

CONCEPTS AND ROLES

The School Board believes that the district and community must work together to ensure that educational goals and objectives are relevant to the lives and future of our students. The Board shall adopt policies which define district philosophy and goals. The Superintendent or designee shall provide for the development of districtwide instructional objectives.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)

The Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum. The tested, written and taught curricula shall be aligned with one another to address state standards and Board goals.

(cf. 0500 - Review and Evaluation)
(cf. 6141 - Curriculum Development and Evaluation)

In order to keep abreast of educational trends and changing student needs, the Board supports a continuing program of inservice education for certificated staff, the administration, and Board members.

(cf. 4331 - Staff Development)
(cf. 9240 - Board Development)

Note: United States Code, Title 20, Section 2728 and the Code of Federal Regulations, Title 34, Section 200.43 mandate districts receiving Title 1 funds to establish and implement a districtwide salary schedule and written policy ensuring the equivalent provision of staff, curriculum materials and instructional supplies among schools. Pursuant to the Code of Federal Regulations, Title 34, Section 298.23 recipients of Chapter 2 funds also must demonstrate that program services, equipment, materials and supplies are supplementary to the regular program.

The district shall provide comparable educational opportunities for all students. The Superintendent shall schedule teachers and classes so that there is a minimum variation in the student-teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every district school and at each level.

(cf. 0410 - Nondiscrimination)
(cf. 6171 - Title 1 Programs)

Instruction in the core curriculum shall not be diminished when students receive supplementary services funded by special governmental programs.

BP 6000(b)

CONCEPTS AND ROLES (continued)

The School Board

1. Articulates the district's educational philosophy and goals through Board policy and approves districtwide instructional objectives which reinforce the district's philosophy and goals.
2. Adopts course of study and graduation requirements.
3. Selects the educational programs to be offered to the district's students.
4. Approves instructional materials and resources to be used in the district's curriculum.
5. Reviews the instructional program and evaluates the education received by students.

The Superintendent or Designee

1. Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum.
2. Ensures the articulation of the district curriculum between educational levels.
3. Administers the district's educational program and reports to the Board on the accomplishment of district goals and objectives through testing and other types of appraisal.
4. Decides the general methods of instruction to be used.
5. Assigns instructors and schedules classes for all curricular offerings.

Legal Reference: (See next page)

CONCEPTS AND ROLES (continued)

Legal Reference:

ALASKA STATUTES

- 14.03.060 Elementary, junior high, and secondary schools*
- 14.03.090 Sectarian or denominational doctrines prohibited*
- 14.08.111 Duties (regional School Boards)*
- 14.14.090 Additional duties*
- 14.14.110 Cooperation with other districts*

ALASKA ADMINISTRATIVE CODE

- 4 AAC 05.070 Program planning and evaluation*

UNITED STATES CODE, TITLE 20

- 2728(c) Fiscal requirements/comparability of services*
- 2971 (b) Federal funds supplementary*

CODE OF FEDERAL REGULATIONS, TITLE 34

- 200.43 Comparability of services requirements, Chapter 1*
- 298.23 Comparability of services requirements, Chapter 2*