



CATEGORY: **Instruction, Goals**

SUBJECT: **Instructional Programs, General**

A. PURPOSE AND SCOPE

1. To outline design and implementation of the district’s instructional program, administrative procedures for making appropriate changes, and to define relative roles and responsibilities of schools, departments, and divisions in the instructional program. Criteria for development, selection, and adoption of instructional materials are addressed in Administrative Procedure 4050.
2. **Related Procedures:**

Criteria for instruction and for adoption and use of instructional materials	4050
Pilot programs (K-6) and pilot courses (7-12)	4060
Graduation from senior high schools	4770

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: A-4000, A-5000, A-6000, B-1120, C-2000, C-2200, D-3000, F-1000, F-1050, F-1100, F-1500, F-2000, F-2110, F-2200, F-5000, F-8000, I-4400, K-2000; Education Code Sections 51041, 51050.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Deputy Superintendent of Academics.
2. **Design of Instruction.** Instructional programs are designed and guided by the following constructs:
 - a. Support of specific district goals
 - b. Relationship to identified site needs
 - c. Inclusive, open program development process that includes input from all stakeholders
 - d. Logical program implementation plan
 - e. Identification of program evaluation process and success criteria

3. **Instructional Requirements and Constraints.** Laws and policies that have specific impact on the district's instructional program include:

a. **Federal requirements**

- (1) The Civil Rights Act of 1964, including Educational Amendments of 1972 and subsequent legislation, which contains restrictions prohibiting discrimination on the basis of religion, race, ethnic origin, sex, or handicap under any educational program or activity receiving federal financial assistance. Agencies applying for funds authorized in Public Law 93-380, HR 69, August 1974 (Public Law 89-10) are required to comply with the legal mandate delineated in Title VI of Civil Rights Act. Title VI mandates that no person shall be excluded from participation in, or be denied benefits of, federally-funded projects on the grounds of race, color, religion, or national origin; nor shall any person be subject to discrimination under any program or activity receiving federal financial assistance. An applicant receiving federal financial assistance through the California State Department of Education must assure that it will comply with Title VI, Civil Rights Act.
- (2) General Education Provisions Act of 1974, Section 439, provides for protection of student rights by making available to parents and guardians all instructional materials to be used in connection with any research or experimentation program or project.

b. **State requirements**

- (1) California Education Code provides guidelines for the district's educational program, general requirements for courses of study, and minimum requirements for elementary instruction and for high school graduation.
- (2) California Education Code prohibits instruction, school district-sponsored activities, and use of instructional materials that reflect adversely upon persons because of race, color, creed, national origin, ancestry, or sex.
- (3) California Education Code includes requirements for instructional materials content; recommended guidelines are part of the state frameworks approved periodically by the Board of Education.

c. District policies

- (1) The official Course of Study, K-12, is adopted annually by the Board of Education. The Course of Study, K-12, may be adopted in the form of an entire document or an addendum to the existing adopted document, depending on the extent of revisions. The basic Course of Study, K-12, and addenda, if applicable, remain in effect until a complete new document is adopted.
- (2) The board, by law, prescribes requirements for promotions and graduation (Administrative Procedure 4770).

4. Approval of Instructional Programs

- a. The specific California frameworks are submitted to the state Board of Education for approval prior to implementation.
- b. Instructional programs, courses, course guides, and basic materials are recommended by the superintendent to the Board of Education for approval prior to implementation (Education Code Section 51050).

5. Goal Setting and Needs Assessment

- a. **Student needs and priorities** are continually reviewed by district and school staff.
- b. **School staffs** further develop and particularize goals, objectives, and priorities to meet needs of school, department, class, and individual students within general guidelines established by the Board of Education.
- c. Instructional Support Services, working cooperatively with school staff and teachers, formulates and recommends program goals based on current staff and student needs as well as on recent curriculum study and research. Following action by the Board of Education, Instructional Support Services formulates appropriate program and course objectives and expedites implementation of board-adopted program policies, goals, and priorities.
- d. The **Interdivisional Curriculum Committee** reviews and recommends new courses, deletion of courses, and changes to approved courses to the Board of Education. It provides a forum for central office and site administrators to discuss curriculum issues and promote ongoing evaluation and improvement of the district instructional program. Functions of the Interdivisional Curriculum

Committee include monitoring the process used in initiating course proposals, suggesting changes in the process, and recommending appropriate proposals after review in terms of changing needs of society and students.

- e. The **Board of Education**, upon recommendation from the superintendent, approves philosophy, policies, goals, and priorities of the district's K–12 instructional program, including proposals received from the Interdivisional Curriculum Committee.

6. **Program Development**

- a. Instructional Support Services **resource personnel** provide leadership, coordination, and support services for improvement of instruction and promotion of curriculum innovation.
- b. **Classroom teachers** participate in curriculum development through curriculum committees, materials and equipment review committees, curriculum writing, pilot programs and courses, teacher-initiated projects, and grants.
- c. **Community members and stakeholders** make recommendations for changes in the instructional program to site administrators or Area Superintendents who may carry the recommendations forward to the Interdivisional Curriculum Committee.
- d. **Teacher-initiated projects.** Individual teachers or groups of teachers develop curricular projects to meet specific classroom purposes (Administrative Procedure 4060).
- e. **Pilot programs and courses.** School staffs initiate elementary-level pilot programs and secondary-level courses (Administrative Procedure 4060). Subject area directors/program managers, in cooperation with appropriate central office and school staff, also may initiate curriculum change with districtwide, area, or school implications, following the same procedures.
- f. The **Interdivisional Curriculum Committee** recommends new courses, deletion of obsolete courses, and changes in existing course attributes to the Board of Education. A roster of Interdivisional Curriculum Committee members is available on the district website.
- g. The **Board of Education**, upon recommendation from the superintendent, approves policies and priorities for instructional program development,

including addition, modification, or deletion of courses of study, pilot programs and courses, and instructional materials.

7. Program Implementation

- a. **Classroom teachers** have primary responsibility for adaptation to classroom needs and implementation of the instructional program within district guidelines.
- b. **School administrators** implement district-approved instructional programs and may tailor such programs to meet individual school needs.
- c. **Instructional Support Services subject area directors/program managers** monitor instructional programs within the area of their assigned responsibilities and initiate and implement plans with principals and district leadership personnel to ensure effective maintenance of the approved instructional program.
- d. The Deputy **Superintendent of Academics implements** policies, rules and regulations, and the instructional program of the district.
- e. The **Board of Education** approves courses of study, use of textbooks and other instructional materials, and considers requests for textbook waivers.

8. State Testing. The state requires a number of achievement tests; a schedule of tests for the current year is issued annually via information circular and is available on the district website.

- a. **Assessment services.** The Office of Accountability administers district-wide testing and evaluates the district's educational program and special projects, including the district's testing program. Performance Management and Evaluation staff provide consultant and contract evaluation services and assist in evaluating special programs and projects.
- b. **Classroom teachers** evaluate instructional programs in their classrooms through formative and summative assessment techniques that measure student achievement and progress.
- c. **Instructional Support Services staff** provide subject area expertise and program evaluation related to their assigned subject area.

- d. The **Board of Education** “shall evaluate its educational program, and shall make such revisions as it deems necessary” (Education Code Section 51041).

D. IMPLEMENTATION

The Deputy Superintendent of Academics is responsible for the implementation of the district’s instructional programs, as outlined in Section C.7.

E. FORMS AND AUXILIARY REFERENCES

1. Course of Study, K-12 available on the district website
2. District Pilot and Site-Adopted Courses, available on the district website
3. Uniform Course File, available on the district website
4. Request to Develop a Pilot, available on the district website
5. Results of Conducting a Pilot, available on the district website
6. Request to Change the Uniform Course File, available on the district website

F. REPORTS AND RECORDS

G. APPROVED BY



General Counsel, Legal Services
As to form and legality

H. ISSUED BY



Chief of Staff