



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

Accordingly, the Superintendent shall not fail to:

1. Anchor curriculum and instruction in the Oregon State Standards.
2. Communicate an unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being.
3. Align the instructional program to research and best practices of high-performing schools, districts, and educational systems.
4. Promote school and classroom practices that comprehensively prepare students for success, including the following:
 - a. Rigorous academic content.
 - b. Learning activities that emphasize creativity, collaboration, critical thinking, and communication.
 - c. Engaging, authentic, and culturally relevant curriculum that develops student agency.
 - d. Purposeful attention to and development of social and emotional learning skills.
 - e. Instructional practices that address individual learning styles, culturally responsive practices, and diverse student needs, viewpoints, and interests.
 - f. Differentiated programming to address inequities in access, experiences, and/or outcomes for student subgroups.
5. Maintain cohesive, aligned, research-based curriculum and instructional practices across all grade levels K-12 that builds vertically and is consistent, horizontally.
6. Encourage and support viable innovative practices and programs.
7. Establish and support the implementation of standards of practice for instructional technology for staff.
8. Ensure that all instructional programs, including both curricular and instructional practice, are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for students overall and in each disaggregated subgroup.
9. Inform the Board of Directors about significant modifications to the instructional program.
10. Establish a transparent, inclusive procedure for the review, selection, and recommendation of instructional materials to the Board of Directors for approval.

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 1](#)

ORIGINAL ADOPTION DATE: 6/20/2023

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 8 – Instructional Programs & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section I: Instruction](#)

[LBE-AP: Public Charter Schools](#)

[LBE-AR: Public Charter Schools Application](#)

LEGAL REFERENCE

OAR 581-022-1350

ORS 336.615 – 338.665

ORS 338.095