# CURRICULUM MANAGEMENT

The purpose of the Curriculum Management Policy is to provide specific parameters for the development, delivery, and assessment of the articulated and coordinated curriculum that will be learned by all students in the district.

It is the intent of this policy and companion regulations to provide administrative direction, communicate expectations, and define role responsibilities in the curriculum management process. Among the curriculum components included are: delivery of instruction, written curriculum, academic standards, student assessment of learning, and curriculum evaluation and revision.

Specific policy requirements are as follows:

1. The Board of Education adopts the academic content standards of the State Board of Education ("State Board"). The adoption of the academic content standards includes the Language Arts (reading and writing) standards that were adopted by the State Board on December 11, 2008, and revised by the State Board on April 2, 2009.

   Unless other action is taken, the Board of Education adopts the standards to be adopted by the State Board in the area of Mathematics, Science, and Social Studies and such standards as are subsequently adopted or amended by the State Board.

   The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessment in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

   This policy does not supersede the existing standards adopted by the Board of Education (that is, the standards for Mathematics, Science and Social Studies). Those standards are attached to and re-adopted as part of this policy. This policy does supersede the Language Arts standards previously adopted by the Board of Education.

2. The curriculum shall be developed using as guidelines state academic standards, locally defined essential learning skills, national and international academic standards, and relevant federal mandates.

3. Curriculum guides and related materials as may be developed for implementation of standards and assessments as prescribed by the State Board will:

   a. Identify the specific content, attitudes, process skills and application skills to be learned.
   b. Define the means of assessment to verify that the defined curriculum is being learned by all students.

c. Identify instructional materials, including textbooks, that are to be incorporated into the instructional process.
d. Be used by all teachers.

4. The curriculum developed for the School District will provide an articulated, coordinated, and aligned K-12 educational experience for all students.

5. The measurement of student learning at all educational levels will be evaluated using valid and reliable criterion referenced, norm referenced, curriculum based classroom assessments and/or performance assessments.

The Superintendent of Schools shall develop a set of Administrative Regulations that will effectively carry out this policy in its entirety and ensure its consistent implementation at all schools of the district.

**Adopted: September 25, 1989**

**Revised: November 16, 1998**

**Revised: August 17, 2009**

**Administrative Regulation**

**CURRICULUM MANAGEMENT**

## I. Curriculum Management Policy: Purpose and Rationale

To the extent that a school system wished to control the subject matter to be learned in a coordinated manner by all students, it must have defined a formal plan for curriculum management. The absence of such a plan leaves student learning to chance.

Definitive policy statements provide administrative direction, communicate expectations, and define role responsibilities in the curriculum management process. Policy and companion regulations address multiple curriculum components including delivery of instruction, written curriculum, academic standards, student assessment of learning, and curriculum evaluation and revision.

## II. Role Responsibility

**School Board:** The Board of Education approves, monitors, and evaluates curriculum management policy. Approval of policy follows a period of inquiry and examination of alternative ways to ensure quality control. Adoptions of new or revised curriculum proposals will occur only after written curriculum guides exist.

**Superintendent, Executive Director of Curriculum and Instruction, Directors of Elementary and Secondary Administration and Operations, and the Director of Student Services:** The Superintendent is responsible for the implementation of Board policy. Since the Curriculum Management Policy is of critical importance, the Superintendent assumes a key leadership position in the curriculum management system. The Executive Director of Curriculum and Instruction is directly responsible for the curriculum development and/or revision process. Directors of Elementary and Secondary Administration and Operations and the Director of Student Services serve as advisors to the Superintendent and the Executive Director of Curriculum and Instruction.

**Principals:** The building principal is the key instructional leader. He/she is responsible for the delivery of the curriculum in each classroom on a daily basis. The principal accomplishes this through classroom observations, monitoring the taught curriculum, analyzing student learning, and evaluating student assessment practices.

**K-12 Department Chair:** The department chair is responsible for maintaining a coordinated K-12 curriculum (working with the Executive Director of Curriculum and Instruction) within his/her respective department. The department chair will assume a key leadership position when departmental curriculum revisions are being developed. He/she will have the authority and responsibility to monitor instruction to ensure that the district curriculum is being learned by all students.

**Teachers:** The classroom teacher is directly responsible for student learning. Using current curriculum guides, the teacher plans and facilitates learning activities in a caring and safe environment. Each teacher is responsible to develop and/or use reliable and

valid assessments to measure student learning. Administrative feedback will be provided to each teacher so improved instructional and assessment practices can be implemented. Teacher participation in curriculum revision efforts and staff development activities is expected.

**District Learning Council:** It is the responsibility of this council to function as a coordinating body for district curriculum and assessment related issues. (Membership on this council will be determined, at least partially, by the curriculum area(s) under review.) However, the standing members of this committee are: The Superintendent of Schools, the Executive Director of Curriculum and Instruction, the Directors of Elementary and Secondary Administration and Operations, the Senior High and Middle School Principals, the Director of Student Services, and the Director of Assessment. Specifically, all curriculum development proposals, revisions, adoptions, and articulation efforts will be reviewed by the District Learning Council. In addition, the District Learning Council will be responsible for reviewing and coordinating the district assessment plan while monitoring the dissemination of assessment data to ensure its use in improving student learning. It will also be the responsibility of the District Learning Council to initiate district program evaluations.

## III. The District Curriculum

Every course/grade level in all curriculum areas in the district will have a written curriculum guide that will describe what the student will know and be able to do as a result of having been involved in a specific learning experience. A companion assessment plan will be defined for each course/grade level in all curriculum areas. It is the classroom teachers' responsibility to develop learning activities based directly on the district curriculum guides. Administrators will monitor curriculum delivery, analyze, and verify student learning using data from the defined district assessment plan.

## IV. The District Assessment Plan

A comprehensive multidimensional assessment program will measure and verify student learning at all levels of the educational system. Assessment data will be used to develop intervention, remediation, and enrichment experiences for students. In addition, assessment data will guide decisions about program effectiveness, educational equity, and instructional delivery. The components of the assessment plan will include the following: teacher made classroom tests, district developed criterion referenced tests, performance assessments, student and teacher portfolios, and norm referenced assessments. All district level assessments will be checked for validity and reliability before being administered. The district assessment plan will be reviewed and/or revised by the District Learning Council at least every five years.

## V. The District Curriculum Review Process

After all curriculum areas (K-12) have defined academic standards and created written curriculum guides, a formal review process will take place at least every five years. The guidelines outlining this process are appended to this policy. The District Learning Council will schedule, organize, and coordinate the review process.