EMERY COUNTY SCHOOL DISTRICT POLICY

Policy IGA: Curriculum Development

Date Adopted: 4/6/88
Revised: 4/8/98
Revised: 12/3/14

The Board of Education recognizes the need and value of a systematic on-going program of curriculum development and evaluation involving students, parents, teachers and administrators. Principals are encouraged to examine course offerings and programs and encourage teachers to be active in course improvement. Teachers are encouraged to make recommendations to supervisors, principals, and department heads for change and improvement in curriculum offerings and content. Parent input should also be sought in the evaluation, selection, and implementation of curriculum in each school.
Policy Information

Series I - I Policies

Site-Based Textbook Evaluation and Adoption
Policy # IGDA

Textbook/program review and adoption will follow a systematic, ongoing procedure to insure that current, effective, and appropriate textbooks/programs are made available for use in the classroom and that curriculum alignment is maintained.

Final textbook/program selection will be made at the school level, however, in order to insure that continuity and articulation are maintained and that the curriculum does not become fragmented, the following principles are to be adhered to:

1. Schools are to maintain curriculum articulation by selecting and using the same textbook/program series throughout the school for the subject area or course for which the textbook/program is being adopted. Articulation is also to be maintained within the school in secondary subject areas where courses are linked by skill level. (Ex. Algebra or Language Arts).

2. Each school staff should become familiar with the textbooks and programs being used at the other schools to which they are connected (feeder schools), and make every effort to insure a smooth transition in curriculum as students move from one school to another.

3. Only textbooks/programs which are listed on the State Textbook Adoption List for "comprehensive" use for the course and level being considered are to be reviewed for adoption.

4. Site-based textbook selection will include maximum teacher participation.

5. Final approval by the appropriate District supervisor and superintendent is required for all textbook/program adoptions.

6. Principals will closely monitor use of adopted textbooks/programs to insure maximum and appropriate utilization by all teachers.

7. The superintendent will evaluate and report to the Board, on a regular basis, on the textbook/program adoption process.

8. Student achievement and other criteria will be monitored to evaluate the effectiveness of site-based textbook/program adoption and where problems exist, District intervention will take place to assist in resolving deficiencies.


I - I Policies
Policy Information

Series I - I Policies

Textbook Adoption Procedure
Policy # IGDA-R

ELEMENTARY:
1. The District Supervisor of Elementary Education will provide each school with a list of approved textbooks and publishers for the subject area being considered for adoption, along with any textbook evaluations provided by the Utah State Office of Education and/or the State Textbook Commission.

2. Each elementary school will select several textbooks/programs for first-hand examination by each teacher who will be teaching the subject/course for which the textbook/program is being adopted. Textbooks/programs will be evaluated using a systematic approach which includes a set of specifically outlined criteria addressing the major elements of effective content and practice. (See IGDA-E.)

3. The school will make a final selection and submit a request to the Supervisor of Elementary Education and the Superintendent for final approval.

4. Following final approval, acquisition will be made according to existing procurement policies and the availability of funds.

5. Each elementary school will work with the District Supervisor of Elementary Education to arrange for appropriate in-service for the school staff and will coordinate with other schools who have adopted the same textbook/program.

SECONDARY:
1. The District Supervisor of Secondary Education will provide each school with a list of approved textbooks and publishers for the subject area being considered for adoption, along with any textbook/program evaluations provided by the Utah State Office of Education and/or the State Textbook Commission.

2. Teachers at each secondary school who are teaching the same subject/course will systematically review the currently published textbooks/programs in the subject area or course being considered for adoption. Textbooks/programs will be evaluated using a systematic approach which includes a set of specifically outlined criteria addressing the major elements of effective content and practice. (See IGDA-E.)

3. Each school will review the evaluation results and make a final selection.

4. The teachers will submit a request to the principal for approval of the selected textbook/program. The principal will submit a recommendation and request to the Supervisor of Secondary Education and the Superintendent for final approval.

5. Following final approval, acquisition will be made according to existing procurement policies and the availability of funds.

6. Each school will work with the District Supervisor of Secondary Education to arrange for appropriate in-service for the school staff and will coordinate with other schools who have adopted the same textbook/program.
Policy Information

Series I - I Policies

Curriculum Management
Policy # IGF

Curriculum Philosophy
The Emery County School District recognizes curriculum as a “plan for learning.” The District asserts that “all students can learn” and that instruction can be enhanced by having a systematic plan for curriculum development, implementation, monitoring, and evaluation.

The focus of District curriculum efforts will be student learning. Student exit outcomes for curriculum focus are:

1. High Self-Esteem as a Learner and a Person.

2. Cognitive Levels - Develop the Processes to Think, Reflect, Deliberate, Reason, Speculate, Perceive, Imagine, and Contemplate.


4. Self Directed Learner.

5. Respect and Concern for Others.

The District recognizes the value and necessity of all groups and individuals within the school system participating in the development and renewal of curriculum. It is the intent of the District that curriculum be attended to by the total school community.

Curriculum Development and Review
The need for and value of a systematic, ongoing program of curriculum development and review is recognized. The design and implementation of the curriculum will be consistent with the Board’s stated curriculum goals and objectives. The Board deems it essential that the District continually develop and modify its curriculum to meet changing needs. Under the direction of the superintendent, District and school administrators will coordinate the efforts of appropriate staff in curriculum development, modification, review, implementation, and evaluation.

Curriculum Alignment and Articulation
The written curriculum is defined as the “official” curriculum of a school system. It is designed to provide teachers and students with the District’s expectations of what children and young people are to learn. The written curriculum of the Emery County School District includes the State Core Curriculum as well as curriculum embodied in District documents - curriculum guides, scope and sequence charts, policies, etc.

The taught curriculum is defined as the curriculum which is actually taught in the classroom.

The tested curriculum is defined as the measured curriculum. It is what is observed when examining tests and test items used in assessing student achievement.

It is the expectation of the District that, to the greatest extent possible, the written curriculum as presented in the State Core Curriculum and in other documents, the taught curriculum as presented to the students by the teachers, and the tested curriculum as determined by student assessment, be aligned and articulated.
Teachers are expected to follow the identified written curriculum in their teaching assignments.

**Curriculum Approval**

The design and implementation of the curriculum will be consistent with the Board’s stated curriculum goals and objectives. All curriculum, including, but not limited to the addition and/or elimination of programs and courses and extensive content alteration will be subject to Board approval. Courses may be dropped from the schedule due to low enrollment or inadequate funding, but may be reinstated by administrative action. The curriculum will include provisions for state laws and regulations established by the State Office of Education.

Curricular proposals from the certified staff may be presented to the appropriate district supervisor(s) for consideration. The superintendent will be responsible for making recommendations to the Board on such matters.

The Board will officially adopt curriculum at a regularly scheduled meeting.

**Secondary Course Syllabi**

It is the policy of the Emery County School District that every secondary teacher shall make available to students and parents a written syllabus for each course they teach. The syllabus shall include: 1) which core requirements the course meets; 2) a brief description of the course; 3) course objectives; 4) grading criteria; 5) types of assignments and projects; and 6) procedures for make-up of missed assignments, including criteria and time constraints (see District policies IHAK and JE).

**Curriculum Monitoring**

The principal is responsible for monitoring curriculum in the school. He/she is to insure that teachers have printed copies of the core curriculum objectives for subjects they teach and that the approved curriculum is being taught in each classroom. She/he is also to insure that approved and appropriate textbooks and materials are provided to support instruction.

Adoption Date: 6/20/1994, Revised: 10/8/2003
1 - I Policies