

## **Curriculum Development, Review, and Implementation**

### **1. Curriculum Philosophy**

The Board of Directors recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. Curriculum development, assessment, and improvement shall be systematic and ongoing, involving students, parent(s)/guardian(s), teachers, and administrators. The design and implementation of the curriculum will be consistent with the board's stated curriculum goals and objectives. The board establishes that it is essential that the school system continually develop and modify its curriculum to meet changing needs. The board authorizes the superintendent to organize staff to identify and develop the curriculum for the school system and to organize committees to review the curriculum. Staff contributions to curriculum development will be provided through curriculum committees. There will be parent representation on curriculum committees.

Curriculum priorities and guidelines are based on state and local instructional goals and on student needs as determined by research, demographics and data related to student achievement within the district. The board-adopted curriculum reflects district philosophy and goals and delineates the knowledge, skills and behaviors that students need to be successful, lifelong learners.

### **2. Curriculum Alignment**

For purposes of this policy, curriculum shall be defined as a series of planned instruction that is coordinated, articulated and implemented to result in achievement of specific knowledge, skills and behaviors by all students.

The board is responsible for the curriculum of the district's schools. The curriculum shall be designed to provide all students the opportunity to achieve the academic standards established by the board. The design and implementation of the curriculum will be consistent with the board's stated curriculum goals and objectives. The curriculum will include provisions of the state laws and regulations established by the State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI). The curriculum will be planned and coordinated to provide a common direction of action for all instruction in the district. There will be one core curriculum with equitable access for all students regardless of program or funding source.

It shall be the responsibility of the superintendent or designee to develop proposals relating to curriculum modifications and additions that, in the opinion of the board, the staff, and consultants are essential to the maintenance of a high quality program of education for pre-kindergarten through grade 12.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction will be derived from a curriculum that is common to all students. All

levels of that curriculum and supplementary resource materials shall be available to all students and staff members regardless of grade assignment. A primary consideration in all curriculum development, modification, review, and implementation shall be the establishment of an integrated, multidisciplinary curriculum. An integrated curriculum means that students are developing skills in several curriculum content areas simultaneously, maximizing educational benefit to students while compacting learning in a limited instructional time.

### **3. Curriculum Design and Delivery**

In order to provide a quality educational program for district students, the board shall adopt a curriculum plan that includes the requirements for courses to be taught; courses adapted to the age, development and needs of students; a remediation plan for students not achieving proficiency; and an instructional plan for students working at an advanced proficiency level. Teachers will adhere to the district's curriculum, including goals, objectives, and planned course statements and course guides, using them to develop performance objectives and lesson plans which are consistent with the district's adopted alignment.

The design and implementation of the curriculum will be aligned with the planned and written curriculum as presented in curriculum outcomes and guides, the taught curriculum as presented to students by the teachers, and the tested curriculum as determined by student assessments. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency, except where planned otherwise, such as national/state norm-referenced test. A curriculum review cycle is established to ensure regular evaluations of the curriculum and instructional program and their effectiveness in meeting students' needs and district goals for the instructional program.

It is the expectation of the district that learning will be enhanced by adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum will reflect the best knowledge of the growth and development of learners, the various content disciplines, state and district standards, and the needs of learners based on the nature of society and the desires of the residents and taxpayers of the district. The curriculum is designed to provide teachers and students with the district's expectations of what students are to learn. Teachers are expected to follow the curriculum in their teaching practices.

### **4. The Taught Curriculum**

All curriculum, including, but not limited to, creation of or elimination of programs and courses and extensive content alteration, will be subject to board approval. Curricular proposals from the certificated staff may be presented to the superintendent, who will be responsible for informing and making recommendations to the board on such matters. Pilot activities for instructional program are detailed in policy 2314.

The teaching and learning staff will facilitate the creation of guides, such as planned course statements, outcomes and/or curriculum unit guides, which shall be provided for the various subject areas or interdisciplinary offerings. These guides shall present at least a minimal outline

for instruction and a basis for further development of the particular area. The guides will reflect alignment and shall be designed to assist all users in strengthening and clarifying their philosophy regarding the teaching of a learning, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

## **5. The Tested Curriculum - Evaluation**

The district will establish assessment analysis and reporting procedures for helping to determine the effectiveness of instructional programs at district, school, and classroom levels. Program evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of appropriate specific learning outcomes.

Materials for testing text units and assessing concepts are an important support to the taught curriculum and the subject area outcomes. Materials adoption is detailed in policy 2310.

In evaluation there will be emphasis on identifying the critical points in the delivery of curriculum at which significant changes in achievement level occur. These may occur at transition times, at standardized testing periods, at changes of curricular emphasis, or at points where achievement changes markedly from expectations.

## **6. Budget**

It is the intent of the administration to move the district's budget toward a document that reflects funding decisions based on the organization's educational goals and priorities, the type of document commonly referred to as a program-driven budget. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels can be addressed in those terms. The format used in preparation will reflect these considerations, and the public document eventually developed will be an interpretive document that communicates the budget to the public in consideration of the goals and priorities. The expected results of proposed expenditures will be clearly explained in the public document as well as in the proposal-preparation documents.

The board directs the superintendent to prepare appropriate procedures to implement this policy.

Cross References:

(cf.: 2000 – Goals: Mission Statement; School Improvement Programs)  
(cf.: 2001 – Academic Standards)  
(cf.: 2002 – Assessment of Academic Standards)  
(cf.: 2113 – Student Learning Objectives)  
(cf.: 2310 – District-wide Instructional Materials Adoption)  
(cf.: 2311 – Selection and Adoption of Instructional Materials)  
(cf.: 2180 – Parent Partnerships for Student Success)

Legal References:

RCW 28A.230.010-060 Compulsory Coursework and Activities  
RCW 28A.320.010-510 Provisions Applicable to all Districts: District Powers  
RCW 28A.320.210 Student Learning Objectives  
RCW 28A.330.100(5),(6),(9) Additional Powers of the Board

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