

Board Policy

Code No. 602.1

CURRICULUM DEVELOPMENT & ADOPTION

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current scientifically-based research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensures the identified learnings are rigorous, challenging, and represent the most important learnings for our students.
- Increases the probability that students will acquire the desired knowledge, skills, and dispositions, and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

The superintendent and/or designee shall be responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework shall describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will, at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends, scientifically-based research, and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates (MCGF, school-to-work, etc.);

- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

The following procedure will be followed for all new course proposals or major course modifications.

1. Applications for new course proposals or major instructional program modifications will be submitted no later than December 1 to the Superintendent and/or designee to be considered for the following school year. New course proposals or major instructional program modifications will be screened and approved by the Superintendent and/or designee prior to proposals being submitted to the Board of Directors.. Approved proposals will be submitted to the Board of Directors for endorsement no later than the second meeting in May.
2. New text or instructional materials' selections will follow Board Policy 605.1.

Legal Reference: [20 U.S.C. § 1232h.](#)
 [34 C.F.R. Pt. 98.](#)
 [Iowa Code §§ 216.9; 256.7, 279.8; 280.3.](#)
 [281 I.A.C. 12.5, .8](#)

Cross Reference: *101 Educational Philosophy of the School District*
 103 Long-Range Needs Assessment
 602 Curriculum Development
 603 Instructional Curriculum
 604.10 virtual/Online Courses
 605 Instructional Materials

Approved: August. 21, 1989

Reapproved: January 23, 1995
March 6, 2000
June 18, 2001
June 21, 2004
July 9, 2007
January 22, 2019

Revised: July 20, 1992
March 6, 2000
July 11, 2011
March 18, 2019
July 11, 2011
November 11, 2021