

Curriculum Governance

Curriculum shall be defined as the instructional content that is coordinated, articulated and implemented through a series of planned instruction to result in achievement of specific knowledge, skills and the application of such knowledge and skills by all students.

Curriculum offered to students should be viewed as a “work in progress.” As such, revisions and updates to the curriculum that provide more relevant content or learning experiences for the students of this district will be viewed favorably.

The District recognizes its responsibility for the development, assessment and improvement of the educational programs of the schools. To this end, the curriculum shall be developed, revised and evaluated on a continuing basis and in accordance with a plan for curriculum improvement.

The overall governance structure for curriculum development in the district will be as follows:

Board of Trustees  
Superintendent  
Administrative Team  
Core Curriculum Teams and Team Leaders  
Grade Level and Department Subcommittees

- I. The Board delegates to the Superintendent and his/her professional staff the responsibility for curriculum development, implementation, and evaluation of the curriculum and related components.
- II. The superintendent, as executive officer of the Board, is recognized as the educational leader with responsibility for all phases of the school program.
- III. The building principals have the delegated responsibility for the implementation, monitoring and evaluation of the curriculum at the building level. Building principals also have responsibility for continuous instructional improvement.
- IV. The Core Curriculum Teams and Team Leaders oversee, provide direction and monitor the activities of the Grade Level and Department Subcommittees. The Core Curriculum Teams’ membership will consist of the following: Up to 7 teachers and all administrators.
- V. The Core Curriculum Teams are responsible for:
  - a. Establishing clear and valid standards, benchmarks and learning objectives for students.
  - b. Communicating with Grade Level and Department Subcommittees.
  - c. Ensuring that curriculum developed by subcommittees is articulated from grade level to grade level and coordinated across the school district.

- d. Assisting in the development and implementation of district-designed assessment measures.
  - e. Working with subcommittees to implement the curriculum and select appropriate instructional materials.
  - f. Using the results from the district-designed or state adopted assessments to adjust, improve or terminate ineffective practices.
  - g. Making recommendations for resource allocations based on the available data and curriculum priorities.
- VI. The district teaching staff has the responsibility to teach the established core curriculum objectives in their classrooms and to monitor students' progress through classroom-developed and district-defined assessments.
- VII. It is incumbent upon the administration and the teaching staff to work together in a collaborative process to develop or revise curriculum when it will be beneficial to the students of this district.
- VIII. As found desirable, the Board may appoint advisory committees and/or ad hoc Board committees to join with the faculty in examining desirable changes in particular areas.
- IX. Parents are invited to attend subject area curriculum committee meetings (i.e., Language Arts, Math, Science and Social Studies). At least one parent representative shall serve on each committee. Other interested parents/patrons should contact the parent representative or curriculum committee chairperson for meeting times and dates.

Legal Reference: I.C. § 33-512A                      District curricular materials adoption committees  
                           I.C. § 33-1601 et seq.            Courses of Instruction  
                           IDAPA 08.02.01 et seq.            Rules of the State Board of Education

Policy History:

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