

# Kiel Area School District

## Information for Proposals, Adoptions, and Like Procedures

**Review, Revise** - Form a representative committee of the people most directly involved with the new adoption and/or standards review. This could include department members, special education teachers and/or representatives from each grade level to examine instruction and materials for strengths and areas in need of improvement. Alignment with state and/or national standards, currency, and effectiveness in fostering academic growth are also analyzed. Study state and local data. Examine new materials that may be used to upgrade the curriculum.

**Pilots, Selection, Decision** - Conduct a pilot by instructing students and evaluating quality, rigor, and learning. Visit other schools to review implementation and interview staff where appropriate. Compare results and select model and/or materials to present to the Board of Education for purchase approval.

**Purchase, Professional Development, Implement** - After board approval, purchase materials. Attend professional development, instruct using new materials and/or models. Collaborate and solicit feedback from others involved.

**Data Review to Improve Implementation** - Collect student performance data, feedback from teachers, administrators, and parents about new adoption and make decisions to enhance the implementation and improve student achievement.

**Implementation** - Continue to instruct with new materials and/or models while monitoring academic performance and providing support when needed. Update Unit Plans and submit to the Director of Teaching and Learning and Building Principal during year 1 of full implementation.

### **New Course and/or Program Proposals:**

Procedure:

- 1) A person or group has an idea for a curricular change: New Course, Revised Course, Program Change, or Materials Change (including textbook adoption - see curriculum review cycle for guidance)
- 2) The idea is brought to the rest of the department seeking feedback/clarity/input.
- 3) The department fills out the [Course Change Proposal Document](#) to share with the building principal and the Director of Teaching and Learning.
- 4) The principal and Director of Teaching and Learning review the course change proposal and provide feedback/ask for clarity/etc. The principal and DTL can move the proposal forward or send it back.
- 5) The revised proposal is brought to the Administrative Team (Principals, Director of Teaching and Learning, Superintendent) The Administrative Team can move the proposal forward or send it back.
  - a) In order to move forward, the proposal must include a complete Unit Design including:
    - i) Standard alignment, including power standards
    - ii) Essential outcomes expected (including Big Ideas, Essential Questions)
    - iii) How the proposal fits with scope and sequence within the department and vertically through grade levels
  - b) Changes are made based on feedback.
- 6) The proposal with a complete Unit Design is brought back to the Director of Teaching and Learning and Building Principal. They can move the proposal forward or send it back.
  - a) Changes are made based on feedback
- 7) The proposal with full details is presented to the Board of Education Curriculum Committee by the Director of Teaching and Learning and Building Principal. The BOE Curriculum Committee can move the proposal forward or send it back.
  - a) Changes are made based on feedback.
- 8) The Board of Education votes on the proposed change. Changes will be implemented the following fall.

### **Textbook & Material Set (Curriculum) Adoptions and Policy 2510:**

- 1) The Board shall approve all textbooks used as part of the educational program of this District. "Textbook", for purposes of this policy, shall mean the principal source of instructional material for any given course of study, in whatever form the material may be presented, that is available or distributed to every student enrolled in the course.
- 2) The criteria established for the method of selection and subsequent Board adoption of textbooks shall not discriminate on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Further, the District Administrator shall review all textbooks to assure they reflect the cultural diversity and pluralistic nature of American society in compliance with applicable educational standards.

- 3) The District Administrator (Superintendent) shall be responsible for the selection and recommendation of textbooks for Board consideration. In considering the approval of any proposed textbook, the Board will weigh its decisions based on recommendations related to:
- a) Suitability for the maturity level and educational accomplishment of the students who will be using the material;
  - b) Freedom from bias;
  - c) Relationship to the curriculum adopted by the Board;
  - d) Relationship to a continuous multigrade program;
  - e) Impact on community standards;
  - f) Manner of selection;
  - g) Cost;
  - h) Appearance and durability.

**Course/Curriculum Overviews:**

Each course taught in the Kiel Area School District is to have an overview of the course submitted to the Director of Teaching and learning and the Superintendent, which will be accessible to staff and the community. This should be a uniform format across K-6 (elementary/intermediate) and 7-12 (secondary).

Essential Elements Should Include:

- Units of Study
- Essential Outcomes of Each Unit
- Learning Targets of Each Unit
- Standards Associated with the Course (Content & Literacy)

**Board Policies:**

- 2210
- 2220
- 2230
- 2260
- 2271
- 2271.01
- 2414
- 2451
- 2510
- 2521