

CURRICULUM DEVELOPMENT

GENERAL ORGANIZATION PLAN

The centrally coordinated approach to instructional improvement which this school district employs, maintains that the efforts of individual schools, individual teachers and the central office are significant. The teachers in individual schools are encouraged to improve the instructional process in order to better serve their children. At the same time, staff members of some or all schools may combine efforts to attack a problem of instructional improvement common to all or several schools.

The centrally coordinated position implies that there is need for both general authority and individual responsibility. This authority and responsibility are exercised by the school administrator, by a committee, or by both. Thus, problems specific to an individual school and problems of general concern can be addressed at the same time.

The centrally coordinated approach implies a team approach to instructional improvements. It strives to secure some of the logical orderliness of centralization; yet it also seeks some of the permissiveness, freedom and democratic spirit of decentralization.

The educational policy of the district is set by the Board of Trustees in this and other sections of the district's policy manual. This policy should be carried out by all teachers, but teachers should be granted latitude in trying new approaches, provided the experimentation is, in the opinion of the Superintendent, for the best interest of the school and the students. Experimental programs and "pilot studies" may originate at the individual classroom level, building level, or district level.

In general, the principal shall have the responsibility of managing and directing all activity carried on in the school to which he or she is assigned.

CURRICULUM STUDY AND IMPROVEMENT

Curriculum:

The Board of Trustees has established a policy which provides for a program of education known as the K through twelve (K-12) curriculum. The program shall be of such extent and intensity that all students shall be instructed in a continuous and expanding series of educational experiences commensurate with their capabilities. The subject matter areas shall be those generally included in the best educational practice and aligned with district performance standards.

The contributions of racial, cultural, and religious minority groups to aspects of our history as a people and a nation, shall be included in the school curricula in grades K through twelve, and a special course emphasizing the same may be offered in the high schools.

CURRICULUM STUDY AND IMPROVEMENT

Responsibility for Initiating Improvement:

Responsibility for initiating improvements in the curricula of the district is vested in every teacher and principal and in the directors and coordinators. Suggestions for such improvements shall be routed through proper channels to the principal and after review by the District Guiding Coalition, recommendations will be made through the superintendent to the school board.

Curriculum Committees:

Curriculum committees are selected through the cooperative efforts of the school district administration. Whenever feasible, committees shall be organized on a K-12 representation in an effort to obtain both vertical and horizontal coordination.

Curriculum Development Procedure:

It is the policy of the district to work continuously in curriculum development, always seeking the "best" materials available, employing an option and variety of techniques and synthesizing ideas and experiences from whatever sources are available. It demands a creative and well-informed teacher as well as director and administrator.

Because the sources and ideas and materials are complex and often conflicting, this synthesis demands the best collective thinking of all concerned. Innovations and experimentation are encouraged but need to have district-wide awareness and systematic evaluation.

The Board of Trustees shall be kept informed on all phases of revision and upgrading of the school curriculum.