

**Kern High School Teachers Association**  
**Curriculum Reform Policy**  
**(DRAFT)**



**Respectfully Submitted by: Curriculum Reform Committee**  
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**1 Curriculum**

2 KHSTA believes curricula should address the common values of the society; promote respect for diversity and  
3 cooperation; and prepare the learner to compete in, and cope with a complex and rapidly evolving society. Such  
4 curriculum should prepare the student to become a fully-functional adult who can communicate effectively; adapt  
5 to new situations; and enjoy the benefits and exercise the responsibility of society.

6  
7 KHSTA further believes that all students should have access to a curriculum that prepares them for post-secondary  
8 education and leads them to meaningful and informed occupational choices. This curriculum should include  
9 college prep courses, Advanced Placement courses, fine arts courses, vocational and career courses that are  
10 rigorous and relevant. The curriculum may also include academic enrichment programs, cross-curricular programs  
11 and other courses that lead to the development of highly educated and socially responsible citizens.

**13 Curriculum Decisions**

14 KHSTA believes teachers should have the central role in the development, definition, and implementation of  
15 curriculum and should comprise a majority of all committees making or recommending decisions in the area.

16 KHSTA further believes the manner and pace in which a course of study or district/state adopted program is  
17 implemented in a classroom shall be determined by the individual teacher and should reflect adopted California  
18 standards in all curricular areas. Curricular decisions should be based on current, valid research including, but not  
19 limited to, multiple intelligences, adequate learning time, recognizing student differences, and providing an  
20 enriched environment — and recognizing that a single method or set of materials may not be appropriate for all  
21 learners.

22  
23 *Consequences of Narrowing Options:* KHSTA believes the practice of programming students with low English and  
24 math scores into more than one English or math class in the same term or semester can lead to a narrowing of the  
25 educational opportunities for these students. This practice limits these students from taking career/technical,  
26 business, fine arts, foreign language, and other elective classes, thereby denying all students the opportunity for a  
27 comprehensive education. KHSTA further believes there must be equitable access to motivating elective classes for  
28 a full, well rounded curriculum, helping to prevent academically unmotivated students from dropping out at  
29 increasingly higher rates. High school students cannot learn English and math credits that count toward graduation  
30 by repeating the same class, which then puts these students off track for graduation within four years.

**32 Essential Skills**

33 KHSTA believes a basic education consists of those skills which enable the student to function effectively in our  
34 complex democratic society. These skills should be provided through an educational program which includes  
35 instruction in decision making, critical thinking skills, and traits of good citizenship. The major focus of the

1 curriculum should be the development of higher order thinking skills based on key concepts and generalizations  
2 selected from all academic and vocational disciplines. Purposeful problem-solving and hands-on learning should  
3 underlie all curricular activities.  
4

#### 5 **Instructional Materials: English Learners (ELs)**

6 KHSTA believes English Learners (ELs) have specific learning needs. As suggested by research, the acquisition of a  
7 second language takes a minimum of 3-7 years. Instructional materials for EL students should consider all levels of  
8 language proficiency, but special attention should be paid to Beginning, Early Intermediate, and Intermediate  
9 levels. This proficiency should be determined by the students' scores on the California English Language  
10 Development Test (CELDT) and the educational expertise of the classroom teacher. Furthermore, KHSTA believes  
11 when the core academic curriculum is taught to an EL in English, instruction must be properly scaffolded. In order  
12 to provide the highest quality of instruction for EL students, the adopted instructional materials should be  
13 designed to meet the specific academic and linguistic needs of EL students. It is also critical that teachers of ELs  
14 have access to the highest quality instructional materials, as well as quality professional development. Finally, all  
15 instructional materials used for literacy development for ELs instructed in English should align to both the English  
16 Language Arts and the English Language Development standards of the State of California.  
17

#### 18 **Lesson Plans and Curriculum Standards**

19 KHSTA believes lesson plans and curriculum standards are tools to guide classroom instruction. Requiring these at  
20 mandated times or in a particular format is not acceptable.  
21

#### 22 **Foreign Language Education**

23 KHSTA believes foreign language instruction at all educational levels is an important part of the total educational  
24 process and an integral part of international studies. KHSTA supports the maintenance of current programs and  
25 the further encouragement and development of foreign language instruction and international studies.  
26

#### 27 **Physical Education**

28 KHSTA believes physical activity and exercise are essential for good health. KHSTA further believes districts have  
29 the responsibility to ensure Ed Code mandated minutes in physical education are enforced. KHSTA also believes all  
30 students (pre K-12) should have access to quality, comprehensive, developmental physical education programs on  
31 a regular basis.  
32

#### 33 **Standards-Based Instruction**

34 KHSTA believes in developmentally appropriate standards that describe clear expectations for what students  
35 should know and be able to do. All students must be provided the instructional opportunities and learning

1 conditions necessary to attain the standards. Standards, curriculum, and assessment should be linked in a  
2 recursive process to provide a well rounded education. Curriculum should include, but not be limited to, required  
3 standards which should be introduced into the curriculum at a rate that allows educators the opportunity to assess  
4 each student's progress towards the mastery of the standards.

#### 6 **Visual and Performing Arts**

7 KHSTA believes artistic expression is basic to an individual's intellectual, aesthetic and emotional development.  
8 KHSTA also believes visual and performing arts transcend cultural barriers, foster multicultural understanding, and  
9 enhance critical thinking skills. KHSTA, therefore, believes that a high school curriculum must include a balanced,  
10 comprehensive, and sequential program of visual and performing arts instruction taught by a credentialed teacher  
11 for all students. Facilities and resources shall be provided to maintain a visual and performing arts program.  
12 Upgraded materials and emerging technologies shall be included in the program.

#### 14 **Continuing Education: Staff and Professional Development**

15 KHSTA believes meaningful professional development is essential to help educators more ably address the learning  
16 needs of every student and to help develop, refine and expand pedagogical repertoire, content knowledge and the  
17 skill to integrate both. Further, KHSTA believes it is the right of all certificated staff to participate in meaningful  
18 professional development. Every effort should be made to identify and support research-based and parent-  
19 student-teacher-friendly strategies to improve student learning, programs, schools and the professional practice of  
20 teaching. Teachers must be supported in their efforts to focus on student learning. Effective staff development is  
21 closely tied to current instructional assignments and circumstances and to new state programs and mandates, the  
22 California Standards for the Teaching Profession (CSTP) and is consistent with current research, and is based on the  
23 needs of students and school programs as determined by the on-site faculty. For staff development to be effective  
24 there must therefore be continued, systematic, coherent attention to the needs of both individual educators and  
25 the schools in which they work. It shall include appropriate short-term and long-term follow-up, and shall be  
26 evaluated by those who participate in the staff development program. Basic to any effective staff development is a  
27 clear commitment by district and site administrators to work in a collegial relationship with teachers and other  
28 certificated site personnel and to provide the necessary resources for the successful implementation of any  
29 program. Appropriate areas of staff development may include but are not limited to:

- 30 1) new content knowledge and instructional techniques in curriculum content areas,
- 31 2) implementation of new state frameworks, programs or instructional materials,
- 32 3) teaching methods which reflect the latest research,
- 33 4) diagnosis of student learning and evaluation of student progress,
- 34 5) cultural and/or ethnic background of district/local students,
- 35 6) effective strategies for meeting the needs of all English language learners,

- 1 7) training focused on the needs of diverse students and students who are at risk of dropping out of school,
- 2 8) major district or school priorities,
- 3 9) health conditions and special needs of students, and
- 4 10) the use of technology and its integration into the curriculum.

5 In order for staff development to be successful, teachers shall be primarily involved in determining what content  
6 will be delivered, where, by whom, how the content will be provided, and what incentives, resources and support  
7 will be dedicated to it. Teachers shall also be primarily involved in implementing and evaluating its content. If the  
8 proposed program is district-wide, teachers or other certificated personnel representing the majority  
9 teacher/educator organization shall have the major decision-making responsibility. A majority of teachers shall  
10 determine, implement and evaluate the content. Educators have different needs and different learning styles as  
11 well as teaching styles, and will benefit differently from, and utilize differently, any given staff development  
12 offering. Therefore, staff development should be engaged in on a voluntary basis. Each educator shall be the final  
13 determiner of the methods which are most effective for him or her, and shall be evaluated on the achievement of  
14 individual goals rather than on the utilization of any specific method. Evaluation of any specific staff development  
15 program shall focus on the usefulness of the program itself to participating educators rather than on whether the  
16 educator chooses to implement a specific method. Staff development should be given during district-paid released  
17 time. For any staff development which is offered beyond the contracted working day the educator shall receive  
18 pro-rata pay for the extra time involved. Any proposals related to calendar or salary schedules shall be bargained  
19 with the Kern High School Teachers Association. KHSTA believes full funding is essential in implementing any  
20 professional development activity.

#### 21 **Peer Assistance Programs; Peer Assistance and Peer Review Programs**

22 KHSTA believes the goal of a peer assistance program or of a peer assistance and peer review program is to help  
23 teachers develop practices to improve instruction and student performance. It is important to recognize the  
24 difference between "peer assistance" and "peer review." Peer assistance programs aim to  
25 help new and veteran teachers improve their knowledge and skills. A formal peer assistance program links a  
26 "participating teacher" with a "consulting teacher" who provides ongoing support through observing, sharing ideas  
27 and skills, and recommending materials for further study. Peer review programs add one significant element to  
28 peer assistance. In peer review programs, the consulting teachers may make recommendations that might impact  
29 the employment status of participating teachers. Peer review must not exist without peer assistance. Any  
30 documentation that results from a peer assistance program shall remain confidential among the individuals  
31 involved. Further, in peer assistance and peer review program, if adverse action is initiated, clear rules on  
32 allowable use of documents, products, and communications arising from the program must exist and be  
33 communicated to all parties.

**1 Gifted, Talented and Creative Education**

2 KHSTA believes programs for gifted, talented, and creative students should be fully funded. Content of programs  
3 designed for gifted, talented, and creative students should address their particular high level ability and be more  
4 challenging and varied than the basic curriculum. Whenever possible these programs should provide primary  
5 language support for second language learners. The process for identifying gifted, talented, and creative students  
6 should be free of gender, racial, socio-economic, and cultural bias.

**8 Graduation Requirements**

9 KHSTA believes students should receive high school diplomas only when they have met minimum competency  
10 standards for graduation. Multiple options will be provided for students to demonstrate competency. There will  
11 only be one document (referred to as a diploma) that designates that students have satisfied all requirements to  
12 graduate from high school. Students should not be denied a diploma based on the results of any single state or  
13 district mandated test or measurement. KHSTA believes every student is entitled to the opportunity to graduate  
14 from high school. Mandated curriculum/graduation requirements must take into consideration the diverse needs  
15 of the learner; the differing abilities and resources of the schools and localities; the complex and ever-changing  
16 nature of our economy and society; and the difference between idealistic goals and practical realities. Graduation  
17 requirements must be well-balanced and broadly based, including provisions for both general education (i.e., the  
18 common learning or core curriculum required of all students) and specialized education (i.e., career technical  
19 education and/or college preparatory education). KHSTA believes teachers should have the central role in the  
20 development, definition, and implementation of graduation requirements.

**22 Home Study**

23 KHSTA believes where children are taught at home, the following guidelines should be followed:

- 24 1) Teachers of home instruction programs should meet California certification requirements.
- 25 2) Permission granted by the local governing board shall be required annually.
- 26 3) Students should receive regular and thorough instruction in a program of study comparable to that taught  
27 to students of the same age in a public school, with monitoring by the local school.
- 28 4) Home study programs should comply with compulsory attendance laws.
- 29 5) Students shall participate in state and locally mandated testing programs at the school site unless there  
30 are compelling reasons for the test to be administered elsewhere.
- 31 6) Compulsory recordkeeping should include a register of work time at instructional activities, daily  
32 attendance and progress. Submission of these records should be required before entering a regular public  
33 school.
- 34 7) Students should have the option of attending public school for part-time instruction. They should be  
35 counted in the average daily attendance (ADA) without proration.

1 8) When home study is a matter of parental preference, all expenses shall be borne by the parents.

### 3 **Homework Policy**

4 KHSTA believes the goal of homework is to practice concepts and skills presented through previous instruction to  
5 allow experimentation or preparation in areas which will be further developed in classroom instruction. Homework  
6 that is beneficial to students, should both enhance the educational program and be an inherent part of the school  
7 program. Homework should be assigned at the discretion of the teacher to meet the needs and requirements of  
8 the course of study and/or enrich the lives of students.

### 10 **Instructional Excellence**

11 KHSTA believes a prime responsibility of the Association is to encourage ongoing improvements in the quality of  
12 instruction. The primary authority to recommend instructional improvements should lie with the teachers through  
13 a democratic decision making process. The Association recommends professional educators enter into active  
14 collaboration with research and development specialists, both in regional educational laboratories and in industry,  
15 to promote technology's potential contribution to education by guiding the development of technology in the  
16 most educationally sound directions. The Association recommends writers, publishers, and producers provide  
17 materials that have been field-tested in classroom situations and proven effective.

### 19 **Instructional Materials: Local Selection**

20 KHSTA believes the individual educator is the most qualified person to select instructional and supplemental  
21 materials which meet the diverse needs of learners. The teacher must be able to make such decisions in complete  
22 freedom and without censorship. A broad matrix with a wide variety of basic, supplementary and technical  
23 materials (e.g., software) that meet the legal compliance requirements should be made available for selection. This  
24 selection should be in compliance with all existing laws mandated or encouraged by legislative action, including  
25 "mainstreaming" (most appropriate environment), school improvement programs, competency programs, et al,  
26 and should be free from racial and sexual bias. Teacher involvement in the selection of instructional materials shall  
27 include the establishment of committees at the district and/or school site level to select materials purchased with  
28 state and district funds. This selection should take into consideration the fact that schools vary widely in values,  
29 size, community qualities, resources, and goals.

- 30 • It is important to consider that teaching styles, methodologies, and approaches vary widely.
- 31 • A majority of the committee members should be classroom teachers selected by the exclusive  
32 representative.
- 33 • The teachers on the committee should be a representative group.
- 34 • The need for involvement by administrators, parents and community members is recognized.

- 1 • The committee should establish its own criteria reflecting district goals for evaluation of materials and  
2 state-adopted frameworks.
- 3 • The committee should be vested with the authority for final selections of materials they determine best  
4 meet the needs of their students. This includes the flexibility to purchase, using state textbook funds,  
5 materials not included on the state adoption list.
- 6 • The committee should be able to demonstrate how the current year's purchases fit into the cycle of state  
7 adoptions.
- 8 • Instructional materials should not be limited. The term "instructional materials" shall encompass all  
9 materials developed as a part of the total educational program.

### 11 **Intervention Programs**

12 KHSTA believes once a low-achieving general education student has been identified, it is important the student be  
13 offered alternative modes of intervention to support mastery of the core curriculum. These interventions should  
14 be delivered by certificated personnel and take place outside of the required instructional minutes such as  
15 Saturday school, summer school, after school and/or before school tutoring, or other locally determined programs.  
16 In these interventions, the student/teacher ratio shall be such that it provides an optimum learning environment  
17 for these students. Funding for these intervention programs shall supplement the existing school program, not  
18 supplant it.

### 20 **Language Acquisition Programs Including Bilingual Programs**

21 KHSTA believes all students are entitled to equal access to all educational opportunities. KHSTA further believes  
22 students without English proficiency are denied equal access unless appropriate educational support is provided.  
23 Regardless of title, programs to engender language acquisition have two goals: language skills development and  
24 content learning. Bilingual programs should focus on proficiency in the ability to speak, read, and write in English.  
25 For those students who have not reached proficiency in English, meaningful instruction in all curricular areas shall  
26 be provided, whenever possible, in the primary language including opportunities to acquire a second language.

- 27 a) In developing language acquisition including bilingual programs, the school district should consider  
28 factors including but not limited to students' language background and educational needs, the  
29 availability of qualified teachers, and sufficient funding and materials. Whenever possible at least one  
30 administrator and one member of the office staff at each site should speak the primary language of  
31 the majority of the English Language Learners and their parents.
- 32 b) A school district shall provide opportunities for teachers to participate in ongoing evaluation of the  
33 components of a language acquisition and bilingual programs.

- 1 c) Prior to placement in the program, a student's language proficiency shall be assessed by a qualified  
2 certificated person utilizing state-recognized assessment instruments. Student progress shall then be  
3 evaluated annually by qualified certificated personnel utilizing classroom teacher input.
- 4 d) Classroom teacher input shall be utilized in the selection of state-recognized assessment instruments.
- 5 e) All mandated programs shall be fully funded by the mandating agency(ies).
- 6 f) All students shall have equal access to educational technology in all the content areas.
- 7 g) All teachers in a bilingual program must possess a regular California Teaching Credential, not issued  
8 on the basis of emergency.
- 9 h) All currently employed certificated teachers in a school shall be supplemented and not supplanted by  
10 personnel hired for these programs.
- 11 i) Bilingual teachers have the right to be evaluated by credentialed bilingual administrative personnel.
- 12 j) All teachers in bilingual programs shall have language-appropriate, full-time aides. These aides shall  
13 be trained to assist the teacher in implementing the program.
- 14 k) School districts shall provide in-service in the instruction of English Language Learners. Provisions  
15 shall be made for the implementation of staff development during regular school hours or at a  
16 mutually agreed upon time with appropriate compensation.
- 17 l) The State of California shall provide incentives other than salary or stipends for the recruitment and  
18 retention of bilingual teachers.
- 19 m) KHSTA believes Adult Learners should be afforded the opportunity to acquire primary language skills,  
20 literacy skills, and English proficiency through public schools. Adult English Language Learners must  
21 be afforded equal access to rigorous curriculum to allow them to obtain a high school diploma or the  
22 equivalent.

### 23 24 **Principles of Learning Policy**

25 KHSTA believes in lifelong learning and that certain principles are basic to all learning. These principles include, but  
26 are not limited to:

- 27 1) Learning styles vary.
- 28 2) Learning is a dynamic process.
- 29 3) Learning proceeds from the general to the specific and then to the general.
- 30 4) Learning generally progresses from the known to the unknown, from the concrete to the abstract, and  
31 from the simple to the complex.
- 32 5) Learner uses that which has been learned:
- 33 a) the learner receives instruction through a variety of strategies and techniques;
- 34 b) instruction is directed to the learner's needs and abilities;
- 35 c) instruction encompasses all three domains - affective, cognitive and psychomotor.

- d) a meaning-centered curriculum provides an in-depth exploration of concepts.
- e) the learner receives instruction, especially in language skills, at the earliest appropriate age.

#### Professional Development Programs Affecting Evaluation

KHSTA believes the utilization of "innovative" programs for purposes of observing teaching methodology and teacher behavior(s) ("clinical teaching/supervision," "PATH," etc.) by many school districts has led to confusion, mistrust and opposition on the part of teachers. Before any such program is put into practice. KHSTA recommends the following:

- 1) All staff, teachers, administrators, etc., should be concurrently trained in the application, utilization, vocabulary and purpose of the program.
- 2) The program should be utilized as a positive training device and not an evaluation process.
- 3) Teachers should be given the option of participating or not participating in the implementation of the program after being appropriately trained in all aspects of the program.

#### Rights and Responsibilities of Students

KHSTA believes students must be protected from being exploited in the political process. KHSTA's support of individual responsibilities and rights specifically includes those of students. Educators shall help students recognize their responsibilities and realize that exercise of their rights depends upon acceptance of these responsibilities.

##### *For the Student*

- 1) Being a member of the school and the community, the student has the following rights:
  - a) The right as an individual to express ideas and concerns.
  - b) The right to a sound, basic education which is relevant to our modern society.
  - c) The right to opportunities for association with all segments of society in integrated schools, where respect and dignity for all is the standard.
  - d) The right to develop and study in a safe and supportive school environment, free of verbal and physical harassment, where learning, not survival, is the school's highest priority.
  - e) The right to appropriate counseling, guidance, and health services, and to have access to accurate information about themselves, free of negative judgement or bias, and delivered by trained adults who not only inform them, but affirm them as well.
  - f) The right to participate in decision and policy making as related to the school and the community.
  - g) The right to function in accordance with a realistic code of conduct developed on a cooperative basis by all segments of the school community.
  - h) The right to participate in all school activities.

- 1 i) The right to due process, freedom of association and freedom of peaceful assembly and petition.
- 2 j) The right to positive role models, both in person and in the curriculum, including through the use
- 3 of instructional materials which are free of any form of overt/covert bigotry or stereotyping.
- 4 2) Being a member of the school and community, the student accepts the following responsibilities:
- 5 a) The responsibility to attend all classes.
- 6 b) The responsibility to adhere to all regulations and policies of the school.
- 7 c) The responsibility to develop abilities and special aptitudes to the fullest potential.
- 8 d) The responsibility to understand and work with all segments of the school community.
- 9 e) The responsibility to respect the rights of others.
- 10 f) The responsibility to accept reasonable, educationally sound limits on student employment
- 11 which is not school-related.

#### 12 *For the Educator*

- 13 1) The professional educator shall:
- 14 a) Assist in the development of students' self-esteem.
- 15 b) Recognize and respect individual differences among students.
- 16 c) Assist in the development of scholastic, social and career choices of students.
- 17 d) Assist in developing sound decision making skills.
- 18 e) Stress literacy as a crucial element for the survival of democracy.
- 19 f) Encourage parents to participate and support the educational process.
- 20 g) Actively intervene to stop the harassment of any student for any reason, including the incidence of
- 21 name calling or the use of verbal slurs toward students.
- 22

#### 23 **Site-Based Decision Making and Restructuring**

24 KHSTA believes classroom experiences are the foundation of quality education. Restructuring, when properly  
25 implemented through site-based decision making and district-wide restructuring, can result in improved learning  
26 opportunities for students. Decisions that affect teaching and learning should be made by those closest to the  
27 students and the community. All certificated bargaining unit members shall have extensive authority to make  
28 decisions that affect their schools, students, classrooms, and worksites.

29 Any model adopted for school restructuring shall fit the educational needs of the students, faculty, staff, school,  
30 and community shall:

- 31 1) Involve the local Association as a full partner with the school district through collective bargaining in the  
32 development and implementation of school restructuring, recognizing that any plan for site-based  
33 decision making necessarily involves restructuring of decision making at all district levels and all local  
34 configurations.

- 1           2) Provide to schools and certificated bargaining unit members funding, planning time, and time for
- 2           participation in restructuring including adequate scheduled time for working together in professional
- 3           collaboration at the school site.
- 4           3) Have school plans based on decisions that emerge from the school site certificated bargaining unit
- 5           members.
- 6           4) Adhere to all provisions of the negotiated contract between the Association and the district.
- 7           5) Require agreement from certificated bargaining unit members at the school site for participation.
- 8           6) Be supported by effective and appropriate staff development jointly devised by the Association and the
- 9           district.
- 10          7) Be designed to empower certificated bargaining unit members in the site-based decision making.
- 11          8) Be fully funded above current revenue levels without encroaching on existing programs.
- 12          9) Be evaluated at regular intervals by the Association and certificated bargaining unit members at the site.
- 13          10) Encourage the local school community to initiate or participate in problem solving in any non-personnel
- 14          issues.

15

16 When properly implemented, the site-based decision making process will give bargaining unit members the ability  
17 and authority to make decisions that result in educational excellence and equity for all students. Site-based  
18 decision making, as used in this policy, is a locally developed joint process between the district and the chapter,  
19 seeking to improve the quality of education. The decision to develop site-based decision making shall be agreed to  
20 by the chapter and the district through the bargaining process prior to implementation, and shall contain specific  
21 procedures which ensure the integrity of certificated bargaining unit member and Association rights. Participation  
22 by school sites shall be voluntary, and determined by secret ballot which protects the confidentiality and privacy of  
23 individuals in making decisions.

24

25 *Protection of Rights:* Site-based decision making programs shall include proper and appropriate provisions for the  
26 protection of unit members. Site-based decision making shall not involve evaluation, discipline, non-renewal or  
27 dismissal of certificated bargaining unit members.

28

29 *Participation in Site-Based Decision Making:* Participation in site-based decision making at the school site level shall  
30 occur only if it is supported by at least two-thirds of the unit members affected, as indicated in a process  
31 negotiated by the chapter. The rights of unit members who choose not to participate shall be protected.

32

33 *Site-Based Decision Making Committees:* The minimum criteria for procedures governing the operation of site-  
34 based decision making committees shall include the following:

- 1) Composition of Site-Based Decision Making Committees - At a minimum, certificated bargaining unit members appointed by the Association shall constitute a majority of the district committee. At a minimum, the Association faculty representatives and certificated bargaining unit members shall constitute a majority of each site committee.
- 2) Membership in Site-Based Decision Making Committees - The process of selecting unit members who are to serve on the district and site committees shall be controlled by the chapter. The Association shall be able to appoint district level committee members and the Association faculty representatives shall be guaranteed seats on site councils.
- 3) Compensation - Certificated bargaining unit committee members shall be compensated at daily or hourly rates of pay, or shall be granted release time without penalties, loss of benefit or loss of salary to attend all regular and/or related meetings of the committee on which they serve.
- 4) Waivers and Site Specific Provisions - Prior to implementation, waivers of laws, regulations, or site specific provisions to the collective bargaining agreement shall be agreed to by the chapter and district through the bargaining process and shall be reviewed annually by the parties.

#### **Special Education Programs: Foundation for Excellence**

KHSTA believes some children with disabilities can benefit from instruction provided by regular education. There must be a greater emphasis on collaboration between regular education teachers and special education staff in order to improve and expand services to students.

Decisions about the appropriate education for an exceptional child must be individually determined and made with active involvement of varied professionals. There must be a full continuum of services and a full range of delivery models available. Each child must have available the alternatives which are most educationally appropriate to his or her needs.

KHSTA believes all educators retain the right to participate in development of IEP's for students whom they serve and be invited to participate in such IEP meetings.

The regulations of the Individuals with Disabilities Education Act (IDEA) must be maintained. This includes protection of parent rights, professional rights, due process, IEP timelines, eligibility criteria and the evaluation process.

Special education eligibility standards must be maintained. Students who have met the eligibility standards for existing special education services must be assured an educational program to meet all of their educational needs.

1 Delays in access to special education services, in the name of early intervention or prevention for eligible students  
2 must not occur.

3  
4 Resources must not be diverted away from special education students in order to focus or refocus services to  
5 other "at risk" students.

6  
7 Proposed education reforms must provide adequate funding. Before implementation these must be piloted and  
8 carefully evaluated.

9  
10 Staff development programs that address the needs for students with disabilities should be provided for all  
11 educational personnel. These programs must be designed and implemented by classroom teachers and other  
12 participating school personnel. Programs will be scheduled on released time throughout the school year and  
13 provided with an appropriate budget.

14  
15 Implementation of strategies such as collaboration, team teaching, student study team planning and any other  
16 support activities must be an integral part of the educational process, be fully funded and occur within the  
17 parameters of the work day.

18  
19 Any redefinition of roles and responsibilities, such as consultation, collaboration or alternative assessment  
20 procedures, must not result in an increase in the workload of personnel providing services to students with  
21 disabilities.

22  
23 KHSTA stands ready and committed to be full participants in the dialogue and development that will produce  
24 positive changes for the benefit of our students through adequate funding and collaboration at the school site  
25 level to more appropriately address the needs of all students in the Kern High School District.

26  
27 **Technology: Advanced Technology**

28 KHSTA believes imaginative use of technology can assist educators in meeting the needs of all students, enhancing  
29 not only what, how well and how fast students learn, but also student self-esteem and interest in education. A  
30 bold and comprehensive program to bring the advantages of technology into the classroom is fundamental to  
31 creating schools for the 21st century. At a minimum:

- 32 1) There must be a phone in every classroom  
33 2) All students must have access to computers and other high-tech devices that permit them to interact with  
34 – and learn from - computers and multi-media devices.

- 1 3) Training should be provided for teachers in the use of technology equipment, technologies and  
2 applications, the development of effective materials, and appropriate instructional *strategies*.
- 3 4) Teachers must have access to the great variety of electronic resources available through network  
4 connection and must be trained in the use of such resources. Technological resource material selection  
5 should follow the criteria and process for supplementary materials and comply with the State Department  
6 of Education guidelines.

#### 8 **Technology: Internet**

9 KHSTA believes using technology and the Internet in the educational process improves the learning opportunities  
10 for students, improves the quality of instruction, and improves the effectiveness of educational employees.  
11 Technology can provide opportunities to reduce educational inequities. The Association supports increased  
12 federal, state, and local resources, along with public/private partnerships, to fully fund equipment  
13 purchases/upgrades, maintenance, technical support, training, evaluation, and staffing to support the full use of  
14 technology in public schools. Tools such as electronic mail, bulletin boards, list serves, the World Wide Web and  
15 similar technologies turn the whole world into an at-hand educational resource. Access to information, people,  
16 and perspectives becomes virtually limitless. Students must be adequately prepared for this new era.

#### 17 *The Association believes:*

- 18 1) Education employees must have access to necessary technology for managing and advancing instruction.  
19 Such technology must be compatible with and equivalent to technology in general use outside education  
20 (including use of the Internet). Further, education employees should be provided encouragement, time,  
21 training, and resources to experiment with and to research application of technology in order to integrate  
22 technology into the curriculum.
- 23 2) Education employees, including representatives of the local association, must be involved in all aspects of  
24 technology and Internet utilization, including planning, policymaking, materials selection, implementation,  
25 and evaluation. Additional preparation time and ongoing technological support must be granted to  
26 education employees using technology and the Internet to enrich their regular programs. Further,  
27 education employees must have collaborative planning time to develop programs.
- 28 3) Ongoing training must be provided for education employees in the use of technologies and applications.
- 29 4) Students must have access to and instruction in technology and the Internet and the responsible use of  
30 technology. Further, there must be equity in training, funding, and participation for all students.
- 31 5) Every classroom should have Internet access.
- 32 6) Instructional technology, including use of the Internet, should be used to support instruction and must be  
33 directed by a credentialed teacher.  
34  
35

1 *Security and Privacy*

2

3 KHSTA believes schools have an obligation to protect students and education employees from harm, injury, and  
4 harassment. Student and education employee records must be protected from compromise, tampering, or  
5 unlawful disclosure. To that end, each education community must formulate the guidelines for the use of  
6 information systems. They must become educated about the content of the Internet, its use, and the potential for  
7 abuse. The education community should set standards for acceptable use, and establish the measures for  
8 enforcement.

9

10 KHSTA believes districts should, in cooperation with the Association, adopt "acceptable use" policies for computing  
11 resources, including the following:

- 12 • Post schools' and students' rights and responsibilities statements that define accountability and  
13 responsibilities for both providers and consumers of information.
- 14 • Post disclaimers on workstations, in policy statements, or online, notifying users that the school claims no  
15 liability for the content of public online resources and assumes no responsibility for the willful violation of  
16 the usage policy.
- 17 • Offer widespread education programs for all education employees, students, and parents, including not  
18 only the established guidelines, but also training on how to preserve one's own privacy.
- 19 • Define enforcement provisions, since students must know that if they engage in illegal activity using the  
20 school's resources, they may be subject to criminal prosecution.

21

22 KHSTA believes education employees should have a reasonable right to free discourse and expression and should  
23 be able to use school computers and networks for work-related or educational activities. They should be able to  
24 use the equipment for lesson planning, classroom instruction, research, professional development, and  
25 collaboration with peers. They must also be allowed to explore and network without fear of retribution or the  
26 sense of being unduly monitored.

27

28 Access to computer network services and the Internet should be viewed as a necessary professional tool. Each  
29 education employee should be provided with a computer and printer/access to printer services at his or her work  
30 station with access to the computer network and the Internet. Further, KHSTA believes education employees  
31 should have the right to use the district's computers and network for communication so that they may explore the  
32 full potential of information technology without penalty or prejudice.

33

34 **Testing/Assessment:Assessment of Student Learning**

1 KHSTA supports ongoing comprehensive assessment of student growth. KHSTA believes the primary purpose of  
2 assessment is to support learning by:

- 3 1) Providing a basis for determining instructional strategies and appropriate learning experience for  
4 students.
- 5 2) Assisting students and their parents/guardians in identifying the students' strengths and needs.
- 6 3) Improving instruction
- 7 4) Measuring a program's effectiveness.
- 8 5) Communicating learning expectations.

9  
10 KHSTA further believes:

- 11 1) Education standards specifying what students should know and be able to do should be clearly defined  
12 and prioritized before assessment procedures and exercises are developed.
- 13 2) A student's level of performance is best assessed with authentic measures directly linked to the lessons  
14 teachers teach and the materials teachers use.
- 15 3) Assessment standards, tasks, procedures, and uses should be free of cultural, racial, and gender biases  
16 and be fair to all students regardless of economic and/or linguistic differences.
- 17 4) Assessment exercises or tasks should be valid and appropriate representations of the standards students  
18 are expected to achieve.
- 19 5) Appropriate assessment supports a students' positive self-image by reflecting accomplishment of  
20 curricular objectives.
- 21 6) No one measure should be used to determine a student's performance. A decision or characterization  
22 that will have a major impact on a student should not be made on the basis of a single test score. A  
23 variety of measures should be used to assess all students.
- 24 7) Assessment results and statistical data should be reported in the context of all relevant information.
- 25 8) Bargaining unit members, including classroom teachers, must be involved in the design and development  
26 of assessment systems and are best qualified to determine the criteria for assessment of students and  
27 dissemination of results.
- 28 9) Assessment procedures and results should be understandable.
- 29 10) Assessment systems should be subject to ongoing review and improvement and correlate with local  
30 curricular goals and objectives.
- 31 11) When new assessment procedures are adopted by a district, resources should be available for  
32 professional development of those who administer the assessment.
- 33 12) Students whose primary language is other than English should not be given mandated assessments until  
34 such tests are available in their primary languages or until fluency is attained in English. It is the

1 responsibility of the State Department of Education to provide the statemandated assessments in the  
2 child's primary language.

3 13) Multiple measures should be used to assess students with special needs, specifically in relation to the  
4 student's individual goals and objectives on their IEP. Accommodations and modifications to required  
5 district and/or state assessments should be made specific to individual student needs and should be  
6 defined in detail in an IEP. Students should be allowed any accommodation that will help them  
7 demonstrate mastery of statewide content standards.

8 14) On-line testing and evaluation creates new opportunities and concerns.

9 a. The privacy of students must be maintained, including student test results and records.

10 b. Each test takers' identity must be verified for the integrity of the results.

11 c. There must be equal opportunity to access on-line testing and evaluation.

12 d. Teachers must be involved with the input and development of on-line testing and evaluation.

13  
14 KHSTA further believes students need adequate instruction time as well as appropriate time set aside for testing.

15 Therefore, KHSTA recommends:

16 1) Testing of students should not detract from time allotted for the delivery of required curriculum or cause  
17 a negative impact on students' academic performance.

18 2) Time, format and instructions must be developmentally appropriate.

### 19 20 **Testing/Assessment: Student Performance**

21 KHSTA believes an integral part of the educational program is a system to measure student achievement. Good  
22 testing and assessment are accomplished through a wide variety of performance based assessments including  
23 samples and/or portfolios and observations of student work, student classroom performance, conferences with  
24 students, and teacher-made or teacher-selected tests. Testing and assessment should promote the improvement  
25 of both instruction and learning, reflect what students know and can do and be free from cultural, racial, sexual,  
26 socio-economic and linguistic biases.

27  
28 KHSTA believes curriculum content standards, student performance standards, and student assessment programs  
29 are interrelated and interdependent; neither the state nor school district should develop or apply any of the three  
30 components separately from the others. Both standards and assessment instruments must be appropriate for  
31 students at each grade level and in each subject.

32  
33 KHSTA believes all pertinent comparability information must be included with the results from any statewide  
34 program when these results are reported by the media.

1 KHSTA believes results from student assessment programs should not be used to evaluate bargaining unit  
2 members, determine compensation or continued employment status but be used to train and guide bargaining  
3 unit members on how to use performance based assessments in the classroom.

4  
5 Teachers must be an integral part in the development, analysis and evaluation of curriculum content standards,  
6 student performance standards, and student assessment programs.

7  
8 KHSTA further believes:

- 9 1) The full allocation of funds for programs and curricula must be provided to ensure adequate assessment  
10 results.
- 11 2) There should be staff development/teacher training and adequate classroom preparation time to  
12 administer a performance based assessment.
- 13 3) California educators and certificated support personnel must be involved in all aspects of the assessments  
14 process from construction through reporting to the public.
- 15 4) Assessments should be used as a diagnostic/prescriptive tool to assist bargaining members in improving  
16 instruction and advancing student learning.

#### 17 18 **Professional Learning Communities (PLC)**

19 KHSTA supports and encourages the use of professional learning communities (PLCs) as a central  
20 element for effective professional development and a comprehensive reform initiative. PLCs have  
21 the potential to enhance the professional culture within a school district. The framework of a  
22 professional learning community is inextricably linked to the effective integration of standards,  
23 assessment, and accountability. The leaders of professional learning communities balance the  
24 desire for professional autonomy with the fundamental principles and values that drive  
25 collaboration and mutual accountability.

26  
27 KHSTA further believes that Professional Learning Communities are consistent with NEA's six keys  
28 for quality schools:

- 29 1) Shared understanding and commitment to high goals

30 *The staff has a collective commitment to and takes responsibility for implementing high*  
31 *standards for all students.*

32 *The school operates under the assumption that all students can learn.*

- 33 2) Open communication and collaborative problem solving

- 1 *Teachers and staff collaborate to remove barriers to student learning.*
- 2 *Teachers communicate regularly with each other about effective teaching and learning*
- 3 *strategies.*
- 4 3) Continuous assessment for teaching and learning
- 5 *Student assessment is used for decision making to improve learning.*
- 6 *A variety of assessment techniques are used.*
- 7 4) Personal and professional learning
- 8 *Teachers have regularly scheduled time to learn from one another.*
- 9 *Professional development has a direct, positive effect on teaching.*
- 10 5) Resources to support teaching and learning
- 11 *Computer hardware and software supplies are adequate for students and teachers.”*
- 12 *Support services are adequate.*
- 13 6) Curriculum and instruction
- 14 *Instruction includes interventions for students who are not succeeding.*
- 15 *Teachers are open to new learning and rethink their approaches to teaching and assessment*
- 16 *practices based on teacher-directed action research and other classroom based inquiries.*