

ADMINISTRATIVE PROCEDURE
SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 4110

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CATEGORY: **Instruction, Basic Programs**

EFFECTIVE: **8-02-76**

SUBJECT: **Moral, Spiritual, and Values Education**

REVISED: **9-06-2002**

A. PURPOSE AND SCOPE

- 1. To outline the district's moral, spiritual, and values education program; procedures for making appropriate changes; and responsibilities for leadership.
- 2. **Related Procedures:**
Instructional program, general 4000

B. LEGAL AND POLICY BASIS:

- 1. **Reference:** Board policy: A-4000, F-1500, F-2000; Education Codes and California Code of Regulations as noted in B.2.
- 2. **Requirements and Constraints.** Laws and policies that affect the district's instructional program include:

a. **State**

(1) **Legal Responsibilities of Teachers**

Instruction in morals, manners, and citizenship,
California Code of Regulations, Title 5, Section 5530

Duties concerning student conduct, Education Code Section 44807

(2) **Democratic Values and Principles**

Prohibited instructional materials, Education Code Sections 51501, 51510,
and 60044

Teaching communism, Education Code Section 51530

Tests or questionnaires regarding students' personal beliefs,
Education Code Section 60650

(3) **Student Conduct**

Suspension and expulsion, Education Code Sections 48900, *et seq*;
California Code of Regulations, Title 5, Section 301-302

Free expression, Education Code Section 48907

Privileges of student body organizations, Education Code Section 48930

(4) **Teaching Religion in Public Schools**

(a) Constitution of the State of California, Article I, Section 4, reads, in part: "The free exercise and enjoyment of religious profession and worship, without discrimination of preference, shall forever be guaranteed in this state. . . ." Article IX, Section 8, expands further on the teaching of religion in public schools.

(b) **Education Code**

Absences for religious purposes, Section 46014

Religious matters properly included in courses of study, Section 51511

(c) Readings from recognized versions of the Bible may not be read in schools for religious purposes, although the Bible may be used for reference, historical, or other nonreligious purposes. (Office of Attorney General of California, Opinion 53-226, June 10, 1955)

b. **Federal**

- (1) **Constitution of the United States.** The First Amendment states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof. . . ." Other constitutional elements affecting the instructional program, such as freedom of expression, equality, and respect for diversity are found in first ten amendments to the Constitution.
- (2) **Civil Rights Act of 1964 and Educational Amendments of 1972** are covered in Procedure 4000.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to Institute for Learning.

2. **Definitions**

- a. **Moral and spiritual education:** The duty of teachers concerning instruction of students in morals, manners, and citizenship is as follows: "Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, including kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government."
- b. **Values education:** Instruction designed to help each student to formulate a rationale for his/her value system and to modify and/ or reinforce that value system based upon a thoughtful consideration of alternative value positions. Values education may include objectives such as: helping students develop a sense of responsibility to themselves, others, and society; helping students develop skills in making thoughtful decisions; and helping students develop self-discipline and perseverance in face of adversity.

3. **Inclusion in the Design of Curriculum Areas by Subject.** Moral, spiritual, and values education are to be included in each curriculum area; specific descriptions of this aspect of the education program are to be included in district-developed curriculum guides.

4. **Approvals.** Instructional programs, courses, course guides, and basic materials are recommended by the superintendent to the Board of Education for approval prior to implementation. Relative roles and responsibilities for program development and implementation are covered in C.5.

5. **Responsibilities**

- a. **Institute for Learning resource staff**, including subject area specialists and resource personnel, work with teachers, school administrators, and other resource personnel and operating divisions in the process of goal setting and needs assessment, program development, program implementation, and program evaluation. Functions and responsibilities include:

- (1) Assessing needs of students and teachers regarding moral, spiritual, and values education relating to all curricular areas.

- (2) Expediting implementation of board-approved goals by formulating appropriate program and course objectives in terms of current staff and student needs and with appropriate consideration of recent curriculum trends.
 - (3) Providing leadership, coordination, and support services for development of moral, spiritual, and values education strategies, processes, and inservice training programs. Strategies and processes developed are to be incorporated into all other instructional areas of the curriculum.
 - (4) Providing inservice education programs for groups of teachers and management employees in the strategies and processes of incorporating moral, spiritual, and values education into regular classroom instruction of all curriculum areas. Inservice training workshops and demonstrations may be conducted as part of the district's inservice education program during the regular school year and or during summer.
 - (5) Coordinating with other departments in developing and implementing evaluation process for moral, spiritual, and values education programs and strategies.
- b. **Human Resource Services Division** assists resource personnel of the Institute for Learning in planning, developing, implementing, and evaluating the professional growth programs for district teachers.
 - c. **School administrators** interpret and implement the district-approved moral, spiritual, and values education programs in light of individual school needs; request services of the Institute for Learning resource personnel and/or the Human Resource Services Division for on-site inservice training workshops and demonstrations as necessary.
 - d. **Classroom teachers** participate in program development and work with the Institute for Learning resource personnel to plan inservice training programs emphasizing strategies and processes on incorporating moral, spiritual, and values education into instruction of curriculum areas; attend inservice workshops and demonstrations; implement the instructional program by teaching assigned students the adopted courses and subjects, using approved materials and methods of instruction; adapt the instructional program to needs of students within district guidelines.

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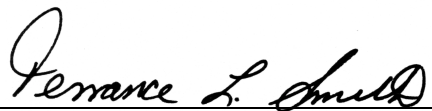
D. IMPLEMENTATION

E. FORMS AND AUXILIARY REFERENCES

1. "Handbook on the Legal Rights and Responsibilities of School Personnel and Students in the Area of Moral and Civic Education and Teaching About Religion," available from the California State Department of Education

F. REPORTS AND RECORDS

G. APPROVED BY



Chief of Staff, Terrance L. Smith
For the Superintendent of Public Education