

BOARD AGENDA ITEM
October 25, 2016

SUBJECT:

Changes to Policy IG and Administrative Rule IG-R Curriculum Development, Adoption, and Review – Final Reading

BACKGROUND:

The current policy and administrative rule do not take the district's new administrative structure into account and limit stakeholder review of curriculum.

ADMINISTRATIVE CONSIDERATION:

The proposed policy and administrative rule address the changes to administrative structure and explicitly provide for stakeholder review.

RECOMMENDATION:

Adopt the proposed policy on final reading

ATTACHMENT:

Policy IG Curriculum Development, Adoption, and Review
Administrative Rule IG-R Curriculum Development, Adoption, and Review

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CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

Code **IG** Issued **10/16**

Purpose: To establish the basic structure for the development, adoption and review of curriculum (including pilot programs) in order to maintain the board's mission for instruction concurrent with accountability to the community it serves.

The district will develop and implement an appropriate curriculum for all children.

Curriculum development and the implementation of change are intricate processes. They require close cooperation of instructional personnel and relevant others as well as continuous research, experimentation and critical analysis. Generally speaking, curriculum development concerns itself with what is to be taught -- its scope and sequence. Instruction is involved with how, where, when and by whom curriculum is implemented. The board wants an effective, academically focused instructional program. Such a program may require constant change in the curriculum and courses of study based on annual evaluations of program effectiveness.

The board expects the administration, with the assistance of appropriate staff, to design a curriculum to carry out the instructional goals of the district. The curriculum will include a basic program that provides for intellectual growth as well as educational or work-related pursuits beyond high school. It will take into consideration a student's total learning environment.

The official process for accomplishing curriculum development requires the involvement of professional staff members who use the curriculum and are responsible for its implementation. The curriculum review process, as well as proposed courses of study, also requires the input of internal and external stakeholder groups where appropriate. The board must approve significant alteration or reduction of a course of study.

Adopted 6/10/75; Revised 1/28/97, 1/8/02

Legal references:

A. United States Code:

1. 20 U.S.C. 1232(g) - Family Educational Rights and Privacy Act.

B. State Board of Education Regulations:

1. R43-231, 232, 234 - Innovative programs.

CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

Code **IG-R** Issued **10/16**

Whenever the district or an individual school proposes to explore or develop new or unproven methods and techniques, or change existing instructional programs, the district superintendent, facilitated through the division of instructional services, will review all program proposals or initiatives and make a recommendation to the board for approval prior to implementation. All grant or program proposal opportunities offered through the state or community agencies will be coordinated through the division of instructional services.

The following procedures will be utilized.

- The school principal will notify the district superintendent, through the division of instructional services in writing, of any program initiative that will constitute the development of a new program or a change in an existing program. The written notification will be signed by the appropriate executive director, indicating approval of the school initiative. All district and school-sponsored programs will be reviewed and preliminarily approved by the chief instructional officer in preparation for the district superintendent's approval.
- State or community agencies seeking to engage schools in grant writing activities or seeking to award grants that may alter the philosophy or the curriculum goals of the instructional program will be referred by the school to the division of instructional services for processing. Committees, which may include an appropriate executive director, a principal, a teacher and relevant others, may be formed to review what educational impact the grant or program may have on the overall instructional program. Grants and awards from outside agencies that do not influence a change, but enhance instruction and student learning, will be processed through already-existing procedures. These grants are usually not more than \$5,000 and are used to purchase books, computer hardware, software, training and other instructional materials and equipment.
- The chief instructional officer will review all relevant research or data as it relates to student achievement or other expressed benefits and make a recommendation to the district superintendent.
- If necessary, the district superintendent will prepare a recommendation to the board for approval prior to program development or implementation.
- The school or district sponsor will collaborate with the director of accountability and assessment to outline a comprehensive plan to evaluate the program's success and report the results of such evaluation. The results of the initial evaluation will determine whether the program will continue during the next school year.

Parents/legal guardians desiring to review the material to be used in experimental educational programs must make their request to their school's principal.

Issued 6/10/75; Revised 1/28/97, 1/8/02, 2/7/12