Board Policy

CURRICULUM DEVELOPMENT REGULATION
Curriculum and Text Adoption Process

The PK-12 Text and Instructional Materials Adoption and Curriculum Writing cycle will be used as the guide for all curriculum writing and text purchases.

The Curriculum Development Process has been developed as a planning guide for curriculum development, text and instructional materials' purchases, and for the compliance of General Accreditation Standards. In the event new courses or programs are approved by the Board, an addition to the cycle will be made for that particular year.

Due to financial limitations or immediate needs for curricular development in an area, the cycle and/or proposals received for completion may be adjusted to account for these special needs. Compliance with General Accreditation Standards will be completed for all new and revised curricular materials according to the sequence of the cycle.

The stages of the Curriculum Development cycle are summarized below:

Stage 1: Needs Assessment and Research
   This phase includes involvement of staff and community to consider the local program in context to the interests of the community, district standards, and student needs. A review of current research, best practice, instructional delivery, and student achievement in the curricular area is completed. Curriculum framework is developed to guide selection.

Stage 2: Review and Select
   This phase includes a review of the district standards benchmarks, and curriculum framework developed in Year 1.   Instructional materials' specifications are developed from needs assessment, research, and General Accreditation Standards. Specifications for selecting new materials are reviewed. Instructional materials are selected; professional development is planned; and the curriculum framework is completed.

Stage 3: Implement
   New curriculum is implemented, including a planned transition to new materials and professional development. A model for collecting formative evaluation data is created and data collection begins.

–Stage 4: Monitor and Revise
   Curriculum is monitored with student achievement, best practice, learning goals, assessment alignment, and professional development. Revisions are made where appropriate and supplementary curriculum written if needed.

Additional information may be found in the Curriculum Development Process manual.

Articulation of this process will initiate through the Assistant Superintendent. Curriculum Leaders, Administrative Advisors, and Team Leaders will be responsible for implementing curriculum development and the text/instructional materials' selection process. Curriculum articulation in specific academic disciplines will continue through the formation of curriculum committees. It is the responsibility of curriculum committees to complete tasks outlined in the

Curriculum Development Process. Specific tasks of this committee structure are included in the Curriculum Development Process manual.

New Curriculum Development
The following procedure will be followed for all new curriculum or major text adoptions. The process will be based upon Board Policy #605.1-R, Selection of Instructional Materials and the Curriculum Development Process.

1. Applications for new course proposals or major instructional program modifications/changes will be submitted no later than December 1 to the Assistant Superintendent to be considered for the next school year. New course proposals or major instructional program modifications/changes will be screened and approved by the Assistant Superintendent prior to them being submitted to the Board of Education. Approved proposals will be submitted to the Board of Education for endorsement no later than the second meeting in May.

2. For new text or instructional materials' adoptions, a Curriculum Committee will be formed under the direction of the Curriculum Leader and Administrative Advisor.

3. The Curriculum Leader and Administrative Advisor will establish the scope of the committee's responsibilities. An effort to establish regular meetings and communicate with other teachers about the process will be initiated.

4. The committee will review the district content standards and benchmarks, alignment to district assessments, district Scope and Sequence, learning goals, instructional course objectives as well as vertical alignment of curriculum, additional research, and identification of materials for the area. This will also include a review of student achievement data in appropriate grade levels for a particular area as well as an analysis of existing curricular materials.

5. The Curriculum Committee will seek sample texts and related materials from various publishers. The committee will review texts objectively in light of the curriculum framework, district standards and benchmarks, and adherence to the General Accreditation Standards. A rating instrument will be utilized to screen and evaluate texts.

   a. The committee discusses the strengths and weaknesses of all texts curriculum materials and narrows the selection for adoption.

   b. The committee utilizes an evaluation instrument (Board Policy #605.1) to determine the series (and supplementary materials) that most appropriately matches student achievement needs of the District as defined in the curriculum framework.

   c. The committee secures a bid and delivery date from the publisher. The committee secures budget information from the Assistant Superintendent.

   d. Final selection is made by the committee. Committee members should present their findings to appropriate faculty with explanations as to why the selected series (or program) best meets the student achievement needs of the District. Adoptions of major text series or fundamental shifts in curriculum should also be reviewed by grade level parents.

6. Recommendations for adoption of a series (i.e. program or instructional materials) are made to the Assistant Superintendent and submitted to the Superintendent for presentation to the Board of Directors.

7. Library media, special education, talented and gifted, and other personnel may be contacted for input regarding supplementary materials appropriate for any new series (or program) adoption.

8. Plans for professional development of all teachers who will be using the series should be arranged by the Curriculum Leader and Administrative Advisor in conjunction with the Assistant Superintendent and the District Professional Development Plan.

9. Following adoption of a series (or program), the Curriculum Leader and Administrative Advisor will plan for follow-up assessment of the series at least one semester after adoption.

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