

BOARD POLICY EXPECTATION

The Superintendent shall not fail to adopt and develop an academic program for the district to enable students to meet content standards and to achieve the Board's Ends policies.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-14 "Academic Program" in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of November 27th, 2007.

Mark Mansell, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret the board's expectation regarding the academic program of the district that it needs to be challenging, appropriate, and supportive to a wide-variety of learners. The academic programs must also be regularly evaluated for effectiveness. This policy also expects that I ensure the approved curriculum of the district is what the faculty teaches. I further interpret this policy to expect appropriate and timely notification of pending significant changes and/or alterations to programs or course offerings to the board and stakeholders as required.

REPORT

There are four specific areas described in this policy. The following will address each area of EL-14 as best as possible. At the time of this report, I believe that the district is in compliance with each of these Board expectations.

- 1. The superintendent shall not fail to develop and implement an academic program that is research-based, provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization. IN COMPLIANCE***

The district reviews curriculum and all programs prior to implementation using a committee of individuals representing the perspectives of staff from all levels involved in the curriculum. The instructional materials potentially usable are reviewed to determine if minimum requirements as defined by No Child Left Behind (NCLB) are met and that the program and/or curriculum are research-based. In identified curriculum areas in which no materials are available, consideration is made of instructional best practices that align with scientifically research-based instructional strategies. Guidelines established by such national organizations as National Science Teachers Association (NSTA) and National Council of Teachers of Mathematics (NCTM) as well as highly recognized research facilities such as Northwest Regional Educational Laboratories (NWREL) are consulted for guidance.

Appropriate differentiation of instruction takes place within each classroom by teachers meeting the student's individual needs as called for in the student's Individual Education Plan (IEP) or the Student Learning Plan (SLP). Teachers may also get assistance through Student Intervention Teams (SIT) in each building to discuss alternate ways of providing the instruction.

As the district enrollment continues to grow, without expansion of facilities, class size and/or alternative housing strategies needed to provide services may impact the overall quality of the educational opportunity students have. The district in partnership with community citizens have been working hard to develop and implement a long-range plan for expanding the facility spaces needed for students.

2. *The superintendent shall not fail to ensure that faculty know and teach the adopted curriculum.* IN COMPLIANCE

The staff receives training and materials with newly adopted curriculum. Additional workshops and trainings are provided as needed to ensure staff understands the curriculum expected to be taught.

Administrators also are deeply involved in this research, selection, planning and implementation of new curriculums. The district curriculum director (Bonnie Lock) serves to support administrators in their responsibility to ensure that the approved curriculum is the taught curriculum. The certificated evaluation model is designed to assist the building administrators in verifying staff are meeting this expectation. Building administrators are also held accountable for this as it is written into their administrative limitations, which is reviewed annually. The results of their efforts will be annotated in their annual performance evaluation.

3. *The superintendent shall not fail to ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content.* IN COMPLIANCE

Building principals ensure that adequate and appropriate instructional time is provided within the building's daily schedule. These schedules are discussed with each principal at the start of the school year with the focus on adequate allocation of staff time.

Student Learning Plans (SLPs) are developed for any student who is not successful on the WASL. Special programs for at-risk students are also made available.

Building principals are very aware of teacher contact time expectations and have implemented building specific policies and/or strategies to maximize student learning time and minimize intrusions into instructional time.

4. *The superintendent shall not fail to report to the Board (and provide sufficient advance notice to the public on) significant changes, deletions or addition of programs and courses of study.* IN COMPLIANCE

Building principals, with support from the district curriculum director work hard to stay on top of curriculum changes and adjustments. This information is consistently shared throughout the school year. Typically this information is discussed at the district level during our weekly Leadership Team meetings. Any and all significant changes will be brought to the board's attention in a timely fashion.