

PHYSICAL EDUCATION

The Board recognizes the positive benefits of physical activity for student health, wellness, and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the district.

The Board of Trustees desires to provide a physical education program aligned to California Content Standards which 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.

In addition, the required 9th grade physical education course will include instructional units that focus on the following:

- Personal physical fitness
- Analyzing physical fitness
- Fitness goal setting
- Nutrition, nutrients, and water
- Body composition and weight control
- Nutritional Guidelines
- Safety precautions
- Efficient and safe training principles
- Food guide pyramid
- Eating disorders
- Flexibility
- Stretching
- Cardiovascular fitness
- Muscular fitness
- Stress management
- Consumer awareness

The Body Conditioning course addresses:

- Personal fitness and wellness
- Cardiovascular fitness
- Benefits of exercise
- Maintenance of good health
- Exercise safety
- Nutrition

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6145.21 - Sportsmanship)
(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)
(Board Policy 5031 – Wellness Policy)

The Board shall approve the components of the physical education program. The district’s program shall be aligned with state model content standards and curriculum frameworks for physical education and shall provide a developmentally appropriate sequence of instruction including the efforts of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives such as self-defense.

(cf. 6143 - Courses of Study)

Physical education staff shall take special care to ensure that excessive physical exertion is not required of students who have informed staff of a heart or respiratory condition or other physical disability that may restrict such activity. Any dispute concerning such a condition shall be submitted to the principal or designee, who may make appropriate inquiries consistent with state and federal law. An appropriate alternative activity shall be provided for these students.

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

PHYSICAL EDUCATION (continued)

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 or as needed to accommodate individual student health needs.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may exempt students from physical education when they are participating in interscholastic athletic programs which entail comparable amounts of time and physical activity, provided their physical education, in its entirety, meets the district's curriculum standards.

The district's program shall provide equal opportunities for participation in physical education instruction regardless of gender.

An appropriate alternate activity or exemption from the physical education class shall be provided for a student with disabilities in accordance with his/her individualized education program or Section 504 accommodation plan.

The district's physical education program shall be provided by appropriately credentialed teachers. Continuing professional development shall be offered to physical education teachers and to classroom teachers serving as instructors of physical education in order to enhance the quality of instruction and the variety of activities offered.

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education to students in grade 9. (Education Code 60800)

The Superintendent or designee shall annually report to the Board the results of the physical fitness testing for each school and applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education. The Superintendent or designee shall also report the aggregate results of the physical fitness testing in the annual school accountability report card required by Education Code 33126 and 35256.

Permanent Exemptions

The Superintendent or designee may grant permanent exemptions from physical education to a student who complies with any of the following (Education Code 51241, SB 601):

1. Is 16 years or older and has been enrolled in grade 10 for one academic year or longer. Board Policy 6146 states that students in the El Monte Union High School District are required to earn at least 20 units of physical education credit in order to meet high school graduation requirements as appropriate.
2. Is enrolled as a postgraduate student

PHYSICAL EDUCATION (continued)

3. Is enrolled in a juvenile home, ranch, camp, or forestry camp school where students are scheduled for recreation and exercise pursuant to the requirements of section 4346 of Title 15 of the California Code of Regulations.

Other Exemptions

1. The student in grades 10-12 attends a regional occupational center or program and attendance in physical education courses results in hardship because of the travel time involved. (Education Code 52316)
2. The student is engaged in a regular school-sponsored inter-scholastic athletic program carried on wholly or partially after regular school hours (at grades 10, 11, 12 only)

Temporary 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).

(cf. 6145.2 - Interscholastic Competition)

(cf. 6146.11 - Alternative Credits Toward Graduation)

Two-Year Exemptions

With a student's consent, the Superintendent or designee may exempt the student from any two years of physical education courses during grades 10-12. The exemption from grade 10 is provided only if the student met at least 5 of 6 standards of the state's physical fitness test in grade nine. The student will still be held responsible for completing the 20 credits of physical education required for graduation. Students who do not meet at least 5 of 6 standards of the state's physical fitness test must take physical education in grade 10 and will be tested on the components in which they did not meet the state standard.

Legal Reference:

EDUCATION CODE

49066 *Grades; physical education class*

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

3051.5 *Adapted Physical Education for Individuals with Exceptional Needs*

10060 *Criteria for Physical Education Program*

UNITED STATES CODE, TITLE 29

794 *Rehabilitation Act of 1973, Section 504*

PHYSICAL EDUCATION (continued)

53 Ops. Atty. Gen 230 (1970)

Management Resources:

CDE PROGRAM ADVISORIES

0418.89 Physical Education, April 18, 1989

PHYSICAL EDUCATION

Instruction in physical education shall be provided for a total period of time of not less than 400 minutes each 10 school days. Students in grades 10-12 may be exempted from physical education if he/she is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours (if said student is enrolled in an "Athletics" class.)

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

During each February, March, April or May, students in grade 9 shall undergo the physical performance testing designated by the State Board of Education. Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800) The district may provide make-up date(s) for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury.

Students shall be provided with their individual results after completing the physical performance testing. Each student's scores on the physical performance test shall be included in his/her cumulative record.

Testing Variations

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

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

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

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

PHYSICAL EDUCATION (continued)

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 60800.5; 5 CCR 1047)

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

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

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

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

COMPREHENSIVE HEALTH EDUCATION

The Board believes that health education should foster the knowledge, skills, and behaviors that students need in order to lead healthy, productive lives. The district's health education program shall teach personal responsibility for one's own lifelong health, respect for one promotion of the health of others, the process of growth and development, and informed use of health-related information, products, and services. Goals for the district's health education program shall be designed to promote student wellness and shall be developed in accordance with Board policy. Such goals shall include, but no be limited to, goals for nutrition education and physical activity. The Board intends for health education to be part of a coordinated school health system that links district, school, and community programs and services to promote the health and well-being of students.

(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. 5141.3 - Health Examinations)

(cf. 5141.6 - Student Health and Social Services)

(cf. 5142 - Safety)

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

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6142.2 - AIDS Prevention Instruction)

(cf. 6142.7 - Physical Education)

(cf. 6164.2 - Guidance/Counseling Services)

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

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

COMPREHENSIVE HEALTH EDUCATION (continued)

8. Alcohol, tobacco and other drugs Environmental health and safety
9. Community health
10. Diseases and disorders, including sickle cell anemia and related genetic diseases and disorders

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

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

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

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

The above content areas shall be addressed in a planned, sequential curriculum for students in grades 9 through 12.

The 9th/10th grade Family and Consumer Sciences Tech Core course will include instructional units that focus on the following:

- Food sciences
- Careers in nutrition
- Safety and sanitation in food preparation
- Food preparation technology
- The art of professional food service

COMPREHENSIVE HEALTH EDUCATION (continued)

The Foods and Nutrition course that is available to students in grades 9-12 includes instructional units that focus on the following:

- Basic nutrition
- The role of fitness in a healthy lifestyle
- Eating disorders
- Food Pyramid Guide
- Proper nutrition/obesity prevention
- Food preparation skills
- Consumer awareness
- Food effects on general health
- Meal planning
- Calorie burning exercise

The Biology course addresses:

- Proper nutrition
- High fat/high sugar foods
- Alcohol, drug, and tobacco abuse and relation to health, safety, and emotional well-being
- Negative effects of obesity
- Communicable diseases

The Physiology course addresses:

- Human body
- Body function
- Organs
- Nutritional aspects for health

The Relationships course addresses:

- Eleven ways to live longer
- Chronic disease prevention
(Board Policy 5031 – Wellness Policy)
- Food Pyramid Guide

Upon written request by a student's parent/guardian, he/she shall be excused from any part of the health instruction that conflicts with the parent/guardian's religious training, beliefs or personal moral convictions. Students so excused shall be given an alternative educational activity.

Legal Reference: (see next page)

COMPREHENSIVE HEALTH EDUCATION (continued)

Legal Reference:

EDUCATION CODE

233.5 Duty concerning instruction of students
8850.5 Family relationships and parenting education
35183.5 Sun protection
38085 Sale of specified food items
49413 First aid training
49490-49493 Child nutrition needs
49500 Meals for students
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
51260-51269 Drug education
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
51890-51891 Comprehensive health education programs
51940 Prevention of brain and spinal cord injuries

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

CDE PUBLICATIONS

Health Framework for California Public Schools, 1994

CDHS PUBLICATIONS

Jump Start Teens, 1997

Playing the Policy Game, 1999

School Idea and Resource Mini Kit, 2000

WEB SITES

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

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

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

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

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

COMPREHENSIVE HEALTH EDUCATION

Content of Instruction

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

1. Alcohol, tobacco, and other drugs

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

2. Human growth, development, and sexual health

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

3. Injury prevention and safety

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

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

4. Mental, emotional, and social health

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

5. Nutritional and physical activity

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

6. Personal and community health

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

COMPREHENSIVE HEALTH EDUCATION (continued)

(cf. 3516 – Emergencies and Disaster Preparedness Plan)
(cf. 5141 – Health Care and Emergencies)
(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 – Infectious Diseases)
(cf. 5141.23 – Asthma Management)
(cf. 5141.7 – Sun Safety)
(cf. 5146 – Married/Pregnant/Parenting Students)
(cf. 6142.5 – Environmental Education)

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

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

(cf. 5141.6 – School Health Services)

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

Exemption from Health Instruction

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

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

Students so excused shall be given an alternative educational activity.

COMPREHENSIVE HEALTH EDUCATION (continued)

Involvement of Health Professionals

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

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

(cf. 1325 – Advertising and Promotion)

Instruction

READING/LANGUAGE ARTS INSTRUCTION

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

(cf. 6143 - Courses of Study)

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

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

(cf. 6011 - Academic Standards)

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

(cf. 4131 - Staff Development)

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

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

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

Grades 9-12

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 9-12.

READING/LANGUAGE ARTS INSTRUCTION (continued)

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

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

Supplementary Reading Instruction

To assist those students who are experiencing difficulty in reading and to increase the literacy skills and reading enjoyment of all students, the Board may offer students increased instructional opportunities outside the regular school session.

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

Legal Reference: (see next page)

READING/LANGUAGE ARTS INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

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

Management Resources:

CSBA PUBLICATIONS

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

CDE PROGRAM ADVISORIES

1028.93 Continuing Implementation of the English-Language Arts Framework, CIL: 93/94-02

Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three, 1996

CDE PUBLICATIONS

Every Child a Reader, 1995

English-Language Arts Framework for California Public Schools, 1999

WEB SITES

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

MATHEMATICS INSTRUCTION

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

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

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

The Superintendent 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)

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.

MATHEMATICS INSTRUCTION (continued)

(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:

EDUCATION CODE

51210 *Areas of study, grades 1 through 6*

51220 *Areas of study, grades 7 through 12*

Management Resources:

CDE PUBLICATIONS

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

Mathematics Framework for California Public Schools, 1992

SCIENCE INSTRUCTION

The Board of Trustees believes that a California Content Standards aligned 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. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

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

(cf. 6142.91 - Reading/Language Arts Instruction)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

Management Resources:

CDE PUBLICATIONS

Science Framework for California Public Schools, 1990

SBE POLICIES

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

COURSES OF STUDY

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

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

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

Courses of study for secondary grades shall prepare students 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 upon graduation from high school. (Education Code 51228)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6178 - Vocational Education)

The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill 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)

In addition, the course of study for high school students shall include instructions in skills and knowledge for adult life and career technical training. (Education Code 51224)

(cf. 6030 - Integrated Academic and Vocational Instruction)

Guidance services shall be available to help students select courses relevant to their academic needs and future goals.

The Superintendent or designee shall develop a process by which courses are submitted to the University of California (UC) for review and certification in order to meet university admission criteria. He/she shall maintain an accurate list of all current district courses that have been so certified and shall ensure that the list is provided annually to each student via their counselor.

COURSES OF STUDY (continued)

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of the following:

1. A brief explanation of the college admission requirements
2. A list of the current UC and California State University (CSU) web sites that help students and their families learn about college admission requirements and that list high school courses
3. A brief description of Career Technical Education as defined by the California Department of Education
4. The Internet address for the portion of the website where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

(cf. 6164.2 - Counseling/Guidance Services)

Legal Reference:

EDUCATION CODE

33319.3 Driver education; CDE materials on road rage

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 student'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

51241 Exemption from physical education

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

Management Resources:

WEB SITES

CDE: www.cde.ca.gov

COURSES OF STUDY

Grades 9-12

Courses of study for grades 9 through 12 shall include the following:

(cf. 6146.1 - High School Graduation Requirements)

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

(cf. 6162.52 - High School Exit Examination)

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

(cf. 6142.91 - Reading/Language Arts Instruction)

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

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

- (1) American government and civics, including the study of all of the following: (Education Code 51230)

- (a) The Declaration of Independence
- (b) The United States Constitution, including the Bill of Rights
- (c) Substantive selections from the Federalist Papers
- (d) The Emancipation Proclamation
- (e) The Gettysburg Address
- (f) George Washington's Farewell Address

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

COURSES OF STUDY (continued)

Note: AB 2709 (Ch. 739, Statutes of 2002) added Education Code 51221.3 to require that instruction in social studies include instruction on World War II and the American role in that war. The Legislature encourages that this instruction include, but not be limited to, a component drawn from personal testimony, especially in the form of oral or video history of American soldiers who were involved in World War II and those men and women who contributed to the war effort on the homefront. If oral histories are used, they must conform to the requirements of Education Code 51221.3 and (1) exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate; (2) contain their subjects' views and comments regarding the reasons for American participation in the war and the actions taken to end the war in the Pacific; and (3) solicit their subjects' comments regarding the aftermath of the war in Eastern Europe and the former Soviet Union.

(3) World War II and the American role in that war (Education Code 51221.3)

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

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

- c. The development of the American economic system, including the role of the entrepreneur and labor
- d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

(cf. 6142.5 - Environmental Education)

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

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

(cf. 6141.6 - Multicultural Education)

3. Foreign language(s): understanding, speaking, reading and writing (Education Code 51220)

COURSES OF STUDY (continued)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

(cf. 6142.7 - Physical Education)

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

(cf. 6142.93 - Science Instruction)

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

(cf. 6142.92 - Mathematics Instruction)

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

(cf. 6142.6 - Visual and Performing Arts Education)

8. Applied arts: family and consumer sciences education, industrial technology, general business education or general agriculture (Education Code 51220)

9. Career technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6178 - Vocational Education)

Note: Education Code 51201.5 requires that students be provided AIDS prevention instruction at least once in high school and at least once in high school; see BP/AR 6142.2 - AIDS Prevention Instruction.
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10. HIV/AIDS prevention (Education Code 51201.5)

(cf. 6142.2 - AIDS Prevention Instruction)

COURSES OF STUDY (continued)

Note: Education Code 51202 requires that certain health-related topics be addressed at “the appropriate secondary grade levels”.
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11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)
 - a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of our environment
 - d. Venereal disease

(cf. 6142.1 - Family Life/Sex Education)

- e. The effects of alcohol, narcotics, drugs and tobacco upon the human body and upon prenatal development
- f. Prenatal care
- g. Violence as a public health issue

CONTROVERSIAL ISSUES

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

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

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 5145.2 - Freedom of Speech/Expression)

Legal Reference:

EDUCATION CODE

51510 *Prohibited study or supplemental materials*

51511 *Religious matters properly included in courses of study*

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

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 California Content Standards 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.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

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

No extracurricular or co-curricular program or activity shall be provided or conducted separately and no district student's participation in extracurricular and co-curricular 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 co-curricular 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 co-curricular 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)

No student shall be prohibited from participating in extracurricular and co-curricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

Eligibility Requirements

To be eligible to participate in extracurricular and co-curricular activities, students in grades 9 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale
2. Passing a minimum of four courses, one of which may be physical education or athletics
3. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

The Superintendent or designee may grant students a probationary period of not more than one grading period. Students whose GPA has fallen below 2.0 but have passed four or more classes (only one of which may be physical education or athletics) are deemed to be on probation. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

A student shall not have more than one “4” in citizenship in order to participate in an activity. Any student thus affected will be put on “probation” for a two-week period. During this two-week period of time, the student in question may participate in practices or rehearsals, but may **NOT** participate in any competitive or performing activity. At the end of the probationary period, if the student’s citizenship has not improved, the probation period will be extended for another two weeks.

District wide, student eligibility for participation will be checked on Monday after grades are submitted by teachers.

The Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.

(cf. 6164.5 - Student Study Teams)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

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

(cf. 5144 - Discipline)

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference: (see next page)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

Legal Reference:

EDUCATION CODE

35145 *Public meetings*

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

35179 *Interscholastic athletics; associations or consortia*

48930-48938 *Student organizations*

CODE OF REGULATIONS, TITLE 5

350 *Fees not permitted*

4900-4965 *Nondiscrimination in elementary and secondary education programs receiving state financial assistance*

5531 *Supervision of extracurricular activities of students*

UNITED STATES CODE, TITLE 42

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

COURT DECISIONS

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

Management Resources:

CDE LEGAL ADVISORIES

001.90 *Access to School-Related Activities and Events by Disabled Students, LO: 3-0*

409.87 *Requirements for Student Participation in Extracurricular and Cocurricular activities, AB 2613, CIL: 86/87-11*

WEB SITES

California Association of Directors of Activities: <http://www.cada1.org>

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Definitions

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

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

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

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

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

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

Eligibility Requirements

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

ATHLETIC COMPETITION

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

(cf. 3530 - Risk Management/Insurance)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5137 - Positive School Climate)
(cf. 6142.7 - Physical Education)
(cf. 7110 - Facilities Master Plan)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Sportsmanship

The Board supports the ideals of good sportsmanship, ethical conduct and fair play, and expects student athletes, coaches, spectators and others to demonstrate these principles during all athletic competitions.

In preparing for and participating in athletic competitions, students and staff shall abide by the core principles of trustworthiness, respect, responsibility, fairness, caring and citizenship, as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor."

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

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.4 - Campus Disturbances)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

ATHLETIC COMPETITION (continued)

California Interscholastic Federation

The Board maintains membership in CIF and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation and CIF rules. The Superintendent or designee shall have responsibility for the district interscholastic athletic program while the principal or designee at each participating school shall be responsible for the site-level decisions as appropriate.

The Board shall annually designate an employee from each high school to serve as a representative to the local CIF league. Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the district's goals for interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the district representatives to CIF report regularly to the Board on league, section and statewide issues, as well as activities and prospective actions related to athletics.

Student Eligibility

The first priority of student-athletes shall be a commitment to their education and performing well in the classroom.

Eligibility requirements for participation in the district's interscholastic athletic program are the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 5111.1 - District Residency)

(cf. 5118 - Transfers)

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

In addition, the Superintendent or designee shall ensure that students participating in CIF league athletics satisfy any additional CIF eligibility requirements.

Health and Safety

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

ATHLETIC COMPETITION (continued)

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

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

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

(cf. 5141.1 - Accidents)

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

(cf. 5141.23 - Infectious Disease Prevention)

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

(cf. 5131.61 - Drug Testing)

(cf. 5131.63 - Anabolic Steroids)

(cf. 5141.3 - Health Examinations)

(cf. 5143 - Insurance)

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

Supervision

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training and preparation for competition. Athletic events shall be officiated by qualified personnel. (See Exhibit E(1) 6145.2)

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

Legal Reference: (see next page)

ATHLETIC COMPETITION (continued)

Legal Reference:

EDUCATION CODE

200-261 *Prohibition of discrimination on the basis of sex*

17580-17581 *Football equipment*

33353-33353.5 *California Interscholastic Federation; implementation of policies, insurance program*

33354 *CDE authority over interscholastic athletics*

35160.5 *District policies; rules and regulations*

35161 *Powers and duties generally*

35179 *Interscholastic athletics*

48930-48938 *Student organizations*

49020-49023 *Athletic programs; legislative intent, equal opportunity, apportionment, prohibited sex discrimination*

60850-60856 *High School Exit Examination*

CODE OF REGULATIONS, TITLE 5

4900-4965 *Nondiscrimination in elementary and secondary education programs receiving state financial assistance*

5531 *Supervision of extracurricular activities of students*

5590-5596 *Employment of noncertificated coaches*

UNITED STATES CODE, TITLE 20

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

COURT DECISIONS

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

Management Resources:

CSBA PUBLICATIONS

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

CIF PUBLICATIONS

Pursuing Victory with Honor, November 1999

California Interscholastic Federation Constitution and Bylaws, 1996-97

WEB SITES

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

CIF: <http://www.cifstate.org>

NOCSAE: <http://www.nocsae.org>

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

ATHLETIC COMPETITION

Nondiscrimination and Equivalent Opportunities in the Athletic Program

No person shall on the basis of gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural or club athletics. (Education Code 35179; 5 CCR 4920)

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

The Superintendent or designee may provide single-gender teams where selection for the 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 and compete with the team. The same standards for eligibility shall be applied to every student trying out for a team, regardless of gender, sexual orientation, or other protected group status.

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

1. Whether the selection of sports and levels of competition offered effectively accommodate the interests and abilities of both genders
2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Opportunities to receive coaching and academic tutoring
5. Assignment and compensation of coaches and tutors
6. Provision of locker rooms, practice and competitive facilities
7. Provision of medical and training facilities and services
8. Publicity
9. Travel and per diem allowances
10. Provision of housing and dining facilities and services

ATHLETIC COMPETITION (continued)

In order to help ensure that the district's athletic program effectively accommodates the interests and abilities of both sexes in athletics within the meaning of 5 CCE 4922, the district shall use the following criteria: (Education Code 230)

1. Whether the interscholastic level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments
2. When the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and continuing practice of program expansion that is demonstrably responsive to the developing interest and abilities of the members of that sex
3. When the members of one sex are underrepresented among interscholastic athletes, and the district cannot show a history and continuing practice of program expansion as required in item #2 above, whether the district can demonstrate that the interest and abilities of the members of that sex have been fully and effectively accommodated by the present program

Parental Notifications

Note: Education Code 33353 requires the California Interscholastic Federation (CIF) to provide information to students and parents/guardians about complaint procedures for discrimination complaints arising from interscholastic athletic activities. Education Code 33354 allows a complainant to file a discrimination complaint directly with the California Department of Education.
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Before a student participates in interscholastic athletic activities, the Superintendent or designee shall send a notice to the student's parents/guardians which:

1. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite its commitment to provide for every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

(cf. 5143 - 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)

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

4. Include a copy of the local California Interscholastic Federation league rules

ATHLETIC COMPETITION (continued)

5. Provides information about insurance protection pursuant to Education Code 32221.5
6. Includes information about the CIF bylaws and district policy requiring student/athlete and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency.

ATHLETIC COMPETITION (continued)

EL MONTE UNION HIGH SCHOOL DISTRICT
3537 Johnson Avenue, El Monte, CA 91731 (626) 444-9005

To: The Parents/Guardians of _____

From Athletic Director: _____

Coach: _____

Sport: _____

Your student is participating in athletics and has been assigned a 6th period (or 7th period at block schedule schools) Athletics class. Due to field and gym usage or game schedule, not all teams are able to practice 6th period during their athletics class. If you agree to this schedule, your son/daughter will be going home at approximately 1:45 p.m. under a regular schedule and returning later (**see attached practice schedule**) to practice with his/her team. At approximately 1:45 p.m. your student must leave campus immediately or report to the Library or Learning Center to study. This may not be applicable on game days as the athlete would be preparing for the game or riding the bus to the game site.

If you agree to this, please sign the form below and have your students return this release to his/her coach. If you **do not** agree, the athlete must report to a regular athletic class during 6th period and also to practice.

If the athlete abuses this privilege by remaining on campus or by causing a disturbance during 6th period, this privilege may be revoked and the athlete will be **required** to attend a regular athletic class during 6th period.

I understand that my athlete, _____, grade _____

(Please print)

will be leaving school at approximately 1:45 p.m. and returning at _____, and I give permission for my athlete to do this.

Parent/Guardian: _____

(Signature)

STUDENT ORGANIZATIONS AND EQUAL ACCESS

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

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1325 - Advertising and Promotion)

(cf. 3452 - Student Activity Funds)

The Superintendent or designee shall establish criteria and a process for school sponsorship of student clubs. The Board encourages students to pursue interests and clubs which may not directly relate to the district's curriculum.

All student-initiated groups at secondary schools shall be given equal access to meet on school premises during non-instructional times without regard to their religious, political, philosophical or other speech content. (20 USC 4071) The Board shall ensure that:

1. The meeting shall be voluntary and student initiated.
2. There shall be no sponsorship of the meeting by the school or staff. The term sponsorship means that the school staff are promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes shall not constitute sponsorship of the meeting.
3. Employees of the school shall be present at religious meetings only in a non participatory capacity.
4. The meeting shall not materially or substantially interfere with the orderly conduct of educational activities within the school.
5. Non-school persons shall not direct, conduct, control, or regularly attend activities of student groups.

(cf. 1330 - Use of School Facilities)

(cf. 3515.2 - Disruptions)

(cf. 5145.2 - Freedom of Speech/Expression)

All student clubs or groups shall have equal access to the school media, including the public address system, the school newspaper, and the school bulletin board, to announce meetings. The Superintendent or designee may issue a disclaimer that such activities are not school-sponsored. All non-curriculum related student groups shall be given equal access to meeting space, school equipment, and supplies.

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

Note: The No Child Left Behind Act (P.L. 107-110, Section 9525) specifically prohibits any district that has designated a limited open forum and that receives funds from the U.S. Department of Education from denying equal access to any group affiliated with the Boy Scouts of America or other patriotic youth group listed in 36 USC 20101-240112. The state Civic Center Act (Education Code 38130-38138) has long authorized the use of school facilities by the Boy Scouts. See BP.AR 1330 - Use of School Facilities.

No school shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (Public Law 107-110, Section 9525)

*Legal Reference:*EDUCATION CODE52 *Designation of secondary schools*53 *Designation of high schools*200-262.3 *Prohibition of discrimination on the basis of sex*32050-32051 *Hazing*48930-48938 *Student organizations*48950 *Freedom of speech*49020 *Athletic programs: Legislative intent*49021 *Equal opportunity for male and female students*49022 *Apportionment of funds for male and female students*49023 *Expenditure of public funds; prohibited sex discrimination*CODE OF REGULATIONS, TITLE 52 *Definitions*5531 *Supervision of extracurricular activities of students*PENAL CODE627-627.10 *Access to school premises*UNITED STATES CODE, TITLE 204071-4074 *The Equal Access Act*UNITED STATES CODE, TITLE 3620101-240112 *Patriotic organizations*PUBLIC LAW 107-1109524 *School prayer*9525 *Boy Scouts equal access*COURT DECISIONS*Culbertson et al. v. Oakridge School District*, (2001) 258 F.3d 1061*Good News Club et al. v. Milford Central School*, (2001) 121 S.Ct. 2093*Ceniceros v. Board of Trustees of the San Diego Unified School District*, (1995) 66 F. 3d 1535*Board of Education of Westside Community School District v. Mergens By and Through Mergens* (1989, 8th Cir.) 867 F.2d 1076, *affd.* (1990) 496 U.S. 226*Perumal et al v. Saddleback Valley Unified School District*, (1988) 198 Cal. App. 3d 64*Student Coalition for Peace v. Lower Merion School District Board of Directors*, (1985) 776 F.2d. 431*Hartzell v. Connell*, (1984) 35 Cal. 3d 899

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

Management Resources:

U.S. DEPARTMENT OF EDUCATION

Religious Expression in Public Schools: Statement of Principles, Richard W. Riley, 1995, rev. 1999

WEB SITES

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

STUDENT ORGANIZATIONS AND EQUAL ACCESS**School Sponsorship**

School-sponsored student organizations must be organized at the school, have a certificated advisor, be composed completely of current student body members and be approved by the Superintendent or designee in accordance with Board of Trustees policy. They shall hold the majority of their meetings at school and have a democratic plan for the selection of officers. Organization activities shall not conflict with the authority and responsibilities of school officials.

The principal or designee shall direct any group of students seeking recognition as a curriculum or non curriculum related student organization shall first request authorization from the principal or designee. The group shall provide the principal or designee with the following information:

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

The principal or designee shall establish school rules governing the meetings of curriculum-related groups, such as attendance or grade requirements. Such rules may vary depending on the circumstances that apply, such as whether or not academic credit is given for participation in the group.

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

The Superintendent or designee shall not deny any student-initiated group access to school facilities during non-instructional time on the basis of religious, political, philosophical or any other content to be addressed at such meetings. Such meetings shall not interfere with regular school activities.

Role of Staff Advisor

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

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

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

Note: The Equal Access Act defines non-instructional time as time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends. The Ninth Circuit Court of Appeals in Ceniceros v. Board of Trustees of the San Diego Unified School District held that the high school's lunch hour constituted noninstructional time based on the fact that no classroom instruction occurred during the school lunch hour and that students were not required to remain on campus. The court concluded that schools could disallow religious groups from using school premises for meetings during lunch only if it barred all non-curriculum-related groups from meeting at lunch.

The Superintendent or designee shall identify the non-instructional time period(s) set aside for non-curriculum-related student organization meetings before or after actual classroom instruction times. Meetings may also be held during the lunch hour.

The following criteria must be met for these meetings: (20 USC 4071, 4072)

1. The meeting shall be voluntary and student-initiated.
2. There shall be no sponsorship of the meeting by the school or staff. The school or staff shall not promote, lead, or participate in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes shall not constitute sponsorship of the meeting.
3. Employees of the school shall be present at religious meetings only in a non-participatory capacity.

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

4. The meeting shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space.
5. Students shall leave the meeting place in a clean, orderly, and secure condition after the meeting

Hazing

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

INTERNATIONAL EXCHANGE

The Board of Trustees recognizes that personal contact between students of different countries promotes global awareness and international understanding. To that end, the board welcomes the enrollment of international exchange students and further encourages district students take any opportunities that they may have to participate in such programs and study in another country.

With Board approval, a district school may establish a sister-school relationship with a school in another country.

Student Exchange Programs

The Board welcomes the enrollment of international exchange students participating in programs that meet criteria established by the United States Information Agency for teenager exchange visitor programs. The Board further encourages district students to take any opportunities they may have to participate in such programs and study in another country.

To enroll in a district school, an international exchange student must be participating in an exchange program registered with the California Attorney General's office, designated by the U.S. Department of State and accepted for listing on the Council for Standards for International Educational Travel's Advisory List.

Note: USIA criteria provide that no more than four foreign students and no more than two of the same nationality may be placed in one high school by a single sponsor.
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To ensure that district facilities will not be overcrowded, the Superintendent or designee may limit the number of foreign exchange students to be accepted at any district high school during any school year.

The district shall incur no financial obligations when sending or receiving foreign exchange students. Program sponsors shall provide assurance of their responsibility for health, accident and liability insurance, the student's home placement, and the resolution of any related personal difficulties which may arise.

The Superintendent or designee shall establish district criteria for issuing regular or honorary diplomas to foreign exchange students. The principal or designee may refer to these criteria when helping foreign exchange students select classes, academic goals and co-curricular activities which correspond with their individual qualifications, needs and interests.

(cf. 5127 - Graduation Ceremonies and Activities)

District staff shall provide relevant counseling to district students who wish to study in a foreign country. Students seeking district graduation credit for courses successfully completed in the foreign country must provide evidence of academic progress and shall be granted credit in accord with Board policy and administrative regulation.

(cf. 6146.11 - Alternative Credits Toward Graduation)

INTERNATIONAL EXCHANGE (continued)

Note: A list of exchange visitor organizations approved by the USIA is available from the USIA, 301 Fourth St. SW, Washington D.C. 20547. Descriptions of exchange programs are available from the Council on Standards for International Educational Travel, 3 Loudoun St. SE, Leesburg, VA 22075..

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51225.5 Honorary diplomas; foreign exchange students

Management Resources:

CIF PUBLICATIONS

California Interscholastic Federation Bylaws: Article 2, Section 212

INTERNATIONAL EXCHANGE

Admission

All foreign exchange students must meet state and district immunization requirements.

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.31 - Immunizations)

Athletics

Foreign exchange students shall be eligible for participation in interscholastic sports if their sponsoring program is listed in the California Interscholastic Federation (CIF) bylaws. Participation by other foreign students must be approved by the CIF section. (CIF bylaws, Article 2, Section 212)

Transfer of Credits

Students who seek graduation credits for academic work completed in a foreign country must provide the Superintendent or designee with official transcripts, translated into English, which indicate:

1. Classes successfully completed
2. The amount of time each class met and the total number of class periods held during the grading period, and
3. A descriptive or numerical evaluation of the student's academic performance

At his/her discretion, the Superintendent or designee may assign pass or fail grades whenever the above transcript provides descriptive evaluations rather than letter or numerical grades.

Diplomas

1. Foreign exchange students will be considered for a regular diploma if they have satisfactorily completed all of the district's graduation requirements.

(cf. 6146.1 - High School Graduation Requirements)

2. Foreign exchange students who are not eligible for a regular diploma will receive an honorary diploma, provided they have completed at least one semester of full-time enrollment and achieved at least a 2.0 grade point average.

INTERNATIONAL EXCHANGE (continued)

3. At the discretion of the principal or designee, foreign exchange students who do not meet requirements for a regular or an honorary diploma may, at the end of their visit, be given a letter certifying the time period for which they were enrolled.

ASSEMBLIES AND SPECIAL EVENTS

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

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

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

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

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

(cf. 6111 – School Calendar)
(cf. 6112 – School Day)

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

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

ASSEMBLIES AND SPECIAL EVENTS (continued)

Legal Reference:

EDUCATION CODE

37200-37202 *School calendar*

37220-37223 *Holidays*

46010 *Total days of attendance*

46100 *Length of schoolday*

48980 *Notice at beginning of term*

51202 *Instruction in personal and public health and safety*

51240 *Excuse from instruction due to religious beliefs*

51513 *Materials containing questions about beliefs or practice*

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

HIGH SCHOOL GRADUATION REQUIREMENTS

The Board desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

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

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

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

Course Requirements

To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9 through 12, with each course being one year unless otherwise specified: (Education Code 51225.3)

1. Four courses in English

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics

At least one mathematics course, or a combination of two mathematics courses, shall meet or exceed state academic content standards for Algebra I. Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirements but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

(cf. 6011 - Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

3. Two courses in science, including biological and physical sciences

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture and geography; a one-semester course in American government and civics; and a one-semester course in economics

5. One course in visual or performing arts or foreign language, or American Sign Language

(cf. 6142.6 - Visual and Performing Arts Education)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

6. Two courses in physical education, unless the student has been exempted pursuant to other sections of the Education Code (51225.3)

(cf. 6142.7 - Physical Education)

7. A one semester course in Health
8. Ten credits in an approved Career/Technical Education course or courses
9. Five credits in an approved Computer/Technology course

(cf. 5125 - Student Records)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study; see BP/AR 6146.11 - Alternative Credits Toward Graduation.
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Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Each student completing grade 12 shall have successfully passed the state exit examination in English/language arts and mathematics as a condition of high school graduation. Supplemental instruction shall be offered to any student in grade 9-12 who does not demonstrate “sufficient progress” toward passing the exit exam. Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive years after completion of grade 12 or until after they have passed both parts of the exam, whichever comes first.

Valedictorian

The selection process for each school’s valedictorian is as follows:

1. All students who have a GPA of 4.2 or higher and have earned a Blue Trustee Seal Diploma will be recognized as Valedictorian(s) of the graduating class.
2. If there are no students at the first criterion level, then those students that have earned a GPA of 4.1 and have achieved a Blue Trustees Seal Diploma will be recognized as Valedictorian(s) of the graduating class.
3. If there are not students at the Criterion 1 or 2 level, then the student(s) with the highest grade point average who has earned a Blue Trustee Seal Diploma will be recognized as the Valedictorian(s) of the graduating class.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Exit Exam for the Classes of 2006 and Later

Beginning in the 2005-06 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. (Education Code 60851) Legislation has been enacted to waive the CAHSEE requirement for special education students for the Class of 2006 only.

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6162.52 - High School Exit Examination)

Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (Education Code 37252, 60851)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

Certificates of Credit Completion/Achievement

Students who passed all of the district's course requirements but are unable to pass the high school exit examination shall receive a Certificate of Credit Completion.

Special education students who are in the Mildly Developmentally Delayed (MDD) program and have met all criteria as set forth in their Individualized Education Program (IEP) will be awarded a Certificate of Achievement if they have not passed the California High School Exit Exam (CAHSEE). These students who are awarded the Certificate of Achievement will have all privileges of participating in commencement ceremonies and all other related commencement activities.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a Certificate of Credit Completion and the resources that have been offered to such students.

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

In addition, the Board may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

Legal Reference:

EDUCATION CODE

37252 *Supplemental instructional programs*

48430 *Continuation education schools and classes*

48980 *Notification of parent/guardian*

51224 *Skills and knowledge required for adult life*

51224.5 *Algebra instruction*

51225.3 *Requirements for graduation*

51225.5 *Honorary diplomas; foreign exchange students*

51228 *Graduation requirements*

51230 *American government and civics*

51240-51246 *Exemptions from requirements*

51410-51411 *Diplomas*

51420-51421 *High school equivalency certificates*

51450-51455 *Golden State Seal Merit Diploma*

60850-60859 *High school exit exam*

CODE OF REGULATIONS, TITLE 5

1600-1651 *Graduation of students from grade 12 and credit toward graduation*

Management Resources:

WEB SITES

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians and the public. (Education Code 51225.3)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Students shall not be required to have resided within the district for any minimum length of time as a condition of high school graduation. (Education Code 51411) If a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic nonsectarian school or agency, the district shall issue the student a diploma from the school the student last attended. (Education Code 48645.5)

Foreign exchange students may receive honorary diplomas pursuant to Education Code 51225.5.

(cf. 6145.6 - International Exchange)

Students who complete all requirements for a high school diploma and demonstrate mastery of the curriculum in at least six subject matter areas may qualify for an honors diploma. (Education Code 51450, 51451) Students who completed all requirements for a high school diploma and demonstrate mastery of the curriculum in at least six subject matter areas may qualify for an honors diploma.

Exit Examination for the Classes of 2004 and Later

At the beginning of each school year or at the time a student transfers into the district, the Board shall provide written notification to all students in grades 9 through 12 and to their parents/guardians that each student completing the 12th grade shall be required to successfully pass the state's high school exit examination as a condition of graduation. The notification shall include, at a minimum, the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination. (Education Code 48980, 60850)

(cf. 5145.6 - Parental Notifications)

The examination shall be administered in accordance with law, Board policy and administrative regulation.

(cf. 6162.5 - Student Assessment)

When students do not demonstrate sufficient progress toward passing the exit examination, supplemental instruction offered by the district shall be designed to assist students to succeed on the exit examination and shall reflect statewide academic standards to the extent that the district has aligned its curriculum with those standards. (Education Code 60851)

(cf. 6011 - Academic Standards)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Supplemental instruction shall include summer school instructional programs for students in grades 9 through 12 who do not demonstrate sufficient progress toward passing the exit examination. (Education Code 37252)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6177 - Summer School)

ALTERNATIVE CREDITS TOWARD GRADUATION

In order to meet individual student needs and encourage all students to complete their high school education, the Board of Trustees desires to provide flexibility in the completion of prescribed courses in accordance with law.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.3 - Reciprocity of Academic Credit)

In addition to completing the core course requirements for high school graduation, students may fulfill elective credit needs through:

1. Practical demonstration of skills and competencies. Opportunities to demonstrate skills and competencies shall include, but not be limited to, challenging a course through successful completion of a district-developed examination which covers course objectives. The district shall not use results from the General Education Development (GED) test or other state or national tests for this purpose.

(cf. 6155 - Challenging Courses by Examinations)

2. Supervised Community Cooperative Technical Education up to 40 semester credits in accordance with 5 CCR 1635, or other outside school experience
3. Career-Technical education classes offered in high schools
4. Courses offered by Regional Occupational Centers or Programs
5. Interdisciplinary study
6. Independent study

(cf. 6158 - Independent Study)

7. Credit earned at a postsecondary institution with prior approval by the principal or designee
8. Correspondence instruction from a California university or college accredited for teacher training in accordance with 5 CCR 1634
9. For credit toward the district's foreign language requirement, foreign language studies successfully completed in a private school in accordance with 5 CCR 1632
10. Private instruction in accordance with 5 CCR 1631. For credit toward the district's physical education requirement, participation in district interscholastic athletic programs carried on wholly or partially after regular school hours

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

The district shall accept for credit any coursework satisfactorily completed by students while detained in a juvenile court school or county or state-operated institution. (Education Code 48645.5)

Students may receive physical education credit for participation in district interscholastic athletic programs carried on wholly or partially after regular school hours when such participation entails a comparable amount of time and physical activity. This is available only to students in grades 10, 11, and 12.

(cf. 6142.7 - Physical Education)
(cf. 6145.2 - Athletic Competition)

Students using interscholastic athletics participation to fulfill physical education requirements may be graded on this participation, provided that a teacher credentialed to teach physical education supervises this participation and assigns the grade. In addition, a student shall be eligible to satisfy graduation requirements in this manner only if the interscholastic program entails a comparable amount of time and physical activity.

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

Upon receiving advance, written application by the student or his/her parent/guardian, the Superintendent or designee shall determine whether completion of the proposed alternative means would satisfy course requirements for graduation on what documentation shall be required, if any, to verify the student's successful completion. The Superintendent or designee shall make the final determination as to whether the student's completion of an alternative means is sufficient to satisfy the district's graduation requirements.

As appropriate, the Superintendent or designee shall determine the grade to be assigned to students for the completion of any of the above alternative means. When a grade is assigned by a private school, postsecondary institution, or other educational institution for completion of coursework, that same grade shall be awarded by the district provided that the Superintendent or designee has determined the alternative course to be substantially equivalent to a district course.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

48645.5 Course credit, juvenile court schools

48800-48802 Attendance at community college; advanced education

51220 Areas of study; grades 7-12

51225.3 Requirements for graduation

51240-51246 Exemptions from requirements

51740-51741 Authority to provide instruction by correspondence

CODE OF REGULATIONS, TITLE 5

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

1600-1635 Alternative credit

Management Resources:

CDE PROGRAM ADVISORIES

0418.89 Physical Education, April 18, 1989

0615.89 Granting credit for passing GED, SPB:88/89-11

WEB SITES

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

ALTERNATIVE CREDITS TOWARD GRADUATION

Alternative modes specified by the district for completing the prescribed course of study shall be made available to students, parents/guardians and the public. (Education Code 51225.3)

Definitions

A *semester period* is one period of 40 to 60 minutes of instructional time per week throughout one semester of at least 17 weeks, or a minimum of 60 clock hours of instructional time provided during the academic year or in summer school. While the content to be covered is planned within the time frames, a student may be granted one semester period of credit even though the student spends less than the aforementioned amount of time in completing the necessary work. (5 CCR 1600)

Learning Through the Community, Business and Industry

Students may be granted up to 40 elective semester credits through one or more of the following programs: (5 CCR 1635)

1. Regional Occupational Program (ROP)

Classroom-based entry-level job skills training. Students may earn a maximum of 15 credits per semester.

2. Community Classroom (a component of ROP)

Non-paid internships in business and industry, supported by related classroom instruction. Students may earn a maximum of 10 credits per semester.

3. Community Cooperative Technical Education (a component of ROP)

Part-time paid jobs supported by related classroom instruction. Students may earn a maximum of 10 credits per semester.

College Courses

The district shall grant credit toward high school graduation for coursework successfully completed at a community college or state college, provided that: (5 CCR 1630)

1. The student obtains the site principal's recommendation in writing prior to enrolling.

2. The course subject cannot be in lieu of a high school graduation requirement in those cases where a course has a California Standards Test or the school offers an AP test in that course

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

3. Credit earned will be recorded as elective credit only for those courses that have a California Standards Test or the school offers an AP test in that course
4. The student has not graduated from college.
5. One and two-thirds semester high school credit is given for each semester credit earned in college.

The student shall receive the same letter grade for the high school credit as is granted by the college.

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

Foreign Language Instruction

Note: Education Code 51243-51245 and 5 CCR 1632 require districts to give credit toward high school graduation for private school foreign language courses if conditions and standards described below have been met.

The district shall grant credit for foreign language courses successfully completed in a private school, provided that all of the following conditions are met: (Education Code 51243-51244; 5 CCR 1632)

1. The courses are in languages designated in Education Code 51244 or State Board of Education regulations.
2. The student or parent/guardian applies in writing for the credit, specifies the private school attended and the amount and level of credit requested, and submits written evidence from the private school showing that the student successfully completed the course.
3. The amount of credit sought equals at least one semester's work.
4. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools.
5. The student or parent/guardian applies in writing for the credit, specifies the private school attended and the amount and level of credit requested, and submits a transcript or other documents from the private school showing that the student successfully completed the course.

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

Note: Pursuant to 5 CCR 1632, the principal must base his/her determination upon the private school's report of a test developed by the private school in cooperation with the district. If the private school is located outside the district, the principal may use a test given by a public school or other evidence which he/she deems appropriate.

Correspondence Instruction

The district shall grant credit for correspondence instruction under the following conditions:

1. The correspondence/on-line instruction is provided by an accredited institution in subjects included within or related to a course of study offered by the District.
2. The Assistant Superintendent, Educational Services, or designee has validated the accreditation status of the institution providing the correspondence/on-line instruction.
3. For correspondence/on-line instruction provided by a non-accredited school, coursework may only be used to fulfill subject area graduation requirements when it is determined by the principal or designee that the course substantially addresses the California Content Standards. The school reserves the right to refuse to grant credit for courses from non-accredited schools.
4. The student is, for an approved reason, unable to take the course of study offered in the District.
5. No more than forty (40) semester credits for correspondence/on-line instruction may be applied towards graduation.
6. Grades submitted for correspondence/on-line courses will be graded on a four-point scale, except as determined by the principal or designee.

Process for Requesting Approval of Credits through Correspondence or On-Line Instruction

1. The student who desires to earn credit through a correspondence/on-line course must submit a Request to Enroll in an On-Line or Correspondence Course for Transfer of Course Credit prior to the beginning of the course and is approved to take the course for credit in order to receive credit for the course.
2. The student completes the application process including information requested on the District Request to Enroll in an On-Line or Correspondence Course for Transfer of Course Credit and receives permission in writing from the principal or designee prior to enrolling in correspondence/on-line instruction

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

3. Students requesting permission for a course taken for original credit or make-up credit (for a course already attempted at El Monte Union High School District) must receive prior approval from the principal or designee.
4. Upon completion of correspondence/on-line coursework, it is the parent's/student's responsibility to arrange for the student's transcript to be forwarded to the high school registrar in a timely manner for review by the principal or designee to determine whether credit can be granted.
5. Students may be requested to provide evidence including, but not limited to, specific assignments completed, log-in records, and/or take an assessment test to determine mastery of course content before course credit is granted.

College Programs for High School Students

The district shall authorize high school students to enroll in a limited number of college credit courses to accelerate or enhance their progress toward their academic and/or vocational goals. In general, enrollment in college courses will be limited to classes not available on the student's high school campus unless special authorization is provided by the school principal. College instruction shall be provided to eligible students consistent with available resources and facilities. Qualified students may attend classes at community colleges, local colleges or universities.

Special college courses for only high school students may also be established. High school and community college guidance personnel will determine eligibility for college / high school classes.

A. Community College Classes

1. Community college / high school vocational programs. The intent of this program shall be to accelerate the student's progress toward his / her vocational goal and to enhance his / her opportunities for employment after graduation. Students should have a strong interest with aptitude in the course and should have demonstrated both socially and emotionally that their educational needs can be met at the college level.
2. Community college / high school advanced scholastic and enrichment program. The intent of this program is to provide college classes to enhance or accelerate the student's program toward his / her ultimate educational goal. Students should have a strong academic background and / or aptitude and should have demonstrated both socially and emotionally that their educational needs can be met at the college level.

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

B. College / University Classes

1. Four-year college / university programs. The intent of this program is to provide regular college classes to high school students. Students should have strong academic background and should have demonstrated both socially and emotionally that their educational needs can be met at the college level. High school students who meet all conditions and requirements may apply for college classes.

C. Limitations

1. Enrollment shall be limited to:
 - a. Students who are recommended for community college programs by their counselor as having the potential to benefit from college-level instruction either in an advanced scholastic program, career or vocational class, or another class not offered at the high school site.
 - b. Students enrolled in four district high school classes per day (240 minutes), excluding the college course.
 - c. Students with parental consent to enroll in a college class.

College Programs for High School Students

A. Enrollment Approval

1. Permission for a student to enroll in a college course will be based on several factors, including but not limited to:
 - a. Grade point average
 - b. Career / vocational interests
 - c. Recommendations of teacher / counselor
 - d. Potential benefit to the student
 - e. Parent permission
2. College credit will be granted for college courses. Students may also use college credits to meet graduation requirements in only those courses for which there is no California Standards Test (CST) or Advanced Placement test in that course.

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

3. Prior to enrollment in college courses, students must complete introductory or prerequisite classes if available as part of the district's regular secondary school curriculum.
4. The site principal shall have the final determination on issues related to special cases.
5. A transcript of work completed is sent to the college which the student plans to attend. Each college evaluates the student's work in the light of its programs.

ALTERNATIVE CREDITS TOWARD GRADUATION

EL MONTE UNION HIGH SCHOOL DISTRICT
Application to Take Course(s) Outside El Monte Union High School
*Must have prior written approval or credit will not be granted by
El Monte Union High School District*

Student Name: _____

Current Grade: _____

Current High School: _____

Age: _____

Birth date: _____

School or College where course(s) are offered: _____

Title of Course(s): _____

(Attach copy of course description and student transcript)

Check reason for wanting to take the course(s):

_____ To make up courses which aren't offered in EMUHSD summer school

_____ To catch up on a core subject in order to be university qualified before graduation

_____ To take an elective not offered in EMUHSD

_____ To comply with requirements in an I.E.P.

(Approval will not be given to *accelerate* in mathematics.)

To be taken for high school or college credit? _____

Student Signature: _____

Date _____

Counselor Signature (indicates recommendation) _____

Date: _____

Approved: _____ Not Approved: _____ Date: _____

Assistant Superintendent for Educational Services Signature: _____