

Instructional Program

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's Results policies.

The Superintendent shall:

1. Ensure that instructional programs are aligned with state or nationally recognized model standards and based on a comprehensive and objective review of best practices research.
2. Effectively measure each student's progress toward achieving or exceeding the standards. The reporting system for recording student achievement is PowerSchool and will be utilized in the following manner stated below:
 - a. Grades K-5 will use standards-based grading and utilize the visual progress report.
 - b. Grades 6-12 will use percentages and letter grades (A-F) and utilize the district's secondary grading scale.
 - c. The District will ensure that standards-based grades (numbers), as well as derivatives (hybrid grades), are not reported out in grades 6-12, with the exception of special programs based on Board approval.
3. Ensure that instruction does not include the teaching of critical race theory as defined in NDCC 15.1-21-05 in any portion of the District's curriculum.
4. Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.
5. Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.
6. Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.
7. Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.
8. Appropriately review instructional materials upon formal request by a parent or other stakeholder.
9. Adequately monitor and control student access to and utilization of electronically distributed information.

10. Review school attendance boundaries periodically to assure reasonable balance in student enrollment.
11. Adopt a calendar that best meet the needs of students. The calendar should:
 - a. Provide for consistent breaks;
 - b. Start in late August and end by Memorial Day;
 - c. Be developed by a representative committee of parents, BEA and administrators;
 - d. Provide for staff development without disrupting family schedules.

OE-11.1

Superintendent's Interpretation: The Board expects the District to identify rigorous academic learning standards in each curricular area and base the District's curriculum on those standards. The Board also expects consistency within feeder systems and across the district through regular vertical and horizontal alignment. A process and schedule for curriculum development, adoption, implementation, and maintenance, are expected and that coursework and resources are aligned to the curriculum. The process used includes a review of best practices, trends, and research.

- **Curriculum** refers to Bismarck Public Schools' entire instructional program, including resources, programs, assessments, instruction and assessment practices.
- **Align** means ensuring that the curriculum in all classrooms is representative of the standards.
- **Horizontal alignment** refers to the contrast, comparison, and deliberation within a selected grade level or content area across the building and district.
- **Vertical alignment** refers to the contrast, comparison, and deliberation between grade levels or progressive courses above and/or below as appropriate.
- **Standards** articulate a common understanding of what students are expected to know, understand, and be able to do based upon North Dakota State Standards and national content standards.
- **Instructional programs** refers to new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate or enhance student learning.
- **Best practices research** refers to the professional literature and research found to result in the achievement BPS aspires to reach.
- **Comprehensive and objective** means that reviews of the curriculum will include varied stakeholders including teachers, instructional coaches, and principals, from each feeder system, technology, district staff development/curriculum staff, and special education.
- **Teaching and Learning Team** (Superintendent, Assistant Superintendents, Directors of Technology, Special Education, and Professional Learning, other appropriate ad hoc members specific to the nature of the proposal)
- **Varied stakeholders** means input will be sought from a varied of perspectives based on the task. Stakeholders may include teachers, instructional coaches, principals,

technology, staff development, special education, students, higher education, community members, etc.

Superintendent's Indicators of Compliance:

Indicator 1: 100% of BPS curricula are aligned with current North Dakota state standards or locally adopted standards.

Indicator 2: The standards for each curricular area are reviewed vertically and horizontally on a schedule driven by state and national adoption or revision timelines by curriculum teams. For areas lacking ND state standards, a district cycle for review will be followed and be represented in the District Curriculum Calendar.

Indicator 3: All new instructional programs will be proposed and approved through a formal process prior to placement on the district-approved resources list and/or implementation.

Indicator 4: 100% of content areas K-12 have guiding coalition teams who annually assess the current state of the curricular program by using current research, teacher feedback, and district guidance to identify strengths and improvement opportunities.

OE-11.2

Superintendent's Interpretation: The Board expects the District to effectively measure and review in a timely manner student progress and achievement in academic standards by selecting assessments that are statistically reliable and valid.

- **Effectively measure** means that BPS will use valid and reliable assessments, common across all elementary, middle, and high schools to determine students' progress and achievement in achieving the Board's Results policies.
- **In a timely manner** means within 2-3 weeks after assessment windows close.
- **Reliable** means the assessment has consistently yielded the same results on repeated trials.
- **Valid** means the assessment measures what it was intended to measure.

Superintendent's Indicators of Compliance:

Indicator 1: 100% of buildings adhere to the District-determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.

Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the District leadership level a minimum of three times a year.

Indicator 3: The reporting system for recording student achievement is PowerSchool and will be utilized in the following manner stated below:

- a. Grades K-5 will use standards-based grading and utilize the visual progress report.
- b. Grades 6-12 will use percentages and letter grades (A-F) and utilize the district's secondary grading scale.
- c. The District will ensure that standards-based grades (numbers), as well as derivatives (hybrid grades), are not reported out in grades 6-12, with the exception of special programs based on Board approval.

OE-11.3

Superintendent's Interpretation:

- **NDCC 15.1-21-05 critical race theory** means the theory that racism is not merely the product of learned individual bias or prejudice, but that racism is systemically embedded in American society and the American legal system to facilitate racial inequality.

Superintendent's Indicator of Compliance:

Indicator 1: 100% of buildings will review NDCC 15.1.21-05 related to critical race theory with staff at the beginning of the school year and will monitor for compliance throughout the year.

OE-11.4

Superintendent's Interpretation: The Board expects the District to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent through academic core areas, elective courses, as well as co-curricular, and/or extracurricular offerings.

- **Specialized areas** means the fine arts, career and technical education, world languages, and other specialized curricular offerings such as Advanced Placement and EmpowerEd.
- **Authentic learning** means allowing students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects. This can take the form of learning trips, projects, capstones, internships, alternative pathways for graduation, or other learning opportunities that result in relevant and useful products or experiences.

Superintendent's Indicators of Compliance:

Indicator 1: Multiple programs exist in specialty areas to meet the needs of BPS students. The overall enrollment, as a percentage, in specialized areas maintains or increases every year.

Indicator 2: Provide co-curricular and extra-curricular activities that match student interest and talents maintains or increases every year.

Indicator 3: Ensure every learner has access to a variety of authentic learning experiences that facilitate meaningful connections to relevant real-life situations.

OE-11.5

Superintendent's Interpretation: The Board recognizes that no single method of instruction meets the needs of all learners and that while all students can achieve the standards, the amount of time and support needed by students may vary.

Superintendent's Indicator of Compliance:

Indicator 1: BPS will have alternatives to core curriculum and learning environments at all grade levels.

OE-11.6

Superintendent's Interpretation: It is expected that the District encourage new and innovative programs that align with the Board's Results policies and that the District monitor and evaluate the effectiveness of the programs.

- **New and innovating programs** refers to research-based strategies, resources, and programs that are aligned to the Board's Results policies and provide alternate pathways to student success.

Superintendent's Indicators of Compliance:

Indicator 1: BPS supports, through action research and new resource/program requests, proposed implementations of new or innovative strategies, resources, and programs.

Indicator 2: BPS supports an ongoing process accessible to all teachers and administrators to pursue changes to curriculum (new courses, changes to existing courses, new programs or pilots) at the building level.

Indicator 3: BPS evaluates new and innovative programs annually to determine effectiveness as indicated on the initial proposal.

OE-11.7

Superintendent's Interpretation: It is expected that the District, as part of its model of continuous improvement, regularly evaluate components of the instructional program, including the curriculum standards, instructional practices, and the assessments used.

- **Regularly evaluated** refers to the curriculum calendar used as well as the PLC work done by teachers in the content areas.

Superintendent's Indicator of Compliance:

Indicator 1: Every PK-12 program is regularly evaluated through a review and analysis process at least every three years.

OE-11.8

Superintendent's Interpretation: The Board expects that instructional materials are sound and that any parent or stakeholder can request that any instructional material be reviewed for removal within 15 days of receipt of the form requesting reconsideration of the selection of the material.

Superintendent's Indicator of Compliance:

Indicator 1: BPS will maintain a procedure for reviewing instructional materials upon formal request by a parent or other stakeholder.

OE-11.9

Superintendent's Interpretation: The Board expects that students will utilize electronic information appropriately, that staff will monitor students while they are using electronic resources in school, and that BPS will follow federal law (CIPA) regarding internet filtering. BPS's mission, to empower every learner to thrive, implies that students should develop responsible online behaviors for interacting with others or accessing/distributing information whether on District devices/network or other readily available devices/networks.

Superintendent's Indicators of Compliance:

Indicator 1: All BPS students and staff will annually review Policy ACDA in the first four weeks of school.

Indicator 2: The BPS Technology Department responds to notifications from the state regarding any issues with the state provided internet filtering services.

OE-11.10

Superintendent's Interpretation: The Board realizes BPS is a dynamic district, impacted by regional and state economies. The factors associated with attendance boundaries along with class size targets will be reviewed annually. It is necessary to review demographic trends and the impact on building enrollment as well as class size.

- **Reasonable balance** means class size targets will be monitored and decisions about class size will be informed by the needs of the group, the size of the room, the available space, available staff and budget, and other criteria, as stated in Rule FAB-AR3 *Class Size*.

Superintendent's Indicator of Compliance:

Indicator 1: The school district solicits input from administrators and stakeholders as appropriate when boundary adjustments are necessary as indicated by current and projected enrollment data.

OE-11.11

Superintendent's Interpretation: The Board understands that a school calendar likely will not meet the needs of every student, parent, and community member. However, input from stakeholders serves to make the most acceptable school calendar for all.

Adopt a calendar that best meet the needs of students. The calendar should:

- a. Provide for consistent breaks;
- b. Start in late August and end by Memorial Day;
- c. Be developed by a representative committee of parents, BEA, and administrators;
- d. Provide for staff development without disrupting family schedules.

Superintendent's Indicator of Compliance:

Indicator 1: The proposed school calendar will meet the criteria in 12, a-d.

End of Bismarck Public School District Board Policy OE-11

Approved: 8/13/2018

Revised: 10/26/2026

Monitoring Method: Internal Report

Monitoring Frequency: Annually in June