

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 6000

Instruction

BP 6000(a)

Concepts And Roles

The Governing Board desires to provide a rich, research-based curriculum that motivates every student to succeed. The district's educational program shall provide students with opportunities to attain the skills, knowledge and abilities they need to be successful in school and develop to their full potential.

(cf. 9000 – Role of the Board)

Strategies for improving the education program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement.

(cf. 0520.1 – High Priority Schools Grant Program)
(cf. 0520.2 – Title I Program Improvement Schools)
(cf. 0520.3 – Title I Program Improvement Districts)
(cf. 6158 – Independent Study)
(cf. 6159 – Individualized Education Program)
(cf. 6164.5 – Student Success Teams)
(cf. 6164.6 – Identification and Education Under Section 504)
(cf. 6172 – Gifted and Talented Student Program)
(cf. 6173 – Education for Homeless Children)
(cf. 6173.1 – Education for Foster Youth)
(cf. 6174 – Education for English Language Learners)
(cf. 6175 – Migrant Education Program)
(cf. 6176 – Weekend/Saturday Classes)
(cf. 6177 – Summer School)
(cf. 6179 – Supplemental Instruction)
(cf. 6181 – Alternative Schools)
(cf. 6183 – Home and Hospital Instruction)
(cf. 6184 – Continuation Education)
(cf. 6185 – Community Day School)

Inasmuch as parents/guardians are critical partners in their children's education, parents/guardians shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

(cf. 5020 – Parents Rights and Responsibilities)
(cf. 6020 – Parent Involvement)

The Board shall:

1. Establish expected standards of student achievement for each grade level that are aligned with

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the district's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources

(cf. 0100 – Philosophy)
(cf. 0200 – Goals for the School District)
(cf. 5123 – Promotion/Acceleration/Retention)
(cf. 6011 - Academic Standards)

2. Establish graduation requirements

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

3. Ensure that a process is in place, involving teachers, administrators, students, and parent/guardians, for the development and review of the district's curriculum

(cf. 6141 – Curriculum Development and Evaluation)

4. Adopt the district curriculum and courses of study to be offered

(cf. 6143 - Courses of Study)

5. Adopt textbooks and other instructional materials

(cf. 1312.2 – Complaints Concerning Instructional Materials)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

6. Support the professional staff's implementation of the curriculum by providing consistent policy direction, allocating resources based on education program priorities, ensuring that collective bargaining agreements do not constrain the district's ability to achieve curricular goals, recognizing staff accomplishments, and including reasonable annual goals related to student learning in the Superintendent evaluation process

(cf. 2140 – Evaluation of the Superintendent)
(cf. 3100 – Budget)
(cf. 4143 – Negotiations/Consultation)
(cf. 9310 – Board Policies)

7. Provide a continuing program of professional development to keep instructional staff, administrators, and Board members updated about current issues and research pertaining to curriculum, instructional strategies and student assessment

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(cf. 4131 - Staff Development)
(cf. 4222 – Teacher Aides/Paraprofessionals)
(cf. 4331 - Staff Development)
(cf. 9240 – Board Development)

8. Review and evaluate the instructional program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement

(cf. 0500 – Accountability)
(cf. 6162.5 – Student Assessment)
(cf. 6161.51 – Standardized Testing and Reporting Programs)
(cf. 6162.52 – High School Exit Exam)
(cf. 6190 - Evaluation of the Instructional Program)

9. Communicate clear information about district instructional goals, programs, and progress in student achievement to the community and media

(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)

The Superintendent or designee shall:

1. Review research related to curriculum issues
2. Select and/or develop curricula for recommendation to the Board in accordance with the district's curriculum development and review process
3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6030 - Integrated Academic and Vocational Instruction)

4. Determine the general methods of instruction to be used
5. Assign instructors and schedule classes for all curricular offerings

(cf. 4113 - Assignment)
(cf. 6112 – School Day)
(cf. 6117 – Year-Round Schedules)

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6. Recommend instructional materials to the Board and direct the purchase of approved materials and equipment

(cf. 3310 – Expenditures and Purchases)

7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data

Comparability in Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement, not supplant, the district-provided core curriculum and any services which may be provided by other categorical programs.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 6171 - Title I Programs)

Legal Reference:

EDUCATION CODE

51000-51007 Legislative intent, educational program

CODE OF REGULATIONS, TITLE 5

3940 Maintenance of effort

4424 Comparability of services

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements/comparability of services

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

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