



Santa Rosa City Schools Course Proposal

Proposal Submitted By (School):

Jerry Deakins, Beth Cuniberti , Amy Wiese - Maria Carrillo High School

Course Title & Course ID (Only if it is a revision or title change to a current course):

General Psychology (Semester)

| | |
|--|--|
| <p>In the needs statement below indicate if the course is a:</p> | <p>Answer Below:</p> |
| <p>Addition, Revision, Deletion, Pilot, or Title Change? (Pick one)</p> | <p>Revision (From full year course to ½ year course)</p> |
| <p>What year will the course be initially offered?</p> | <p>2023 - 2024</p> |
| <p>What prerequisite, if any, are there for this course and how does the course fit into continuous improvement at your school site?</p> | <p>Student be a current 11th or 12th grader</p> |

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved.

This course would further provide students with an in depth examination of human development, behavior, and expand student understanding of societal norms, mores, challenges, and conflict resolution. In addition, the semester General Psychology course allows students to complement their understanding with a semester examination of Sociology to better understand the dynamics of human development and a greater impact on society.

[Social Science Department Meeting Notes](#)

Advisory Council Meeting Notes

Graduation Requirements: Specify which requirement is met. (High School only)

Elective Credit

UC a-g Requirements: Specify which requirement is met. (High School only)

G - Elective

Explain the rationale for course addition or modification

Transitioning General Psychology from a year long course into a half year course allows Maria Carrillo High School to offer a wider spectrum of the Social Sciences. Students will gain a better understanding about the self, the collective consciousness, and the workings of human behavior. Specifically, the course will allow students to connect knowledge gained to be interlaced with an investigation into how the field of psychology relates to the dynamics of society. Maria Carrillo High School will be able to offer a holistic course, with connection to Sociology, that allows for student curiosity, inquisition, and real world connectivity. Furthermore, the transitioning of the course and addition of Sociology will provide more student choice to meet A-G requirements and better prepare students for the dynamic changes that both college and work will present for students as they enter post high school dynamics.

Explain the measurable learning outcomes

Students will demonstrate analytical and literacy skills essential to the history and social science discipline.

Students will engage in a range of skills to demonstrate their understanding of the National High School Psychology Standards and those reflected by the American Psychology Association, in addition students will exhibit fluency in the Framework for Social Studies State Standards. Specifically students will:

- Identify the main goals of psychology and explain how psychology is a science.
- Identify and describe the early contributors to the study of psychology and their influence on contemporary approaches to psychology.
- Explore the ways by which psychologists conduct research.
- Compare and contrast the principles of classical and operant conditioning.
- Apply the principles of classical and operant conditions to different situations.
- Compare and contrast traditional psychometric theories to more recent approaches to intelligence and intelligence testing (Gardner's Multiple Intelligences, Sternberg's Triarchic Theory, and Emotional Intelligence).
- Explore the interaction between biological factors and experience.
- Describe the physical and perceptual developments of newborns and children.

- Discuss the development of language.
- Discuss the principles of cognitive and emotional development.
- Describe theories of social development and outline Kohlberg's stages of moral reasoning.
- Define adolescence and discuss the challenges facing adolescents: eating disorders, addiction, bullying, sexual identity and identity formation.
- Identify and describe the functions of the nervous system
- Identify and describe the structure and function of the brain.
- Identify and discuss hormones and their effect on behavior.
- Compare and contrast the approaches to and theories of personality.
- Explain how psychologists reliably measure personality and interpret personality's role in behavior.
- Describe how personality can explain both individual differences and consistencies.
- Evaluate the influence of variables such as culture, family, and genetics on personality development.
- Explain and describe strategies of coping with stress.
- Define psychological disorders and distinguish between the concepts of normality and abnormality.
- Identify and explain anxiety disorders.
- Identify and describe somatoform and dissociative disorders.
- Describe the types and theories associated with mood disorders and schizophrenia.
- Explain how we use schemas and factors that influence how we interpret others' behavior.
- Describe and explain different types of groups and interactive patterns.
- Outline the requirements needed to become a psychologist.

Course Description (To be used in the course catalog)

General Psychology

Psychology is a course which deals with the factors which help to shape an individual's personality and behavior. Included are biological bases of behavior, physical maturation, the psychological development of the individual through various stages from infancy to adulthood, and perception. Other topics included are motivation, intelligence, and behavior disorders. Various strategies are discussed which can help students attain healthy, normal relationships and solutions to frustrations and conflicts. Through the semester students will be introduced to the field of psychology, the influences on personal development, contemporary research methods, biological factors influencing behavior, major theories within the field of psychology, personality, motivation and emotion, stress/maladaptivity/treatment, and psychology as a profession. This is developed as a semester course complemented by Sociology. This course meets the subject area "g" requirement for the UC/CSU approved course list.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Psychology Objectives

Introduce the principles of psychology as students gain an understanding of the transition of both human and cognitive development with an emphasis on adolescence. Because psychology is the study of behavior and mental processes, it can help adolescents understand their own behavior and mental processes in relation to genetic, behavioral, peer, and environmental influences. Students gaining an understanding of the genetic, biological, and environmental forces that influence their behavior and thoughts, increase their opportunity to develop strategies to cope with stress, develop healthy relationships, and understand a more complex approach to processing their own identity and decisions.

Psychology is concerned with topics of particular interest to adolescents, such as psychology as a profession, the life span (infancy/adolescence/adulthood), body and behavior, learning and cognition, motivation and emotion, theories of personality, psychological disorders, therapy and change, individual and group interaction, and attitudes and social influence.

The course provides extensive coverage of the content standards developed by the Task Force for the Development of National High School Psychology Standards and the American Psychological Association (APA) in association with the Framework for Social Studies State Standards.

Unit 1: Introduction to Psychology

What is psychology and how has it developed into modern social science? What are the contemporary approaches to psychology and how does research influence psychological theory? Students will:

- Identify the main goals of psychology and explain how psychology is a science.
- Identify and describe the early contributors to the study of psychology and their influence on contemporary approaches to psychology.
- Explore the ways by which psychologists conduct research.

Sample Assignment

Students will first read Chapter 1 of text, *Understanding Psychology* and then conduct research identifying two psychologists or psychiatrists that are associated with the modern contemporary approaches to psychology - outlining approach, theory, research, and contributions. Class will collect and share information and construct a digital Psychology Yearbook highlighting and celebrating the contributions and theories discovered. This Yearbook will be revisited and expanded on after each unit of study.

Individually: Students will write a persuasive paper identifying which contributor has influenced contemporary psychology the most, using evidence from their research to support their view and provide a 2 minute class presentation.

Unit 2: Learning and Intelligence

Students will explore the different learning techniques and processes; how we summon unique thoughts and memories to help us perform day-to-day functions. Students will:

- Compare and contrast the principles of classical and operant conditioning.
- Apply the principles of classical and operant conditions to different situations.
- Compare and contrast traditional psychometric theories to more recent approaches to intelligence and intelligence testing (Gardner's Multiple Intelligences, Sternberg's Triarchic Theory, and Emotional Intelligence).
- Explore the interaction between biological factors and experience.

Sample Assignment

Students will develop a working understanding of both classical and operant conditioning and throughout the unit each student will maintain a Conditioning Journal. The journal will be divided into "Classical" and "Operant" and students are to identify when they have been exposed or influenced by techniques representing each technique. The journal should identify examples from home, school, work, extra curricular, and social interactions. For each entry students should describe the event, technique exposure, justification, and cognitive or emotional reaction displayed. At conclusion of the unit instructor and students will use examples from journals to discuss role conditioning plays in daily interactions and environmental adaptation.

Unit 3: The Life Span

Students will explore human development from birth through old age. Focusing on the physical, cognitive, social, and emotional developments from childhood through adolescence and the psychological issues that arise in adulthood. Students will:

- Describe the physical and perceptual developments of newborns and children.
- Discuss the development of language.
- Discuss the principles of cognitive and emotional development.
- Describe theories of social development and outline Kohlberg's stages of moral reasoning.
- Define adolescence and discuss the challenges facing adolescents: eating disorders, addiction, bullying, sexual identity and identity formation.

Sample Assignment

"Is daycare harmful to the emotional development of young children?"

All students will read chapter 3 of textbook, Understanding Psychology and "Becoming Attached" annotating their reading for important points of evidence. Half of the class will

read, annotate and analyze one of two articles. Students will write a persuasive response (approximately one page) to the following statement "Is daycare harmful to the emotional development of young children?"

Half the class read Article A and half read Article B:

Article A: Poor Behavior Linked to Time in Day Care (NY Times)

Article B: The Kids are Alright (Slate Magazine)

In class students will engage in a Structured Academic Controversy (a structured discussion protocol that asks students to end in a consensus). In the final discussion students will use evidence from their assigned readings and their persuasive response to discuss and come to a consensus answering the posed question.

Unit 4: The Workings of Mind and Body

Students will gain an understanding of the nervous system, the brain, the endocrine system and how each impacts behavior and cognition with a focus on how heredity and environment affect an individual's body and behavior. Students will:

- Identify and describe the functions of the nervous system.
- Identify and describe the structure and function of the brain.
- Identify and discuss hormones and their effect on behavior.

Sample Assignment

Students will work in groups and be assigned one of the areas of study (Nervous System, Brain, Endocrine System) and develop an anatomical wall chart. Each chart will identify and discuss key parts of the system, their role in the field of psychology, and how each plays a part in cognition, emotion, and behavior. Each group will design a one page informative flier to accompany their wall chart summarizing the system's impact on the field of psychology and human behavior.

Unit 5: Personality and Individuality

How do psychologists define and study personality? Students will:

- Compare and contrast the approaches to and theories of personality.
- Explain how psychologists reliably measure personality and interpret personality's role in behavior.
- Describe how personality can explain both individual differences and consistencies.
- Evaluate the influence of variables such as culture, family, and genetics on personality development.

Sample Assignment

The Soundtrack of Your Life

Music has become an integral part of human existence. It motivates us, calms us, inspires us, at times irritates us, and basically becomes the backdrop against which we live our lives.

Songs can bring vivid memories of people, places, and events from our own past and serve to document our thoughts, feelings, and emotions at a given time or place.

Part 1: Identify at least eight songs that connect to eight events in your life. Just as music producers do, try to create a progression in the sequence of your chosen songs. For example, your songs might be listed in the chronological order of the events they document, or they might be mixed together so that all of the slow songs are not back-to-back. DO NOT just list them randomly. Put some thought into the order of your songs and the complete package you are presenting.

Song Title

Sample Assignment

Artist or Group

Track 1: _____

Group: _____

Track 2: _____

Group: _____

Track 3: _____

Group: _____

Track 4: _____

Group: _____

Track 5: _____

Group: _____

Track 6: _____

Group: _____

Track 7: _____

Group: _____

Track 8: _____

Group: _____

Part 2: Now that you have created the imaginary soundtrack of your life, write a reflective letter (addressed to "Dear Listener") that explains why you chose the particular songs that you did. For each song you will need to reflect on the experiences, persons, places, etc. that inspired this selection. Obviously you will also need to explain who you are as a person and then offer some type of reflection upon the imaginary album as a whole. Again, for the purposes of this assignment, be sure that this letter is school appropriate. Use the outline below to help you construct this letter. You need to cover each topic listed in the appropriate number of paragraphs; however the questions listed are only there to help you begin thinking about the topic. You do not need to answer each and every question or any of the questions as long as you have sufficiently explained the topic of each section. Remember, in reflective writing longer is usually better.

Topic 1 - Explanation of yourself (1 Paragraph)

- Brief autobiography (who are you? Where are you from? Where are you now?)

Topic 2: Explanation of this Soundtrack (1 Paragraph)

- This should outline your rationale or purpose for creating the soundtrack

Topic 3: Explanation of each song on the soundtrack (1 Paragraph)

- Song by song: name of song, artist, importance, connection to life, what does each song reveal about you as a person?

Topic 4: Final remarks and reflections on the soundtrack (1 Paragraph)

- Conclusion to letter and final reflections of soundtrack and identity

Part 3: With soundtrack and letter complete - select a portion of your life's soundtrack to present to the class - read the most meaningful lyrics of the song and connect to life experience, emotion, or thought it provoked. Provide a visual aid to correspond with the lyrics for a more indepth expression.

Unit 6: Adjustment and Breakdown

Students will explore mental health and adjustment while investigating the sources of stress, the societal expectations of adaptive vs. maladaptive behavior, and common types of psychological disorders. Students will:

- Define and identify sources of stress.
- Explain and describe strategies of coping with stress.
- Define psychological disorders and distinguish between the concepts of normality and abnormality.
- Identify and explain anxiety disorders.
- Identify and describe somatoform and dissociative disorders.
- Describe the types and theories associated with mood disorders and schizophrenia.

Sample Assignment

Instructions:

After reading the following article, discuss the following:

1. What is Dissociative Fugue?
2. What causes Dissociative Fugue?
3. Dissociative Disorders are somewhat controversial, why do you think that is so in the world of psychology?

Working with Dissociative Fuque in a general psychotherapy practice: A cautionary tale.

Frank J. Jasper

Introduction

"Joe" went to work at his usual time of 4:30 a.m. on Monday morning. On the following Tuesday evening at 10:00 p.m., he wandered into a K-Mart 150 miles from home and said, "Could you please help me? I don't know who I am or how I got here. Would you call the police for me?"

The police took his truck keys and located his truck. They discovered his identity, took him to the emergency room, and called his hometown where his wife had reported him missing. When he returned, he did not recognize his home, his wife, or his children.

Dissociative Fugue is a "sudden, unexpected, travel away from home or one's customary place of daily activities, with inability to recall some or all of one's past" (American Psychiatric Association, 1994, p. 481). The most common hypothesis is that acute traumatic experiences are linked with this kind of dissociation (Frankel, 1996; Coons, 2000; Steinberg, 2000). Reports of childhood trauma, particularly physical and sexual abuse, reach a prevalence of up to 90% in dissociative disorders and especially Dissociative Identity Disorder (Spiegel, 1993; Coons & Milstein, 1986; Coons, 2000; Frischholz, 1985; Putnam et al., 1986; Kluft, 1993)...

A prevalence rate for Dissociative Fugue is estimated at 0.2% of the general population (American Psychiatric Association, 1994)... Since this disorder is so rare, it is unlikely that clinicians will encounter more than a single case in their entire career, unless they specialize in dissociative disorders...

Clinical Material Continued: Background and History

Joe was hospitalized and had a thorough evaluation by an internist, a neurologist, and a psychiatrist. After an extensive diagnostic work up that included x-rays, blood work, CAT scan, MRI, spinal tap, and thyroid function tests, the only abnormality found was a slight amount of protein in Joe's cerebral spinal fluid. Joe's internist pronounced him "the healthiest 50-year-old he had ever seen." Thus, the physicians eliminated organic causes for the fugue, which is an essential step in the diagnosis (Coons, 1998; Loewenstein, 1993).

..

I met Joe three weeks after the onset of his fugue. The referring psychiatrist summarized the situation for me five minutes before my initial appointment with him. He told me to "hypnotize him so he can get his memory back."

I found Joe to be a large, healthy, bright, articulate engineer. He was extremely tense and high strung and appeared to be a hard-driving Type-A personality (Friedman & Rosenman, 1997). When I asked about anything prior to Monday, his responses consisted either of "I can't remember " or "They tell me. . ." He described returning to his home and his wife as a *deja vu* experience. He felt he had seen this woman before, but he couldn't quite place her

At work he did not recognize any of his coworkers. When he read papers that he had

written, he indicated that he could understand about 10% of the material. He had some vague recollection that it was familiar. " Even cases that coworkers said were critically important to him were only

"vaguely familiar "

The history obtained from the psychiatrist was skimpy. He reported that Joe had served in the military, had been married for 27 years, had two children, and worked at a good job as an engineer. There was no information about his childhood, family of origin, adolescence, or anything prior to his navy experience, which began when he was 17. There was no known history of prior fugue states.

Treatment

Following my usual short-term therapy approach, I rather brashly ventured immediately into treatment addressing the amnesia. This short-term therapy mindset structured the treatment so that his long-standing issues would be difficult to address later on in treatment.

Since I had never dealt with complete amnesia before, I decided to follow Crasilneck and Hall's (1985) advice to proceed cautiously and not force the patient to examine the traumatic event or to have his memory return too quickly. I adopted a permissive and non-directive approach. I decided to use ideomotor signaling as the safest way to proceed. It was my hope that this would help avoid any direct contamination of Joe's memory experiences in case something illegal was involved. Since recovery of memory material is fraught with legal implications, an informed consent is imperative (Hammond et al. 1995; Brown, Schefflin & Hammond, 1997; Schefflin & Shapiro, 1989).

Joe went into a deep trance (Spiegel grade 4, possibly grade 5) very rapidly (Spiegel & Spiegel, 1976). He responded with clear ideomotor signals, and I rapidly established a positive response set (as follows):

Therapist: It's quite distressing for you to have lost your memory, isn't it?

Patient: Yes.

Therapist: Would you like to remember things about your wife and family?

Patient: Yes.

Therapist: Would you be willing to answer some questions about your memory? Patient: Yes.

Therapist: Would it be helpful for you to regain your memory?

Patient: Yes.

Therapist: Would you be willing to return to the events of Monday in the safety of this trance? Patient: No.

Therapist: Would you be willing to allow your memory to return gradually at a rate that is just right for you?

Patient: Yes.

Joe indicated (through ideomotor signaling responses) a desire to regain his memory, especially for his family, his work and his earlier life. He also responded that he had little memory before his adolescent years, as his wife indicated. So, I concluded that he used dissociation as a way to cope with early life experiences. He indicated that the fugue began Monday after a meeting with his boss. It was also clear that he did not want to return to the events that happened that day, no matter how safe or distant I made it....

At the conclusion of the session, I gave Joe the suggestion that you will be able to remember all that you need to know and all that you want to know at a time that is just right for you. People, places and things will remind you of events and your memory will return gradually when the time is ready, but not before then. You will be able to remember only those things that you are capable of coping with at the time. " I attempted to provide a sense of safety and security so he could gradually allow his memory to return (Loewenstein, 1995).

When Joe came out of the trance, he had complete amnesia for what we had discussed. He also said that he had felt he was in a "better mood." I tried to reframe the amnesia in a positive way as an "internal circuit breaker" that prevented him from being totally overwhelmed. I gave him the assignment to go home and look at his picture albums with his wife. I also suggested that he continue to talk with his coworkers and review his work products...

When Joe returned three days later he was recognizing people but couldn't remember their names. At work he estimated that his knowledge base was where he was four years ago when he started with the company. He was feeling more comfortable with his family but still had no memories of the past. In looking at the photographs, there was a "slight familiarity." "I've been there before, but I don't remember all of the details, like where the photo was taken or what the occasion was. " He noticed that he was starting to recall things prior to Monday on his own. His memory was "gradually coming back."

In trance I established the pattern of focusing on remembering positive events from his family, his military service, his early life, his work. Positive age regression was a prelude to my attempts to approach the event or events that had precipitated the fugue state. Joe spoke freely about numerous events in trance until we got to that Monday. Then he simply shook his head vigorously "No." I ended the session using the previous suggestions that I thought were helpful.

During the next several sessions, Joe made considerable progress. However, he consistently refused to look at what occurred at work before he left on Monday for "an emergency." He recalled some of the events from his earlier life with incredible detail, and some of them were externally verifiable...

In trance Joe wrote key words that he could elaborate on outside of trance. Again, he produced incredible detail about these events. When asked about Monday morning, he wrote nothing and just shook his head "No". Only one key event stood out for him—a high school football game, his earliest recollection, at age 16.

In the next session Joe was very concerned about an upcoming out-of-state trial in which he was the chief witness in a product liability case. We focused on "all that he needed to know and all that he wanted to know" about this case. Again, he wrote some detailed notes in trance which helped him to manage the deposition "very well." His memory for the case had completely returned

100%-when he reviewed his notes at work. He was feeling more confident and eager to return to work, his major motivator. The immediate and complete recall of the trial material seems to indicate that the return of his memory was due to the hypnosis and not to spontaneous recovery.

I signed a release for Joe to return to work with the stipulation that he attend twice weekly sessions. However Joe reported that his boss immediately sent him out of town for four weeks. Since his schedule was determined on a day-to-day basis by his boss, the cancellations were all at the last minute. He also did not want me to contact his boss so I could not get his impression of what had occurred.

Joe reported feeling more confident... In his typical engineering style, he reported, "My memory is coming back in an exponential way work-wise." He was pleased that he was able to remember 90% of the details at work. He figured that was about as good as anyone could do.

Joe's boss again was reported to have kept him out-of-town for a month. When he returned a month later, he had "figured it out". He was finally able to confront what had been stressing him before the fugue state. He described the boss as a "control freak." A month before the event, coworkers said that he had threatened bodily harm to their boss. He ran out of the office yelling, "I'm going to rip his f----- head off!" No one made an attempt to stop him. He figured out that he had threatened his boss on Monday morning and that it shook both of them so badly that they both changed. His coworkers had noticed "personality changes" in Joe and in his boss. They credited Joe with a change that had improved the situation for all of them...

In trance, Joe recalled listening to a very critical phone mail message from his boss. The message was delivered in a situation in which the boss did not have all the facts. This was

the trigger for the fugue state. However, Joe again refused to discuss what happened in the boss's office. Using a TV screen for distance always produced a "blank screen." He wrote nothing on the pad. He did describe the long ride in his truck with no significant events. He could not recall how he lost his wallet.

During the next several months, Joe canceled and rescheduled his appointments. He said once on the phone that he had ". . . figured out closely enough what happened" so that he could go on. He attended seven sessions with me over a period of three months with seven cancellations. He did not return to treatment, in spite of my encouragement that he needed to address the core problem of anger so that the condition would not occur again.

Outcome

I made contact with Joe's wife a year and a half after termination in order to check on his condition. She said he was doing "exceptionally well, remarkably well." He had regained his work knowledge very quickly. He still could not remember things from his childhood. His wife thought that he was the same as he had been before the onset of the fugue state. However his daughter stated that "he's a little different than he was personality-wise."

Joe's memory continued to improve on a steady basis. There had been no problems or conflicts at work, which was remarkable because of what he reported the others said about him and his violent behavior. There has been no relapse into a fugue state. His wife said that he discontinued therapy because he thought it was "interfering with his work."

Frank J. Jasper

St. Vincent Hospitals and Health System, Indianapolis, IN

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Unit 7: Social Psychology

Students will seek to explain their own and others' thoughts, feelings, perceptions, and behaviors. In addition students will gain an understanding regarding career opportunities in the field of psychology and social psychology. Students will:

- Explain how we use schemas and factors that influence how we interpret others' behavior.
- Describe and explain different types of groups and interactive patterns.
- Outline the requirements needed to become a psychologist.

Sample Assignment

Part 1

Students will work in groups of 3 - 5. Each group will focus on two fields of psychology of interest. Each group will design a YouTube type infomercial educating its viewers of the requirements needed to attain professional level for chosen field. Each video will focus on the following:

- Education
- Post Graduate Requirements
- Expected job responsibilities
- Rewards and/or benefits of profession

Part 2

Each group will be responsible for developing an informative brochure that outlines the path necessary for an individual to attain a degree, professional license, and attain employment focusing on the field of child psychology.

Budget

| Projected Costs | Start-up | Ongoing |
|--|----------|---------|
| Personnel (Not to include classroom instructor unless a new section is needed) | | |
| Instructional Material Supplies per student (textbooks, software, etc.) | | |
| Services (training, equipment maintenance, contracts, etc.) | | |
| Capital Outlay (remodeling, technology, etc.) | | |
| Total Projected Costs | | |

Instructional Materials

| Type | Publisher | Title | ISBN | Author | Copyright | # Have/Need |
|----------|-----------|---------------------------|-------------------|--|-----------|-------------|
| Textbook | Glencoe | Understanding Psychology | 978-0-07-874518-8 | Richard A. Kasschau, Ph.D. | 2008 | 100 (have) |
| Textbook | BFW/Worth | Thinking About Psychology | 978-1-4641-8654-7 | Charles T. Blair-Broeker and Randal M. Ernst | 2019 | 100 (have) |
| | | | | | | |
| | | | | | | |

Funding Source(s) for Costs and Instructional Materials






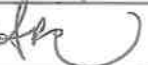

| | |
|---|--|
| Grants (indicate specific grant and grant timeline) | |
| Categorical Funds (include related programs) | |
| Career Technical Education (must be for an approved CTE course) | |
| Department Funds | |
| Other (be specific) | |

Appendix of Additional Documents












** Required additional documents include meeting minutes where the course was discussed and approved*

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District Principal Review and Approvals:

| Principal's Signatures | Site | Approved / Not Approved |
|---|---------------------|--|
|  | Ridgway High School | Approved |
|  | MCHS | Approved |
|  | EAHS | Approved EA |
|  | MHS | Approved A.P. |
|  | PHS | Approved  |
|  | SRHS | Approved |

District Department Chair Review and Approvals:

| Department Chair Signatures | Site | Approved / Not Approved |
|---|---------------------|--|
|  | Piner | Approved  |
|  | Elsie Allen | Approved  |
|  | Montgomery | Approved  |
|  | Ridgway High School | Approved |
|  | SRHS | Approved  |
|  | Maria Carrillo HS | Approved  |