

**DEL MAR UNION SCHOOL DISTRICT  
INSTRUCTION**

**BOARD POLICY 6142.4: SERVICE LEARNING**

The Governing Board recognizes that service learning can help students learn the grade level academic standards, develop skills, career awareness and promote self-esteem. Service experiences also can motivate students by letting them apply what they are studying to local needs and problems and by showing them that they can make a meaningful contribution to their school and/or community.

**Integrated Service Learning**

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

**Notifications**

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

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**Legal Reference:**

**EDUCATION CODE**

35160 Authority of governing boards

35160.1 Broad authority of school districts

51210 Areas of study, grades 1 to 6

51220 Areas of study, grades 7 to 12

51745 Independent study

**UNITED STATES CODE, TITLE 42**

12501-12682 National and Community Service Trust Act of 1993

**COURT DECISIONS**

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

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

**DEL MAR UNION SCHOOL DISTRICT  
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**BOARD POLICY 6142.5: ENVIRONMENTAL EDUCATION**

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

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

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

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

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**Legal Reference:**

**EDUCATION CODE**

8700-8707 *Environmental education*

8720-8723 *Conservation education service*

8760 *Authorization of outdoor science and conservation program*

37222 *John Muir; recognition of his contributions*

51210 *Areas of study, grades 1-6*

51220 *Areas of study, grades 7-12*

**DEL MAR UNION SCHOOL DISTRICT  
INSTRUCTION**

**BOARD POLICY 6142.6: VISUAL AND PERFORMING ARTS EDUCATION**

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

The district's arts education program shall include opportunities to continually improve artistic skills, create and/or perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments.

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

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

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**Legal Reference:**

EDUCATION CODE

8810-8819.5 Arts education

8820-8830 Arts work visual and performing arts educational program

8950-8958 California summer school of the arts

51204 Course of study designed for students' needs

51225.3 Graduation requirements

58800-58805 Specialized secondary programs

99200-99205 Subject matter projects

**Management Resources:**

CDE PUBLICATIONS

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

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

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

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

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

WEB SITES:

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

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

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

**DEL MAR UNION SCHOOL DISTRICT  
INSTRUCTION**

**BOARD POLICY 6142.7: PHYSICAL EDUCATION**

**PHYSICAL EDUCATION**

The Governing Board recognized the positive benefits of physical activity for student health and academic achievement. The Board desires to provide a physical education program that gives students the opportunities to engage in healthful levels of vigorous physical activity that promotes and develops the student's physical, mental, emotional, and social well being. In addition, the physical education program 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.

1. The Board shall approve the components of the fitness-based physical education program to develop muscular strength, cardiovascular endurance, and flexibility. The program will include a variety of age appropriate physical activities that focus on the development of basic skills and cooperative play.
2. The Superintendent or designee shall develop effective implementation strategies district-wide to achieve mandated P.E. requirements reflected in State Standards.
3. Appropriate alternative activities shall be provided for students with a physical disability or medically diagnosed health limitations that may restrict excessive physical activities.
4. 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.
5. The Superintendent or designee may grant temporary exemption from physical education if the student is ill or injured, unless a modified program to meet his or her needs can be provided.

*Legal References on next page*

*Board Policy 6142.7: Approved by the Board of Trustees: August 30, 2006  
Presented for Review by the Board of Trustees: January 23, 2008*

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**Legal Reference:**

EDUCATION CODE

33350 CDE responsibilities re: physical education

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes

60800 Physical performance test

CODE OF REGULATIONS, TITLE 5

1041-1046 Physical performance test

3051.5 Adapted physical education for individuals with exceptional needs

10060 Criteria for high school physical education programs

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

ATTORNEY GENERAL OPINIONS

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

**DEL MAR UNION SCHOOL DISTRICT  
INSTRUCTION**

**ADMINISTRATIVE REGULATION TO BOARD POLICY 6142.7:  
PHYSICAL EDUCATION**

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days. (Education Code 51210, 51223)

**Physical Performance Testing**

During the month of February, March, April or May, students in Grade 5 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 the entire test shall undergo as much of the test as their physical condition will permit. (Education Code 60800)

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

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

***DEL MAR UNION SCHOOL DISTRICT  
INSTRUCTION***

***BOARD POLICY 6142.8: COMPREHENSIVE HEALTH EDUCATION***

The Governing 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 and 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 not 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. This includes a healthy lunch program as a component of learning.

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**Legal Reference:**

EDUCATION CODE

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

**Management Resources:**

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

CDE PUBLICATIONS

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

CDHS PUBLICATIONS

Jump Start Teens, 1997

Playing the Policy Game, 1999

School Idea and Resource Mini Kit, 2000

WEB SITES

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

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

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):  
<http://www.californiaprojectlean.org>

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

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

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

**DEL MAR UNION SCHOOL DISTRICT  
INSTRUCTION**

**BOARD POLICY 6142.91: READING/LANGUAGE ARTS INSTRUCTION**

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

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.

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

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.

**Grades K-3**

The goal of the district's early literacy program shall be to ensure that students are able to read and write fluently at grade level by the end of third grade. To reach this goal, the Superintendent or designee shall design a balanced and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills.
2. A strong literature, language and comprehension program that includes a balance of oral and written language.

3. Ongoing assessment of individual skills.
4. An early intervention program that provides assistance to children at risk of reading failure.

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

#### Grades 4-6

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-6.

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.

#### Supplementary Reading Instruction

When students at any grade level 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 the literacy skills of all students.

To assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students, the Board may offer elementary students in grades K-6 increased instructional opportunities during or outside the regular school day.

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**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>

***DEL MAR UNION SCHOOL DISTRICT  
INSTRUCTION***

***ADMINISTRATIVE REGULATION TO BOARD POLICY 6142.91:  
READING/LANGUAGE ARTS INSTRUCTION***

Professional Development in Reading Instruction

The Superintendent or designee shall provide professional development in reading instruction for teachers of grades K-3, which addresses the subject matter, specified in Education Code 44757.

Professional development in reading instruction for teachers of grades 4-6 who teach in self-contained classes shall include the subject matter specified in Education Code 44759.

To the extent feasible, all certificated teachers participating in the program at the applicable grade levels shall receive this training, which also shall be available to school site administrators. The training shall not cause a reduction in student instructional time. (Education Code 44757, 44759)

The Superintendent or designee may use current and/or former employees as instructors to provide this training as long as content and other program requirements are met. (Education Code 44757.2, 44759.2)

**DEL MAR UNION SCHOOL DISTRICT  
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**BOARD POLICY 6142.92: MATHEMATICS INSTRUCTION**

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

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

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

The Board shall adopt the state academic 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.

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 and to link math instruction to the middle school mathematics program.

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

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***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**

**DEL MAR UNION SCHOOL DISTRICT  
INSTRUCTION**

**BOARD POLICY 6142.93: SCIENCE INSTRUCTION**

The Governing Board believes that science education should focus on giving students an understanding of key scientific concepts and a capacity for scientific ways of thinking and experimentation. 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.

As a matter of principle, 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.

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**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