feel comfortable in addressing the matter with the child, upon parent/guardian authorization, the nurse, teacher and/or principal are authorized to provide the necessary information to the student.

A strong abstinence message will be taught beginning in fifth grade. Course materials and instruction shall stress that students should abstain from sexual intercourse until they are married. Instruction on contraception will be presented in the 7th and 8th grade health classes. Samples of contraceptive devices will not be made available for student viewing during instruction.

Initial instruction regarding sexual intercourse, pregnancy, and sexually transmitted diseases shall occur at the fifth grade level. Students will be made aware of the reality of what the consequences can be if a student is sexual active.

If further questions by students arise concerning sexual intercourse or contraception, staff shall encourage students to discuss this with their parents/guardians. If after a parent/guardian is advised that their child needs additional information, and the parent/guardian does not feel comfortable in addressing the matter with the child, upon parent/guardian authorization the nurse, teacher and/or principal are authorized to provide the necessary information to the student.

### Abortion

Abortion will be discussed only in the 7th and 8th grades, as a medical intervention that terminates a pregnancy. It should not be presented as a method of birth control. The serious medical and psychological consequences of abortion and repeated abortions will be covered. Adoption and teen parenting will be discussed as alternatives. Students shall be encouraged to discuss the ethics of abortion with their parents/guardians.

If students in grades K-7 bring up the topic, students shall be encouraged to discuss this issue with their parents/guardians.

If further questions by students arise concerning the issue, staff shall encourage students to discuss this with their parents/guardians. If after a parent/guardian is advised that their child needs additional information, and the parent/guardian does not feel comfortable in addressing the matter with the child, upon parent authorization, the nurse, teacher and/or principal are authorized to provide the necessary information to the student.

The definition of pro-life and pro-choice positions should be acceptable to proponents of both sides. It is important that abortion be discussed and presented in an objective way.

### Use of Anatomically Correct Dolls and Terms

There will be no use of anatomically correct dolls below fifth grade. As appropriate, sexual body parts may be referred to as "private body parts." The proper biological terms for human reproductive organs will not be "taught" (introduced) by teachers in lessons until fifth grade.

Students will be instructed that private body parts are private and that students should say NO to anyone else touching them. Students should report to their parents/guardians, teachers, or others in authority anyone else touching their private body parts.

### Masturbation

This issue should not be "taught" per se or introduced in lessons at any grade level. However, if the topic is brought up by students, then it may be clarified that masturbation is a process in which an individual stimulates himself or herself in the genital area. Students may be told that masturbation cause no physical health risk.

If students bring up the topic, students shall be encouraged to discuss this issue with their parents/guardians.

If further questions by students arise concerning the issue, staff shall encourage students to discuss this with their parents/guardians. If after a parent/guardian is advised that their child needs additional information, and the parent/guardian does not feel comfortable in addressing the matter with the child, upon parent/guardian authorization, the nurse, teacher and/or principal are authorized to provide the necessary information to the student.

### **Confidential Medical Services**

Education Code allows school to provide or arrange for "confidential medical services" for 7th and 8th grade students without the consent of parents/guardians. However, it is the Administrative Policy of the Palermo Union School District to contact parents/guardians regarding such matters. (Confidential medical services, such as providing contraceptives, abortions etc. shall not be provided to students.)

### **Complaints Concerning Controversial Issues**

Persons having complaints concerning methods or materials of instruction used in the study and discussion of any issue shall follow the established district procedures for complaints concerning school personnel and complaints concerning instructional materials.

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**

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

No student shall be prohibited from participating in extra/cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

The Superintendent shall ensure that disabled students have access, to the extent possible, to extracurricular and cocurricular- activities, student organizations and school-related social events, regardless of the severity or nature of their disabilities.

No extracurricular or cocurricular program or activity shall be provided or conducted separately and no district student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

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

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

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

*(cf. 412714227/4327 - Temporary Athletic Team Coaches)*

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

### **Eligibility Requirements for Grades 6 - 8**

In order to participate in extra/cocurricular activities, students in grades 6 - 8 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

All students elected to student offices, or who represent their schools in extracurricular activities, shall maintain a positive citizenship record. Students who fail to meet this requirement shall be subject to a probationary period set by the Principal.

A student who belongs to any school group or organization other than a course for academic credit must meet school eligibility standards, including a "C" (2.0) grade point average. Examples of such groups or organizations include, but are not limited to, athletic teams, student government, clubs, and cheerleaders.

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

The Superintendent or designee may exempt from eligibility requirements extra/cocurricular activities or programs which are offered primarily for the student's academic or educational achievement.

To encourage and support academic excellence, the Board requires students to earn a minimum 2.0 or "C" grade point average on a 4.0 scale in order to participate in extra/cocurricular activities. Students receiving an "F" in one or more academic classes do not meet eligibility.

The Superintendent or designee shall give ineligible students a probation period of one grading period.

### **Eligibility Requirements for Grades K - 5**

In order to participate in extra-cocurricular activities, students in grades K - 5 must demonstrate satisfactory educational progress in meeting the requirements of their grade level. If a student is considered "at risk", he/she may still participate in extra/cocurricular activities if the student is participating in tutoring (if available), exerting a high level of effort in their academics as evaluated by their teacher, and if participation is approved by the student's parent/guardian and principal/designee.

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

All students elected to student offices, or who represent their schools in extracurricular activities, shall maintain a positive citizenship record as verified by their teacher. Students shall also be required to complete and turn in their homework on a regular basis to be eligible to participate in extracurricular activities.

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

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

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

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

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5144 - Discipline)*

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

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

*(cf. 6145.2 - Athletic Competition)*

### **Authority to Revoke Eligibility**

The Superintendent or designee may revoke a student's eligibility for participation in extra/cocurricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

*(cf. 5144 - Discipline)*

The Board shall annually review this policy and implementing regulations.

*(cf. 6145.2 - Interscholastic Competition)*

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

*Legal Reference: (see next page)*

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES** (continued)

*Legal Reference:*

EDUCATION CODE

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

4893048938 Student organizations

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

5531 Supervision of extracurricular activities of pupils

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

*Management Resources:*

CDE LEGAL ADVISORIES

1001.09 Access to School-Related Activities and Events by Disabled Students, LO:

3-90

CDE PROGRAM ADVISORIES

0409.87 Student Requirements for participation

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**

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

No student shall be prohibited from participating in extra/cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

The Superintendent shall ensure that disabled students have access, to the extent possible, to extracurricular and cocurricular- activities, student organizations and school-related social events, regardless of the severity or nature of their disabilities.

No extracurricular or cocurricular program or activity shall be provided or conducted separately and no district student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

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

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

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

*(cf. 412714227/4327 - Temporary Athletic Team Coaches)*

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

### **Eligibility Requirements for Grades 6 - 8**

In order to participate in extra/cocurricular activities, students in grades 6 - 8 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

All students elected to student offices, or who represent their schools in extracurricular activities, shall maintain a positive citizenship record. Students who fail to meet this requirement shall be subject to a probationary period set by the Principal.

A student who belongs to any school group or organization other than a course for academic credit must meet school eligibility standards, including a "C" (2.0) grade point average. Examples of such groups or organizations include, but are not limited to, athletic teams, student government, clubs, and cheerleaders.

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

The Superintendent or designee may exempt from eligibility requirements extra/cocurricular activities or programs which are offered primarily for the student's academic or educational achievement.

To encourage and support academic excellence, the Board requires students to earn a minimum 2.0 or "C" grade point average on a 4.0 scale in order to participate in extra/cocurricular activities. Students receiving an "F" in one or more academic classes do not meet eligibility.

The Superintendent or designee shall give ineligible students a probation period of one grading period.

### **Eligibility Requirements for Grades K - 5**

In order to participate in extra-cocurricular activities, students in grades K - 5 must demonstrate satisfactory educational progress in meeting the requirements of their grade level. If a student is considered "at risk", he/she may still participate in extra/cocurricular activities if the student is participating in tutoring (if available), exerting a high level of effort in their academics as evaluated by their teacher, and if participation is approved by the student's parent/guardian and principal/designee.

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

All students elected to student offices, or who represent their schools in extracurricular activities, shall maintain a positive citizenship record as verified by their teacher. Students shall also be required to complete and turn in their homework on a regular basis to be eligible to participate in extracurricular activities.

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

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

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

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

### **Authority to Revoke Eligibility**

The Superintendent or designee may revoke a student's eligibility for participation in extra/cocurricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

*(cf. 5144 - Discipline)*

The Board shall annually review this policy and implementing regulations.

*(cf. 6145.2 - Interscholastic Competition)*  
*(cf. 6164.4 - Identification of Individuals with Exceptional Needs)*

*Legal Reference: (see next page)*

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES** (continued)

*Legal Reference:*

EDUCATION CODE

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

4893048938 Student organizations

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

5531 Supervision of extracurricular activities of pupils

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

*Management Resources:*

CDE LEGAL ADVISORIES

1001.09 Access to School-Related Activities and Events by Disabled Students, LO:

3-90

CDE PROGRAM ADVISORIES

0409.87 Student Requirements for participation

**ATHLETIC COMPETITION**

**Sportsmanship**

Sportsmanship involves taking a loss or defeat without complaint, taking victory without gloating and treating opponents and officials with fairness, courtesy and respect.

Unacceptable behavior at all school contests includes berating an opponent's school or mascot, berating opposing players and making obscene cheers or gestures.

Coaches, athletes, cheerleaders and spectators shall respect the integrity and judgment of sports officials. Words or gestures of complaint about officials' calls are unacceptable.

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

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

*(cf. 5144 - Discipline)*

**Equivalent Opportunity**

Exclusion on the basis of gender from participation in any extracurricular or athletic program or activity constitutes discrimination. (Education Code 230)

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

No person shall on the basis of gender be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic or intramural athletics. The district shall not provide athletics separately on such basis. (5 CCR 4920)

The district may provide single-gender teams where selection for teams is based on competitive skills. (5 CCR 4921)

When a school provides only one team in a particular sport for members of one gender but provides no team in the same sport for members of the other gender, and athletic opportunities in the total program for that gender have been previously limited, members of the excluded gender shall be allowed to try out for the team. (5 CCR 4921)

When determining whether equivalent opportunities are available to both genders in athletic programs, the district shall consider, among other factors: (5 CCR 4922)

1. Whether the selection of sports and other extracurricular and cocurricular competition effectively accommodates the interests and abilities of both genders
2. The provision of equipment and supplies
3. Scheduling of games and practice times

**ATHLETIC COMPETITION** (continued)

4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms, practice and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity

**Health and Safety**

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition.

Whenever an athlete incurs an injury or wound that produces bleeding or other bodily fluids, the athlete shall be appropriately treated as soon as possible, using universal precautions.

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

*(cf. 5141.1 - Accidents)*

*(cf. 5141.23 - Infectious Disease Prevention)*

**Parental Notifications**

Before a student participates in interscholastic athletic activities, his/her parents/guardians shall receive a notice which:

1. Explains that there is an element of risk associated with all athletic competition and that the district cannot ensure that their student will not be injured, despite the staff's commitment to provide for every participant's health and welfare

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

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

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

**ATHLETIC COMPETITION** (continued)

3. Explains that it is imperative that the student adhere strictly to all safety rules, regulations and instructions as well as rules and guidelines related to sportsmanship and citizenship

**ASSEMBLIES AND SPECIAL EVENTS**

The Governing Board believes that assemblies and special events should promote a positive school climate. Assemblies should be designed to emphasize cooperation and similarities among students rather than competition and differences between students of diverse backgrounds. In addition, showcasing student achievement in academics, athletics, music, art, drama or other such activities can provide many students with self-esteem and an incentive to be in school.

The principal or designee shall ensure that the speakers and community resources featured in school assemblies and special events are carefully selected and balanced. Prospective speakers shall agree that they will present material of educational relevance that is appropriate to the maturity of the audience, with no statements that are obscene, vulgar or that incite violence. Assemblies may express seasonal themes that are not religious in nature.

The principal or designee shall schedule assemblies and special events so as to minimize disruptions and meet the requirements of law and negotiated agreements. The principal or designee may limit the number of such events whenever they encroach upon or do not support the instructional program.

The Board prohibits assemblies and special events that violate Board Policy and Administrative Regulation or violate the District Controversial Issues Policy, including hypotism, values clarification/sensitivity training, and other similar programs.

*(cf. 5137 - Positive School Climate)*

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

*(cf. 6144 - Controversial Issues)*

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

Although proficiency standards adopted for regular educational programs may be appropriate for students enrolled in special education programs, differential standards and assessments shall be adopted for special education students who are not able to attain the district's regular proficiency standards.

The Individualized Education Program (IEP) team shall determine whether a student with exceptional needs has the abilities to attain the district's regular proficiency standards with appropriate educational services and support. When necessary, the IEP team shall develop differential proficiency standards appropriate to the student's needs and potential. These differential standards shall be included in the student's individualized education program.

- (cf. 0430 - Comprehensive Local Plan for Special Education)*
- (cf. 1312.3 - Uniform Complaint Procedures)*
- (cf. 3541.2 - Transportation for Students with Disabilities)*
- (cf. 4112.23 - Special Education Staff)*
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
- (cf. 6159 - Individualized Education Program (IEP))*
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*
- (cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)*
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*
- (cf. 6164.4 - Identification of Individuals for Special Education)*

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or cocurricular activities. (Education Code 35160.5)

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

*Legal Reference:*

EDUCATION CODE

- 35160.5 Extracurricular and cocurricular activities; differential standards*
- 51215 Proficiency standards in basic skills*
- 56000 Education of individuals with exceptional needs*
- 56341 Individualized education program team*
- 56345 Elements of the IEP*

CODE OF REGULATIONS, TITLE 5

- 3069 Graduation*

**ELEMENTARY SCHOOL PROMOTION/STANDARDS OF PROFICIENCY**

Eighth grade students who have completed the district's prescribed course of study shall be eligible for a diploma of promotion.

**Graduation Requirements**

Any seventh (7<sup>th</sup>) grade student earning less than a cumulative yearly 2.0 GPA as a seventh grader will be required to attend summer school, study hall, after school tutoring, etc. The extra assistance will continue until the student achieves a 2.0 GPA.

Eighth (8<sup>th</sup>) grade students must maintain a 2.0 "C" cumulative yearly grade point average. Grade values are as follows:

- A = 4 Points
- B = 3 Points
- C = 2 Points
- D = 1 Points
- F = 0 Points

Any 8<sup>th</sup> grade student not meeting the cumulative 2.0 grade point average will:

1. Have a notice sent home each report period indicating that the student is not meeting the graduation standard.
- 2.. Be required to attend after school tutoring, Saturday Opportunity School, study hall, etc. The extra assistance shall continue until the student achieves a 2.0 GPA.
3. Not participate in the graduation ceremony.
4. Not receive a diploma.

Note: If an eighth grade student's GPA falls below the 2.0 GPA benchmark, parents will be notified as soon as it occurs, or at mid-trimester, whichever occurs first.

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

**Standards of Proficiency**

Eighth grade students who have earned a 2.0 cumulative yearly GPA in the eighth grade school year shall be eligible for a diploma of promotion.

The Governing Board shall adopt district standards of proficiency in reading comprehension, writing and computational skills and in other areas the Board deems appropriate. Students shall be assessed for these basic skills and receive remedial instruction when needed.

**ELEMENTARY SCHOOL PROMOTION/STANDARDS OF PROFICIENCY**

(continued)

The Superintendent or designee shall ensure that the district's standards of proficiency are developed with the active involvement of teachers, administrators, counselors and parents/guardians and that they are articulated with standards adopted by the local high school district. (Education Code 51215)

The Superintendent or designee shall provide for the periodic screening of assessment instruments for racial, cultural or gender bias.

The Superintendent or designee shall provide various opportunities for any student who does not show adequate progress toward mastery toward the 2.0 GPA. This extra assistance may be provided in summer school and shall continue until the student has been given numerous chances to achieve mastery, example, after school tutoring, study hall, etc. (Education Code 51216)

Student progress towards proficiency in basic skills shall be assessed in English at least once during grades four through six and at least once during grades seven through eight.

A separate assessment shall be made of the student's proficiency in each skill area, and a separate score given in each skill area. (Education Code 51218)

The Superintendent or designee shall provide remedial instruction for any student who does not show adequate progress toward mastery of basic skills. This instruction may be provided in summer school and shall continue until the student has been given numerous chances to achieve mastery. (Education Code 51216)

*Legal Reference:*

EDUCATION CODE

*51215-51218 Student progress, elementary and secondary schools*

*51225.4 Elementary school district certification of sufficient preparation*

*52510 Requirements for eighth grade graduation (adult school)*

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**PALERMO UNION SCHOOL DISTRICT**  
Palermo, California