

## Curriculum Development Procedures

### 1. District Curriculum Organization

#### a. Standards-Based Curriculum Framework

The district's outcomes and performance statements describe the essential learning targets for students. The district created six levels of benchmark expectations to assure that the planned program will provide appropriate educational experiences. This curriculum framework provides the needed districtwide structure to support curricular programs that lead students toward achievement of district and state standards. The district's standards and benchmarks are the official curriculum document for use at all sites in the district.

- (1) Each site, under the leadership of the principal, is responsible for implementing the standards and benchmarks in ways that support all students.
- (2) The superintendent's designee will serve as curriculum coordinator for the district and will oversee curriculum development and implementation.
- (3) Building principals will recommend teachers to serve on subject area task forces charged with review and revision of the district's standards and benchmarks. The superintendent's designee will make task force assignments and monitor the work of the group.
- (4) Task force recommendations are referred to sites for review. The review process at the site level is to include teachers charged with instruction in the area and official review by the site council or site council's designee.
- (5) A working draft of the district curriculum framework is presented at a Board work session for informational purposes.
- (6) The task force receives review comments and makes adjustments as necessary. Additional site level or Board reviews may be deemed appropriate.
- (7) The final version of the curriculum document is formally adopted by the Board.
- (8) With formal adoption, the superintendent's designee develops implementation guidelines to ensure that students throughout the district are provided the necessary instruction and to facilitate the K-12 alignment of curriculum.
- (9) Each site, under the direction of the principal or principal's designee, designs curriculum implementation plans. These plans describe how the curriculum will be implemented, the needed staff development, proposed assessment practices and the process for instructional materials acquisition.

## b. Curriculum Documents

- (1) The district shall maintain current copies of the adopted standards and benchmarks.
- (2) Each site shall maintain current copies of site-based curricular agreements and instructional plans.
- (3) High school sites shall maintain current copies of planned course statements consisting of a title, a general description or overview of the course and course expectations in terms of student learning. Instructional activities and procedures for assessment and evaluation will be written for every course for which credit toward graduation is awarded.
- (4) Courses of Study (K-12)

All schools K-12 will maintain site-based curricular documents which explain the course of study. The course of study documents describe the scope and sequence of curriculum learning targets and the instructional design used to teach students.

- (a) Curriculum agreements and instructional design shall be recorded by each site to guide student learning.
- (b) Courses of study documentation provide details on:
  - (i) Standards and benchmarks addressed;
  - (ii) Instructional plans with general timelines;
  - (iii) Assessment practices.
- (c) These course of study documents will be housed both at the site and at the district office and will be available for public review.
- (d) A complete copy of all course of study documents related to their teaching assignments shall be made available to teachers.
- (e) The district and sites will establish procedures which will provide easy access to the current course of study documents.
- (f) The availability and location of course of study documents will be adequately publicized through media such as parent letters, student handbooks and course catalogs.

## 2. Curriculum Revision

### a. Curriculum Revision

The curriculum revision process used by the district shall reflect both local priorities and state requirements.

- (1) The district's comprehensive improvement plans and site level improvement plans shall be used to guide revisions in curriculum.

- (2) The superintendent's designee, in collaboration with K-12 principals, shall establish guidelines and procedures for regular review and revision of curriculum to ensure K-12 alignment, compliance with state mandates and inclusion of district priorities.
- (3) Any licensed staff member may propose curricular or instructional design changes at both the district and site levels.
- (4) Following approval by both the principal and the superintendent's designee, a proposed curricular or instructional design change is submitted to the site council for review.
- (5) The building principal, in collaboration with other K-12 principals and the superintendent's designee, has final responsibility for monitoring implementation of curriculum and instruction and managing changes in these areas.

b. Requests for Curriculum Revisions

- (1) Students or other members of the public may submit a request for an addition or revision to a course of study. Requested changes to the curriculum are directed to the superintendent's designee or the building principal.
- (2) The request will be considered by both the superintendent's designee and the building principal(s).
- (3) If found to have merit, the course of study idea will be referred to the building site council(s) for review.
- (4) The principal, in collaboration with the superintendent's designee and other K-12 principals, decides whether to act on the recommendation to create or modify curriculum and/or instruction.
- (5) Any changes need to be reflected in the official course of study documents.