

Mendocino Unified School District

Instruction

Curriculum: Concepts

The school's curriculum is at the heart of all its activities and programs. It expresses the community's educational hopes and desires, reflects the values of our society, and provides a framework for educating children in ways which are consistent with these hopes, desires, and values.

As the community and society change, so must the curriculum. The work of curriculum development is never finished. The Board pledges its assistance with and support of this important continuing task.

Curriculum: Roles

The Board recognizes that curriculum design is the responsibility of the professional educators whose training and daily contact with students best enable them to determine the most effective educational programs. Curriculum design, therefore, is delegated to the instructional staff, under the direction of the Superintendent, with the following limitations:

1. The philosophies and goals of the District, as established by the Board.
2. Costs within budgets approved by the Board.
3. Available facilities, materials, and personnel.
4. Legal requirements and restrictions.

Legal Reference: Education Code

- 35160 Authority of boards.
- 51050-51057 Enforcement of courses of study.
- 51200-51269 Required courses of study.
- 51500-51550 Prohibited courses of study.
- 51700-51876 Authorized classes and courses.
- 5200-52152 Early childhood education.
- 52100-52152 Bilingual education.
- 52160-52179 Bilingual - Bicultural Act, 1976.
- 52200-52208 Mentally gifted minor program.
- 52300-52414 Vocational education.
- 54000-54670 Programs for disadvantaged.

Board Policy 6140 Policy adopted by Board 5/22/80

s
The Board retains full responsibility for adopting curriculum, and requires that teachers teach within the approved curriculum.

Curriculum: Guidelines

In designing curriculum for the District, the Board desires that the staff and Superintendent be guided by such factors as:

1. Continuity of educational programs and services throughout the grade.
2. Avoidance of undesirable repetition of studies among the various school levels.
3. The range of individual aptitudes, abilities, and interests of the students.
4. Studies and information concerning the students' needs.
5. Aspirations of the general community for its young people.
6. The characteristics and resources of the local region, both human and material.

The Superintendent is directed to develop and supervise the administration of curriculum design procedures which incorporate these guidelines and implement these policies.

56000-56865 Special education programs.

Government Code

3545.2