



SECTION: PROGRAMS

POLICY: 105

**TITLE: CURRICULUM REVIEW
PROCESS**

ORIGINAL: February 22, 2016

CURRENT REVISION:

LAST REVIEWED BY THE

ADMINISTRATION: October 12, 2020

ADMINISTRATIVE GUIDELINES

- A. It is Board Policy that the K-12 district curriculum be reviewed systematically on a regular basis. The District will review the curricula of each focus area by conducting the five-stage review process as outlined below.
- B. Stage One – Evaluation, Assessment, and Research
- This stage focuses on the research of best practices, site visitations, review of program evaluation data (Stage 5), and the establishment of a K-12 curricular framework. The Stage One action activities follow:
 - Review the evaluative data from stage five and develop plan.
 - Establish the steering committee.
 - Write the shared vision and mission statements.
 - Identify the best practices, ensure the alignment of standards, and identify the technology integration.
- C. Stage Two – Development and Field Study
- This stage focuses on the development and writing of the revised curriculum, a survey of resources, and the determination of those resources that will best support the written curriculum. The Stage Two action activities follow:
 - Write the curriculum.
 - Identify budgetary needs (in accordance with the district budgeting period).
 - Review materials and resources for purposes of a field study.
 - Conduct the field study and make recommendations.
 - Provide initial professional development.
- D. Stage Three – Initial Implementation and Professional Development
- This stage focuses on the implementation of the revised curriculum, assessments, resources, and related professional development. Formal integration of the selected resources into the targeted grades/areas and some initial professional development. The Stage Three action activities follow:
 - Plan and provide professional development throughout implementation.
 - Develop common assessments and rubrics.
 - Review student assessment data in an effort to revise curriculum/assessments.

- e. Develop pacing guides (K-5) and scope and sequence chart (6-12).
- E. Stage Four – Full Implementation
 - a. The program is fully implemented with a continued focus on student performance, best practices, state standards and common assessments. The Stage Four action activities follow:
 - b. Revise the curriculum, assessments, pacing guides, and scope and sequence as needed. Based upon initial implementation and feedback.
 - c. Review student assessment data in an effort to revise curriculum/assessments.
 - d. Promote collegial sharing of best practices.
 - e. Continue to provide professional development.
 - f. Monitor the curriculum implementation.
- F. Stage Five – Monitoring
 - a. During this stage, the program is closely monitored and student performance data is collected relative to the quality of the current program, its alignment to state standards, and its overall general implementation. The Stage Five action activities follow:
 - b. Review student assessments to gain information about the current program.
 - c. Develop and conduct surveys to gain additional information about the current program.