

BARNEVELD SCHOOL DISTRICT

CURRICULUM DEVELOPMENT
AND INSTRUCTIONAL IMPROVEMENT

The District adheres to a standards-based approach to curriculum and instruction development. The curriculum framework is a subject specific philosophy, which identifies what students are expected to know, understand, and be able to do relative to the standards. Classroom teachers will be responsible for providing instruction on and instructional activities that are based on the research of best practice and allow students the opportunity to achieve proficiency on the standards and benchmarks specified in the District's written curriculum. Teachers are expected to teach the Board-adopted curriculum in their assigned responsibilities. While instructional differentiation is expected to occur to address the unique needs of specific learners, the instruction shall be derived from the District's curriculum and the expectations for students' performance should remain fixed, based upon the standards. Curriculum and instruction development is a participatory process involving teachers basing plans around meaningful learner outcomes and research on instructional practices that improve student learning.

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 District Administrator and building principals.

The School Board shall adopt District learning standards and benchmarks that address what students should know and be able to do at various stages of their educational experience within the District. The learning standards shall be aligned with the state academic standards, but determined at the local level.

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 K-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 District Administrator shall develop and implement a District curriculum plan to guide the curriculum development, evaluation, and improvement process. The District plan shall specify the allocation of instructional time among subject areas at the various instructional levels.

The changing nature of society and educational methodology requires that curriculum areas and instructional programs be evaluated on a regular basis. Therefore, the Board directs the District Administrator to assemble teams to review and update the curriculum and improve instructional programs in accordance with the timelines, subjects/grades and phases stipulated in the curriculum plan. A consultant may be hired to provide assistance to the extent deemed necessary. The District Administrator shall report District curriculum development and instructional improvement activities to the Board. Curriculum guides shall be developed and provided as scheduled in the curriculum plan. These guides, aligned with the District's standards and benchmarks, shall provide the instructional framework for each course. The guides shall be designed to assist in understanding and clarifying the goals of the course as well as the student learning expectations for the course. All curriculum guides will identify the standards to be taught, the area of study to be covered, the criteria for success, and the means of assessing student learning and achievement.

All subject area offerings and any additions or deletions to the curriculum shall be reviewed and adopted by the Board before they are added or dropped from the existing program of instruction.

The Board shall provide the resources to develop and implement the curriculum within financial capabilities of the District.

LEGAL REF.: Sections 118.01 Wisconsin Statutes
 118.015
 118.019
 118.30
 120.13
 120.44(1)
 121.02(1)
 PI 8.01(2), Wisconsin Administrative Code
 No Child Left Behind Act of 2001

CROSS REF.:

APPROVED: JULY 16, 2014