

Instruction**Curriculum****Curriculum Development and Improvement**

The major objective of curriculum development is to improve the District's educational offerings and its instructional activities and practices in order to increase student engagement in the learning process and improve student achievement. The School Board will provide the resources to develop and implement the curriculum within the financial capabilities of the District. The District's curriculum and instructional programs shall be in line with the state's educational standards, goals, and expectations; other applicable legal requirements; and the local goals and standards established by the Board, Superintendent and Administrators.

To the extent consistent with the remainder of this policy, the Board delegates responsibility for the development, evaluation and improvement of the curriculum to the District's professional staff, under the leadership and direction of the Superintendent.

Curriculum and instructional program development should be a participatory process within the District.

1. Communication and coordination among grade level and subject area teachers should be emphasized on a preK-12 basis whenever curriculum is developed or evaluated. The Board encourages the use of intra-disciplinary and inter-disciplinary work teams.
2. The Board encourages practices that seek to engage the broader community in the evaluation of curriculum and instruction and in generating ideas for improvement.
3. The Board's belief is that all instructional personnel have a professional obligation to participate in and contribute to the curriculum development and evaluation processes.
4. Curriculum development and evaluation should be guided and supported by appropriate internal and external research.
5. The Board expects that the District's professional educators will seek and utilize resources and expertise from outside the District as they strive to develop and improve the effectiveness of the District's curriculum.

The Assistant Superintendent, with cooperation from the Directors of Teaching and Learning and building-level curriculum coordinators shall develop and implement a District curriculum plan to guide the curriculum development, evaluation, and improvement process.

The District shall develop and maintain a sequential curriculum guide in the various subject areas identified in state law.

1. These guides shall provide the instructional framework for each broad area of study, and for specific courses.

2. Each guide shall specify the sequential learning objectives for the subject area and the core course content; identify the instructional resources that are available for each course/grade.
3. The guides shall be aligned with applicable standards and goals. Explicit connections should be made between the standards and goals that are being addressed by particular curricular objectives and content.
4. The guides shall also be aligned with the District's local-established learning goals and objectives. Explicit connections should be made between the local goals and objectives that are being addressed by the specific learning objectives and content of a given course of study.
5. The curriculum guides shall address and facilitate instructional differentiation within the applicable course of study.

The Board shall make decisions to add or remove District programs and areas of study. However, subject to the limitations and expectations defined in this policy, the administration shall have authority to approve and implement revisions to the various curriculum guides created for various subject areas. The administration may also decide, with deliberation from the appropriate Board committee, whether a particular elective or other specialized course, class, or curricular activity will be offered in a given term or school year.

Instructional personnel are responsible for providing student instruction that is consistent with applicable academic and instructional standards, the approved curriculum, any mandatory instructional elements or assessments that are included in the relevant curriculum guide(s), and such other directives or expectations as may be established by the employee's supervising administrator(s). In most cases, these general boundaries are expected to leave instructional staff with substantial professional latitude to creatively define particular instructional activities, approaches to instruction, assignments, and means of assessment that will further the objective of improving student engagement and student learning, and that will also further the District's locally-established learning goals and objectives for students.

The Superintendent shall ensure that periodic curriculum and program evaluation reports are made to the Board. Such reports shall be delivered by the Assistant Superintendent or designee and include recommendations for Board action to the extent applicable.

Legal Reference: **Section 118.01, Wisconsin Statutes**
 Section 118.015, Wisconsin Statutes
 Section 118.019, Wisconsin Statutes
 Section 118.30, Wisconsin Statutes
 Section 120.12(14), Wisconsin Statutes
 Section 120.13, Wisconsin Statutes
 Section 121.02, Wisconsin Statutes
 Section 121.02 (1)(k), Wisconsin Statutes

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