

Instructional Programs And Practices

The Board is required by state law to determine the educational programs of the district. The educational program shall provide both formal studies to meet the general academic needs of all students and, to the extent possible, opportunities for individual students to develop specific talents and interest in more specialized fields. The curriculum, programs, and graduation requirements in the district shall be reviewed periodically to determine if the established curriculum, educational programs, and graduation requirements are congruent with the Board adopted student performance standards. The superintendent will present new programs and courses of study, as well as the elimination of current programs and courses, to the Board for its consideration and action.

Standards for Instructional Practice and Delivery:

The following standards for instructional practice and delivery are the cornerstone for student learning. While it is expected that the school community at each site will develop a plan for attaining the standards, the following standards shall be evident in each school.

1. Students will access and participate in curricula and instruction and a coordinated Pre-school-12th grade collection of instructional materials aligned with district reading, writing, mathematics, social studies, and science content standards in both required and elective courses. Students performing at advanced levels will be quickly identified and will receive effective interventions. The district shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs from early childhood (preschool) through grade 12.
2. Every student will receive reading and writing instruction that is balanced (no single approach to instruction is dominant), proven effective, developmentally appropriate and based upon each student's assessed needs. Students performing below their developmental level in reading and writing will receive effective interventions, which are documented through an Individual Literacy Plan (ILP) that continues until they are performing at the expected level. The parents of students who are on an ILP will be actively involved in implementing the plan.
3. For those children whose dominant language is other than English, the district shall provide suitable instructional programs. The district shall provide voluntary bilingual programs of instruction as an integral approach to education. Instructional practices shall recognize the learner's primary language and culture as educational assets to be incorporated into the regular education program. Where there are persons with limited English language skills, public notification

as required by law will be communicated to that community in its language. A lack of English language skills will not be a barrier to admission and participation in education programs.

4. Alternative education programs goals and objectives must be congruent with the district-wide instructional goals. Evaluation procedures shall be required to determine the effectiveness of the alternative program in terms of objectives, characteristics of the student body, staffing, budgetary considerations and community acceptance.

Adopted: February 27, 2001

LEGAL REFS.: 20 U.S.C. § 7101 et seq. (Safe and Drug-Free Schools and Communities Act of 1994)
C.R.S. 22-1-104
C.R.S. 22-1-108 through 22-1-110
C.R.S. 22-7-501 et seq. (Colorado Basic Literacy Act)
C.R.S. 22-24-101 through 22-24-105 (English Language Proficiency Act)
C.R.S. 22-32-109 (1)(t)
C.R.S. 22-52-101 et seq.
1 CCR 301-10, 2224-R-1 through 2224-R-3

CROSS REFS.: JICH, Drug and Alcohol Use by Students

CONTRACT REF.: Negotiated Agreement, Article X, Curriculum Development