

INSTRUCTIONAL PROGRAM

The Superintendent shall not fail to ensure that the district implements a program of academic, social, and emotional instruction that includes clearly defined academic standards, a comprehensive and cohesive curriculum to help students achieve the standards, and use of assessment to determine student progress toward achieving or exceeding standards and Board Ends policies.

Accordingly, the Superintendent shall not fail to:

1. Anchor the instructional program in best practices of high-performing schools, districts and educational systems.
2. Promote school and classroom practices that comprehensively prepare students for success, including the following:
 - a. Rigorous academic content.
 - b. Learning activities emphasizing creativity, collaboration, critical thinking and communication that develops ownership of learning and student agency.
 - c. Purposeful attention to and development of social and emotional learning.
 - d. Cultural and global relevancy.
3. Maintain cohesive, aligned, research-based curriculum across all grade levels K-12 that builds vertically from K-12 and is consistent, horizontally, across each grade level.
4. Understand post-secondary education requirements, training and work opportunities to ensure that the K-12 instructional program helps prepare graduates for their future.
5. Promotes belonging and a safe learning environment at schools and within programs across the district.
6. Address individual learning styles and diverse student needs and interests. Encourage and support viable innovative practices and programs.
7. Ensure that all instructional programs, including both content and instructional practice, are regularly measured, evaluated and modified as necessary to assure their continuing effectiveness.
8. Inform the Board about significant modifications to the instructional program.
9. Establish a transparent, inclusive procedure for the recommendation of instructional materials to the Board for approval.
10. Offer a variety of diplomas as identified by the State Board of Education. In addition, Bend-La Pine Schools shall offer the following:
 - a. an Academic Diploma which requires 26 units of credit;
 - b. an Honors Diploma with requirements specified in IKF-AR.
11. Provide a formal annual evaluation of all district-sponsored Alternative Education Programs.
12. With regard to highly-qualified Public Charter School applications:
 - a. Implement LBE-AP and LBE-AR to ensure clear and consistent administrative policies to evaluate applications.
 - b. Keep the Board informed of an application's progress and invite the Board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal.
 - c. Make a recommendation to the Board regarding final approval, renewal or termination of a Public Charter School.

Replaces:

Originally Adopted: 12/8/2015

Updated: 11/10/2020

Monitoring Method: report to the board

Monitoring Frequency: annually