

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 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 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.

(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.

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. (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)

The Superintendent or designee shall develop a process by which courses are submitted to the University of California for review and certification in order to meet university admission criteria, and shall maintain an accurate list of all current high school courses that have been so certified.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6141.5 - Advanced Placement)

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

(cf. 6164.2 - Counseling/Guidance Services)

Legal Reference: (see next page)

COURSES OF STUDY (continued)

Legal Reference:

EDUCATION CODE

33319.3 *Driver education; CDE materials on road rage*

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

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 1-6*

51220-51228 *Course of study for grades 7-12*

51241 *Exemption from physical education*

51911-51921 *Comprehensive health educational plans*

51934 *Instruction on AIDS and AIDS prevention*

51940 *Curriculum for brain and spinal cord injury prevention*

66204 *Certification of high school courses as meeting university admission criteria*

GOVERNMENT CODE

3543.2 *Scope of representation*

HEALTH AND SAFETY CODE

11032 *Definition of dangerous drugs*

CODE OF REGULATIONS, TITLE 5

10020 *Driver education*

10060 *Physical education program*

UNITED STATES CODE, TITLE 20

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

Management Resources:

WEB SITES

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

University of California, College Prep Online Courses and Services: <http://www.uccp.org>

COURSES OF STUDY

Grades 1-6

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

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

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

(cf. 6142.91 - Reading/Language Arts Instruction)

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

(cf. 6142.92 - Mathematics Instruction)

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

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

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

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

(cf. 6141.6 - Multicultural Education)

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

(cf. 6142.5 - Environmental Education)

COURSES OF STUDY (continued)

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

(cf. 6142.93 - Science Instruction)

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

(cf. 6142.6 - Visual and Performing Arts Education)

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

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

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

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

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

(cf. 5131.6 - Alcohol and Other Drugs)

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

(cf. 6142.7 - Physical Education)

8. Career awareness exploration

(cf. 6010 - Goals and Objectives)

(cf. 6030 - Integrated Academic and Vocational Instruction)

COURSES OF STUDY (continued)

Grades 7-12

Courses of study for grades 7 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) Early California history, and the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the nation, with particular emphasis on the role of these groups in contemporary society (Education Code 51204.5)

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

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

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

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

COURSES OF STUDY (continued)

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

(cf. 6142.7 - Physical Education)

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

(cf. 6142.93 - Science Instruction)

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

(cf. 6142.92 - Mathematics Instruction)

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

(cf. 6142.6 - Visual and Performing Arts Education)

- 8. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture (Education Code 51220)

COURSES OF STUDY (continued)

9. Career technical/vocational-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)

10. HIV/AIDS prevention (Education Code 51934)

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

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

(cf. 5131.6 - Alcohol and Other Drugs)

- f. Prenatal care
- g. Violence as a public health issue

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

- 1. Child growth and development
- 2. Parental responsibilities
- 3. Household budgeting
- 4. Child abuse and neglect issues

COURSES OF STUDY (continued)

5. Personal hygiene
6. Maintenance of healthy relationships
7. Teen parenting issues
8. Self-esteem

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

High schools shall offer automobile driver education that includes instruction in:

1. Vehicle Code provisions and other relevant state laws (Education Code 51220)
2. Proper acceptance of personal responsibility in traffic (Education Code 51220)
3. Appreciation of the causes, seriousness and consequences of traffic accidents (Education Code 51220)
4. Knowledge and attitudes necessary for the safe operation of motor vehicles (Education Code 51220)
5. The safe operation of motorcycles (Education Code 51220)
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle (Education Code 51220.1)
7. The rights and duties of a motorist pertaining to pedestrians and the rights and duties of pedestrians pertaining to traffic laws and traffic safety (Education Code 51220.4)

CONTROVERSIAL ISSUES

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

CONTROVERSIAL ISSUES

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

1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the 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 cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

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

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 3260 - Fees and Charges)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 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. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

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

(cf. 6164.5 - Student Success Teams)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

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:

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 pupils

UNITED STATES CODE, TITLE 42

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

COURT DECISIONS

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

Management Resources:

CDE LEGAL ADVISORIES

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

409.87 Requirements for Pupil 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 cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

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

Eligibility Requirements

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

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

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

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

ATHLETIC COMPETITION

The Board of Trustees recognizes that the athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social and emotional well-being 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

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. 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.

(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)

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. 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.

(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 pupils*

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 sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural or club athletics. (5 CCR 4920)

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

The Superintendent or designee may provide single-sex 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 sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out for the team. (5 CCR 4921)

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

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 CCR 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

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.

(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.

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

(cf. 1330 - Use of School Facilities)

(cf. 3515.2 - Disruptions)

All such 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.

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 inform students that certain groups are not school-sponsored.

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. (20 USC 7905)

Legal Reference: (see next page)

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

Legal Reference:

EDUCATION CODE

52 Designation of secondary schools

53 Designation of high schools

200-262.3 Prohibition of discrimination on the basis of sex

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 5

2 Definitions

5531 Supervision of extracurricular activities of pupils

PENAL CODE

627-627.10 Access to school premises

UNITED STATES CODE, TITLE 20

4071-4074 The Equal Access Act

7904 School prayer

7905 Boy Scouts equal access

UNITED STATES CODE, TITLE 36

20101-240112 Patriotic organizations

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

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 student organization to submit a district-approved application form which includes the following information:

1. Name of the organization and names of student contacts
2. A statement of the organization's purposes, objectives and activities
3. Name of staff sponsor, and a description of the function of staff adviser in the promotion, supervision and leadership of the group. The principal shall have final authority in determining the assignment and role of the staff adviser.
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

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

In order to maintain a closed forum at district schools, all student groups must relate to the curriculum by falling under one of the following categories:

1. The subject matter of the group is currently taught or will soon be taught in a regularly scheduled course.
2. The subject matter of the group concerns the body of courses as a whole (e.g., student government).
3. Participation in the group is required for a particular course.

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

4. Participation in the group results in academic credit.

Groups not sponsored by the school may use school facilities only as allowed under the Civic Center Act.

(cf. 1330 - Use of School Facilities)

The Superintendent or designee shall identify the noninstructional time period(s) set aside for noncurriculum-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. The meeting shall not materially and substantially interfere with the orderly conduct of educational activities within the school.
4. Nonschool persons shall not direct, conduct, control, or regularly attend activities of student groups.

School staff may be assigned voluntarily to observe meetings for purposes of maintaining order and protecting student safety. Students shall leave the meeting place in a clean, orderly and secure condition after their meetings. (20 USC 4071)

The Superintendent may deny the use of facilities to any groups that he/she believes will disrupt the school program or threaten the health and safety of students and staff. (20 USC 4071)

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

Hazing

No student shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student. Persons violating this regulation shall be subject to district discipline and penalties specified in law. (Education Code 32051)

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

(cf. 5144 - Discipline)

INTERNATIONAL EXCHANGE

The Board of Trustees recognizes that personal contact between students of different countries and cultures promotes global awareness and international understanding. To that end, the Board welcomes the enrollment of international exchange students and further encourages district students to 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.

International Student Exchange Programs

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.

When necessary because of overcrowding within district schools or limited district resources, the Superintendent or designee may limit the number of international exchange students to be accepted at any district high school during any school year.

The district shall not incur any financial obligations when sending and/or receiving international exchange students. Program sponsors shall provide assurance of their responsibility for health/accident/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 international exchange students. The principal or designee shall refer to these criteria when assisting international exchange students in selecting classes and cocurricular activities based on the student's individual qualifications, needs and interests.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.3 - Reciprocity of Academic Credit)

District staff shall provide relevant counseling to district students who wish to study in a foreign country. District credit for courses successfully completed in the foreign country shall be granted in accordance with Board policy and administrative regulation.

(cf. 6146.11 - Alternative Credits Toward Graduation)

Legal Reference: (see next page)

INTERNATIONAL EXCHANGE (continued)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51225.5 Honorary diplomas; foreign exchange students

GOVERNMENT CODE

12620-12630 International Student Exchange Visitor Placement Organizations

CODE OF FEDERAL REGULATIONS, TITLE 22

62.25 Secondary school students, exchange visitor program

Management Resources:

WEB SITES

California Attorney General's Office: <http://www.caag.state.ca.us>

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

Council on Standards for International Educational Travel: <http://www.csiet.org>

U.S. Department of State, Bureau of Educational and Cultural Affairs: <http://exchanges.state.gov>

U.S. Immigration and Customs Enforcement: <http://www.ice.gov>

INTERNATIONAL EXCHANGE

Admission

In order to approve the admission of an international exchange student, the Superintendent or designee must receive a written request for enrollment before the end of the preceding school year. Enrollment shall be for one year only.

(cf. 5111.2 - Nonresident Foreign Students)

All international exchange students shall meet state and district immunization requirements.

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.31 - Immunizations)

Athletics

International exchange students shall be eligible for participation in interscholastic sports in accordance with state bylaws of the California Interscholastic Federation as well as applicable section bylaws.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Diplomas

International exchange students may be considered for a diploma if they have satisfactorily completed the district's graduation requirements.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.3 - Reciprocity of Academic Credit)

International exchange students who are not eligible for a regular diploma may 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.

(cf. 5127 - Graduation Ceremonies and Activities)

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

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS

The Board of Trustees 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. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

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

(cf. 6164.2 - Guidance/Counseling Services)

Course Requirements

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

1. Three courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

Beginning in the 2003-04 school year, at least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, 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 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 (Education Code 51225.3)

(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 (Education Code 51225.3)

5. One course in visual or performing arts, foreign language, or American Sign Language (Education Code 51225.3)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Two courses in physical education, unless the student has been exempted pursuant to Education Code 51241 (Education Code 51225.3)

(cf. 6142.7 - Physical Education)

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)

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, 60859)

(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)

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)

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: (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE

37252 *Supplemental instructional programs*

48430 *Continuation education schools and classes*

48645.5 *Acceptance of coursework*

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*

51241-51246 *Exemptions from requirements*

51410-51412 *Diplomas*

51420-51427 *High school equivalency certificates*

51450-51455 *Golden State Seal Merit Diploma*

60850-60859 *High school exit exam*

66204 *Certification of high school courses as meeting university admissions criteria*

CODE OF REGULATIONS, TITLE 5

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

Management Resources:

CSBA POLICY ADVISORIES

Algebra I Requirement: Eligibility for High School Diplomas, March 2004

WEB SITES

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

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

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. 5126 - Awards for Achievement)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6145.6 - International Exchange)
(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)

Exit Examination for the Classes of 2006 and Later

At the beginning of each school year or at the time a student transfers into the district, the Board of Trustees shall provide written notification to all students in grades 9-12 and to their parents/guardians that, starting in the 2005-06 school year and each year thereafter, 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, 60859)

(cf. 5145.6 - Parental Notifications)

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

(cf. 6162.52 - High School Exit Examination)

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. 6179 - Supplemental Instruction)

Supplemental instruction shall include summer school instructional programs for students in grades 7-12 who do not demonstrate sufficient progress toward passing the exit examination. (Education Code 37252)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

(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. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.3 - Reciprocity of Academic Credit)

(cf. 6200 - Adult Education)

The Board shall actively involve parents/guardians, administrators, teachers and students in helping the district develop alternative means for students to complete the prescribed course of study required for graduation. (Education Code 51225.3)

As an alternative to completing the course requirements for high school graduation, students may fulfill one or more of the course requirements through:

1. Practical demonstration of skills and competencies (Education Code 51225.3)

(cf. 6155 - Challenging Courses by Examinations)

2. Supervised work experience up to 40 semester periods or other outside school experience, in accordance with Education Code 51760.3 and 5 CCR 1635 (Education Code 51225.3)

(cf. 6178.1 - Work Experience Education)

3. Career technical education classes offered in high schools (Education Code 51225.3)

(cf. 6178 - Vocational Education)

4. Courses offered by regional occupational centers or programs (Education Code 51225.3)

(cf. 6182 - Opportunity School/Class/Program)

5. Interdisciplinary study (Education Code 51225.3)

6. Independent study (Education Code 51225.3)

(cf. 6158 - Independent Study)

7. Credit earned for college courses in accordance with 5 CCR 1630 (Education Code 51225.3)

(cf. 6172 - Gifted and Talented Student Program)

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

8. Private instruction in accordance with 5 CCR 1631
9. Military service and training in accordance with 5 CCR 1634
10. Correspondence instruction from a California university or college accredited for teacher training in accordance with 5 CCR 1633
11. A program approved by the Department of Motor Vehicles which offers driver education and behind-the-wheel instruction through a driving school or licensed independent driving instructor in accordance with Vehicle Code 12814.6

The satisfactory completion of this program may be used to satisfy the district's driver education and training requirement. (Vehicle Code 12814.6)

12. 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

Participation in these programs may be used for credit toward the district's physical education requirement. (Education Code 51242)

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

(cf. 6142.7 - Physical Education)

(cf. 6145.2 - Athletic Competition)

13. Foreign language studies successfully completed in a private school in accordance with 5 CCR 1632

The satisfactory completion of these studies may be used for credit toward the district's foreign language requirement.

The Superintendent or designee shall determine whether a student has satisfactorily met course requirements through any of the above alternative means.

Legal Reference: (see next page)

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

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

51241-51246 Exemptions from requirements

51440 Veteran's education, evaluation and credit toward high school graduation

51740-51741 Authority to provide instruction by correspondence

51760-51769.5 Work experience education

VEHICLE CODE

12814.6 Teen driver's act

CODE OF REGULATIONS, TITLE 5

1600-1635 Alternative credit

Management Resources:

WEB SITES

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

ALTERNATIVE CREDITS TOWARD GRADUATION

Alternative means 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 12 clock hours of instructional time provided during the academic year or in summer school. While the content to be covered is planned within these 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)

Supervised Work Experience Education

Students shall be granted up to 40 semester periods of credit for work experience education of one or more of the following types: (5 CCR 1635)

1. For exploratory work experience education, students may earn 10 semester periods for each semester, with a maximum of 20 semester periods earned in two semesters.
2. For general work experience education, students may earn 10 semester periods for each semester, with a maximum of 40 semester periods.
3. For vocational work experience education, students may earn 10 semester periods for each semester, with a maximum of 40 semester periods.

(cf. 6178.1 - Work Experience Education)

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 applies in writing for the credit.
2. The course subject is included in the high school course of study.
3. The student has not graduated from college and, at the student's request, the course is not being applied for credit toward college graduation.
4. Three and one-third semester periods' high school credit is given for each credit hour earned in college.

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

(cf. 6172 - Gifted and Talented Student Program)

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

Private Instruction

A student shall receive credit toward high school graduation for private instruction under the following conditions: (5 CCR 1631)

1. The instruction entails fields and subjects included in the high school's courses of study and curricula.
2. The student demonstrates his/her capabilities at the beginning and at the end of the period of private instruction by examinations given under the school's supervision, thereby showing that he/she has made progress in learning satisfactory to the school.

Correspondence Instruction

The district shall grant credit for correspondence instruction under the following conditions: (Education Code 51740; 5 CCR 1633)

1. The correspondence instruction is provided by the University of California, or other university or college in California accredited for teacher training, in subjects included within or related to the course of study offered in the school.
2. The student is, for good reason, unable to take the course of study offered in the school.
3. The Board of Trustees determines the number of semester periods to be credited for successful completion of a particular correspondence course.
4. No more than 40 semester periods of correspondence instruction are credited to a student towards graduation.
5. The district's correspondence instruction has been authorized by the Superintendent of Public Instruction.

Foreign Language Instruction

The district shall grant credit for foreign language studies successfully completed in a private school and shall apply the credit toward meeting any foreign language requirement prescribed for grades 9-12, provided that all of the following conditions are met: (Education Code 51243-51245; 5 CCR 1632)

1. The courses are in languages designated in Education Code 51244 or State Board of Education regulations.
2. The student is regularly enrolled or applying to the district in grades 9-12.

ALTERNATIVE CREDITS TOWARD GRADUATION (continued)

3. 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.
4. The amount of credit sought equals at least one semester's work.
5. 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.

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

The Board of Trustees desires that every student have the opportunity to earn a high school diploma through successful completion of class work and examination. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows him/her to obtain an equivalent certificate.

(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6200 - Adult Education)

Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, Board policy and administrative regulation.

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference:

- EDUCATION CODE
- 48400-48403 *Persons subject to compulsory continuation education*
- 48410 *Persons exempt from continuation classes*
- 48412 *Certificate of proficiency; examination fees*
- 48413 *Enrollment in continuation classes*
- 48414 *Reenrollment in district*
- 51420-51427 *High school equivalency certificate*
- CODE OF REGULATIONS, TITLE 5
- 11520-11523 *Proficiency examination and certificate*
- 11530-11532 *High school equivalency certificate (GED)*

Management Resources:

- CDE PUBLICATIONS
- Adult Education Handbook for California, 1997*
- WEB SITES
- CDE, GED Office: <http://www.cde.ca.gov/ged>*
- CDE, High School Proficiency: <http://www.cde.ca.gov/statetests/chspe>*

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

Certificate of Proficiency

Any student may apply to have his/her proficiency in basic skills verified by examination according to criteria established by the California Department of Education if he/she meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Is enrolled in the second semester of the 10th grade

The principal of each school maintaining grades 11 and 12 shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination. When announcements from the California Department of Education or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

If a student receives the proficiency certificate, the district shall indicate the student's accomplishment and the date of the proficiency certificate award on the student's official transcript. (5 CCR 11521)

(cf. 5125 - Student Records)

Receiving the high school proficiency certificate does not exempt students from attending school unless they are at least 16 years old and have verified parent/guardian permission. (Education Code 48410; 5 CCR 11522)

Upon request, the Superintendent or designee shall provide a form for obtaining parent/guardian consent for exemption from compulsory school attendance by students ages 16 and 17 who have demonstrated proficiency. The form shall contain at least the following information: (5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of reenrollment in the public schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

(cf. 5112.1 - Exemptions from Attendance)

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enroll in the district with no adverse consequences. If he/she subsequently terminates enrollment again, he/she may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

High School Equivalency Certificate/GED

Any person is eligible to take the General Educational Development (GED) test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California, has not completed high school, and meets one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or within 60 days of his/her 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school had he/she remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution or a prospective employer
4. Is 17 years of age, is incarcerated in a California state or county correctional facility and meets other criteria listed in 5 CCR 11532

RECIPROCITY OF ACADEMIC CREDIT

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

- (cf. 5111 - Admission)*
- (cf. 5117 - Interdistrict Attendance)*
- (cf. 5121 - Grades/Evaluation of Student Achievement)*
- (cf. 6011 - Academic Standards)*
- (cf. 6143 - Courses of Study)*
- (cf. 6146.1 - High School Graduation Requirements)*
- (cf. 6146.11 - Alternative Credits Toward Graduation)*
- (cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*
- (cf. 6146.4 - Differential Graduation and Competency Requirements)*
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)*
- (cf. 6162.5 - Student Assessment)*

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

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

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade placement.

Legal Reference:

EDUCATION CODE

- 35160 Authority of governing boards*
- 35160.1 Broad authority of school districts*
- 47612.5 Charter schools operations, general requirements*
- 48011 Admission from kindergarten or other school*
- 48645.5 Coursework completed in public school, juvenile court school or nonpublic nonsectarian school*
- 51225.3 Requirements for graduation*
- 51228 Minimum curriculum standards*
- 52017 Additional elements for secondary school plan*
- 60605 Academic content and performance standards; assessments*
- 60641-60649 Standardized Testing and Reporting Program*

RECIPROcity OF ACADEMIC CREDIT**Definitions**

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

Transfers from Accredited Schools

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

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

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

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

Transfers from Non-Accredited Schools

When a student transfers from any non-accredited private, public, alternative, home or charter school, academic credit shall be subject to approval by the principal or designee at the enrolling school. Credits transferred from these schools shall be fully accepted when there is evidence that the course work completed is equivalent to similar courses offered in this district.

(cf. 0420.4 - Charter Schools)

(cf. 6181 - Alternative Schools)

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

Students in grades K through 8 who transfer into the district without proof of having met the grade level proficiency standards in reading, mathematics and writing must take the appropriate standardized tests of these basic skills to facilitate proper placement.

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6162.5 - Student Assessment)

RECIPROCITY OF ACADEMIC CREDIT (continued)

In determining equivalency, the principal and/or designated certificated staff representative may consider one or more of the following:

1. A review of the description of academic content and time requirements of the course work completed by the student compared to academic content and time requirements at the enrolling school
2. An examination of the student's portfolio of work, papers, completed projects, graded tests or other documents demonstrating the student's level of skill and knowledge

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

(cf. 6146.11 - Alternative Credits Toward Graduation)

3. An opportunity for the student to demonstrate skill by his/her performance on appropriate course-challenging examinations, comprehensive final examinations and/or other culminating exercises used at the enrolling school

(cf. 6155 - Challenging Courses by Examination)

4. Verification by teacher observation, once the student has been placed in a course, that the student has reached a level of preparation consistent with his/her placement in that course

Appeals/Due Process

If a student's parent/guardian disagrees with the school site staff's judgment on grade-level placement, course placement and/or equivalency of academic credit, the parent/guardian may appeal to the Superintendent or designee.

Within 10 working days of notification of placement or credit determination, the parent/guardian may request, in writing, a conference with the Superintendent or designee to review the school site staff's decision.

The Superintendent or designee shall schedule a conference within 10 working days of the parent/guardian's request. This meeting may include the principal or designee, representatives of the school's certificated staff, and the student's parents/guardian. It shall be the parent/guardian's responsibility to present evidence that the facts do not support the school staff's decision on the student's placement and/or transferability of prior credits.

The Superintendent or designee's decision shall be final.

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the accommodations, that may be required for students with disabilities.

(cf. 6011 - Academic Standards)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

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

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

High School Diploma and Certificate of Educational Achievement/ Completion

Beginning in 2003-2004, a student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study specified in his/her IEP and upon completion of the high school exit exam. The high school exit exam shall be administered in accordance with requirements and accommodations as specified in the student's IEP.

(cf. 6162.5 - Student Assessment)

All students subject to the requirements of the high school exit exam shall receive "adequate notice" as specified in law and Board policy. (Education Code 48980, 60850)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of Trustees of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

(cf. 5127 - Graduation Ceremonies and Activities)

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

In accordance with Education Code 56391, a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

Legal Reference:

EDUCATION CODE

35160.5 *Extracurricular and cocurricular activities; differential standards*

48980 *Parental notifications*

56000 *Education of individuals with exceptional needs*

56341 *Individualized education program team*

56345 *Elements of the IEP*

56390-56393 *Certificate of completion, special education*

60850-60856 *High school exit exam*

CODE OF REGULATIONS, TITLE 5

3070 *Graduation*

UNITED STATES CODE, TITLE 20

1412 *Individuals with Disabilities Education Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.756 *Individuals with Disabilities Education Act*

Management Resources:

FEDERAL REGISTER

34 CFR 300.a *Appendix A to Part 300 - Questions and Answers*

34 CFR 300.a1 *Attachment 1: Analysis of Comments and Changes*

CDE COMMUNICATIONS

2001.0314 *Proficiency Standards and High School Exit Exam*

WEB SITES

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

US Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/offices/OSERS>

ELEMENTARY/MIDDLE SCHOOL GRADUATION REQUIREMENTS

In order to recognize successful completion of elementary and middle school education, the Board of Trustees shall confer diplomas of graduation from elementary and middle schools and from special day and evening classes of elementary and middle grades.

(cf. 5127 - Graduation Ceremonies and Activities)

Diplomas shall be awarded only to students who have completed the course of study prescribed by law and the district. (Education Code 51402)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

In addition, students shall meet district requirements for promotion based on grades, assessments or other indicators as specified in Board policy and administrative regulation.

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

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6162.5 - Student Assessment)

Elementary Programs in Adult Schools

The Board shall prescribe requirements for eighth-grade graduation from an adult school. (Education Code 52510)

The Board may award diplomas or certificates to adults and eligible minors enrolled in adult schools upon satisfactory completion of a prescribed course of study in an elementary school program.

(cf. 6200 - Adult Education)

Legal Reference:

EDUCATION CODE

48070-48070.5 *Promotion and retention*

51400-51403 *Elementary school diplomas*

52507-52510 *Requirements for eighth grade graduation (adult school)*

60641-60647 *Standardized Testing and Reporting Program*

60648 *Minimum performance levels*