

## **Curriculum Adoption Procedures**

The intent of all curriculum adoption procedures is to bring about alignment of K-12 curriculum, through a systems approach to curriculum development. All curriculum will be developed on a planned, cyclical basis. The common entry point to curriculum development is design and/or redesign of curriculum. However, students, parent(s)/guardian(s) and community, principals, staff and board may indicate need for entry at any given point in the model as monitoring, comparison, and adjustment occurs.

The constants for infusion into the curriculum adoption process are process integrity, alignment, equity, needs, equality, value added, social impact, and organizational impacts.

The components of the cycle which lead to creation of a written plan, which drive instructional delivery and which lead to assessment of student learning and program evaluation, are design, subject or content matter, outcomes, textual or instructional materials, inservice curriculum, inservice in instructional strategies, delivery, monitoring and evaluation, and adjustment.

### **1. Role and Responsibility**

The board of directors officially adopts all curriculum at regularly scheduled meetings.

### **2. Superintendent**

- 2.1 The superintendent or designee is responsible for the implementation of the policy; the superintendent is the prime mover of the management system.

### **3. Teaching and Learning (T & L) Staff**

- 3.1 T & L staff is responsible for the teaming of staff, parent(s)/guardian(s), and students when applicable to ensure quality curriculum development and alignment.
- 3.2 T & L staff serves as technical advisor and facilitator to principals, teachers, and committees who help to establish the management pace and design.
- 3.3 T & L staff facilitates the implementation of the curriculum adoption model and involve staff, students, and parent(s)/guardian(s) in the committee work of curriculum design and adoption.
- 3.4 T & L staff assists principals in implementation of the plan and collaborates with principals looking for ways to keep these practices functional and effective.

### **4. Principals**

- 4.1 The building principal is responsible for implementing the district adopted curriculum and monitoring the curriculum in the classroom, translating this importance to staff members on a continuous basis.
- 4.2 The building principal will observe classes, monitor lessons, and review teacher-made tests.

## **5. Teaching Staff**

- 5.1 The teacher is responsible for teaching the curriculum subject matter using resource materials and texts as adopted by the district, supplementing to bring extended, enriched and exceptional learning to the student.
- 5.2 The teacher is responsible to seek inservice on the curriculum and instructional strategies.
- 5.3 The teacher is responsible for lesson plans, a research-based instructional process, and monitoring, evaluation and record-keeping on learning, leading to adjustment of curriculum to fit the needs of all students.

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