

CONCEPTS AND ROLES IN INSTRUCTION

The Board of Trustees desires to provide a rich, research-based curriculum that motivates every student to succeed. The Board shall adopt instructional goals and objectives that reflect the District's philosophy and delineate the skills, knowledge and abilities students will need in order to lead successful, productive lives.

(cf. [0100](#) - Philosophy)
(cf. [0200](#) - Goals for the School District)
(cf. [6010](#) - Goals and Objectives)

In order to offer a curriculum that enables students to meet these goals, the Board shall establish curriculum priorities and guidelines for the District. These priorities shall be based on student needs as determined by demographics, data related to student achievement within the District, and the recommendations of staff, parents/guardians and community members.

The Superintendent or designee shall establish a curriculum development process which provides for the ongoing development, review and evaluation of the District's curriculum in keeping with these priorities.

(cf. [6141](#) - Curriculum Development and Evaluation)

The Board shall:

1. Establish expected standards of student achievement for each grade level

(cf. [6011](#) - Academic Standards)

2. Approve the curriculum development process
3. Adopt the District curriculum and courses of study to be offered

(cf. [6143](#) - Courses of Study)

4. Approve and allocate funds for instructional materials and resources

(cf. [3100](#) - Budget)
(cf. [4143](#) - Negotiations/Consultation)
(cf. [6161](#) - Equipment, Books and Materials)
(cf. [6161.1](#) - Selection and Evaluation of Instructional Materials)
(cf. [6161.11](#) - Supplementary Instructional Materials)

5. Establish graduation requirements

(cf. [6146.1](#) - High School Graduation Requirements)

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

6. Provide a continuing program of inservice education to keep certificated staff and the administration updated about curriculum issues, instructional strategies and available instructional materials

(cf. [4131](#) - Staff Development)

(cf. [4331](#) - Staff Development)

7. Review and evaluate the instructional program on the basis of program quality reviews and frequent reports by the Superintendent or designee

(cf. [6190](#) - Evaluation of the Instructional Program)

8. Serve as the principal advocate to the community for the instructional program provided to all students

(cf. [0510](#) - School Accountability Report Card)

(cf. [1100](#) - Communication with the Public)

(cf. [1112](#) - Media Relations)

(cf. [9000](#) - Role of the Board)

The Superintendent or designee shall:

1. Review research related to curriculum issues
2. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

(cf. [1700](#) - Relations between Private Industry and the Schools)

(cf. [6030](#) - Integrated Academic and Vocational Instruction)

(cf. [6143](#) - Courses of Study)

3. Determine the general methods of instruction to be used
4. Assign instructors and schedule classes for all curricular offerings

(cf. [4113](#) - Assignment)

5. Direct the purchase of instructional materials and equipment

(cf. [3310](#) - Purchasing Procedures)

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- Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal

(cf. [6162.5](#) - Student Assessment)

Legal Reference:

EDUCATION CODE

[51000-51007](#) Legislative intent, educational program

CODE OF REGULATIONS, TITLE 5

[3940](#) Maintenance of effort

[4424](#) Comparability of services

UNITED STATES CODE, TITLE 20

[6321](#) Fiscal requirements/comparability of services

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

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

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

Adopted: 11/24/81

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