ADMINISTRATIVE REGULATION

CENTENNIAL SCHOOL DISTRICT

APPROVED: June 23, 2015

REVISED:

105-AR-0. **CURRICULUM DEVELOPMENT**

I. Curriculum Council

A. The Curriculum Council shall meet no fewer than 5 times per academic year.

B. The Curriculum Council shall be comprised of the following members:
   a. Superintendent
   b. Assistant Superintendent
   c. Director of Special Education
   d. Director of Teaching and Learning (Chairperson)
   e. Director of Technology
   f. Principals
   g. Supervisors of Curriculum and Instruction
   h. Supervisors of Special Education
   i. Lead Teachers

C. The core functions of the Curriculum Council include:
   a. Providing a forum for administrative guidance and input into curriculum development and program initiatives.
   b. Monitoring the curricular program goals identified in the Comprehensive Plan.
   c. Ensuring vertical and horizontal alignment of learning goals in all subjects K-12.
   d. Ensuring appropriate curricular resources and instructional practices are considered for students with IEPs, students at-risk, and English language learners.
   e. Ensuring appropriate extension and enrichment opportunities are available for students identified as gifted and talented.
   f. Monitoring systems for curriculum-embedded assessments in all subjects K-12.
   g. Integrating the use of instructional technology.
   h. Providing access to all students to develop 21st century skills and college and career readiness.
   i. Develop plans for district-wide professional development foci.

II. Curriculum Development Personnel Responsibilities

A. The administration, led by the Director of Teaching and Learning, is responsible for developing the K-12 curricular program by:
   a. Ensuring all curriculum K-12 is aligned to the Pennsylvania Core Standards and national standards.

b. Ensuring all Planned Course Outlines are current and implemented through instruction.
c. Maintaining a list of all Board approved textbooks and instructional resources.
d. Reviewing existing curriculum in each subject area K-12.
e. Identifying priority areas for program improvement.
f. Initiating curricular program initiatives that include identifying program goals, securing resources, providing professional development, monitoring implementation, and assessing outcomes.
g. Developing systems for curriculum-embedded assessments in all subject areas.
h. Monitoring student achievement through multiple measures that include curriculum-embedded assessments, state assessments and national assessments.

B. The Supervisors of Curriculum and Instruction facilitate curriculum development by:
a. Suggesting areas for program improvement and professional development foci.
b. Guiding the development of curriculum by teachers.
c. Implementing curricular program initiatives.
d. Identifying instructional and technology resources.
e. Developing and monitoring systems of curriculum-embedded assessments.
f. Providing professional development in curriculum implementation and instructional best practices.

C. The teacher leadership structure in curriculum development includes the following:
a. Lead Teachers are high school teachers representing the following areas: English, Math, Science, and Social Studies. The Lead Teachers have three release periods to lead in the development, articulation, and coordination of curriculum in these secondary subject areas with the Middle School Curriculum and Student Liaisons, and they will receive a fixed stipend for duties performed for this position beyond the school day. Under the direction of the Director of Teaching and Learning, the Lead Teachers are responsible for the coordination of a vertically aligned 6-12 curriculum along with the development of K-12 program goals and outcomes in their respective subject areas. These individuals also serve as liaisons for their departments to the high school principal by assisting in developing budgets, schedules, and school-based initiatives. They are expected to attend the four District-wide Teacher Leader meetings and Curriculum Council meetings, to facilitate in-service professional development sessions and to assist in the development of summer professional development activities. Lead Teachers may also represent the District in county-wide curriculum development meetings and activities. The Lead Teacher positions are posted (internal applicants), interviews take place, and an email goes out to current Lead Teachers to ask if they are interested in continuing the role.
b. Curriculum Student Liaisons are middle school teachers representing the following areas: Expo subjects, Math, RELA, Science, Social Studies and Special Education. The Curriculum Student Liaisons have one release period per day to develop, articulate, and coordinate curriculum in the secondary subject areas with their middle school counterparts and Lead Teachers. These individuals also serve as liaisons to the middle school principals and middle school guidance departments in areas related to student issues and academic program improvement. The Curriculum and Student Liaisons will also assist the principal in developing

department budgets and schedules. The Curriculum Student Liaisons will receive a fixed stipend for this position for duties performed beyond the school day and will have one release period. They are expected to attend the four District-wide Teacher Leader meetings, to facilitate in-service professional development sessions and to assist in the development of summer professional development activities.

c. Program Coordinators are responsible for the coordination of the elementary program goals K-5 and secondary program goals and outcomes in their respective subject areas 6-12. The Program Coordinators will work with their counterparts to develop a K-12, vertically aligned curriculum within the subject area under the direction of the Director of Teaching and Learning. The Program Coordinators will receive a fixed stipend for this position for duties performed beyond the school day. They are expected to attend the four District-wide Teacher Leader meetings, to facilitate in-service professional development sessions and to assist in the development of summer professional development activities. Program Coordinators may also represent the District in county-wide curriculum development meetings and activities.

d. Curriculum Resource Teachers are elementary teachers representing their respective subject areas K-2 and 3-5 in: Math, Reading/Language Arts, Science, Social Studies, and Special Education. Additionally, there is one CRT for Professional Development in each of the three elementary schools. The Curriculum Resource Teachers work under the direction of the Supervisor of K-12 Curriculum and Instruction in the development and implementation of a vertically and horizontally aligned curriculum in the elementary program. The Curriculum Resource Teachers will receive a fixed stipend for this position for duties performed beyond the school day. They are expected to attend the four District-wide Teacher Leader meetings, to facilitate in-service professional development sessions and to assist in the development of summer professional development activities.

e. Department Coordinators are building-based department coordinators who work under the direction of the middle school or high school principal to assist in developing department budgets and schedules. In the subject areas that do not have a Lead Teacher at the high school or a Curriculum and Student Liaison at the middle schools, these individuals will coordinate and represent their respective departments in building-based activities. The Middle School and High School Department Coordinators will receive a fixed stipend that is adjusted for the building level and number of individuals in their respective departments.

III. Curriculum Development Process

A. Curriculum development includes the identification of learning goals, instructional activities, instructional resources, and assessments. Curriculum development projects may include developing a new curriculum for a subject/course, revising an existing curriculum, developing assessments, and identifying and/or integrating instructional resources.

B. The Director of Teaching and Learning will develop, implement, and monitor a process for curriculum development that will include the following:

a. Documents- Each subject/course at every grade level will have a Planned Course Outline that is aligned to a K-12 Scope and Sequence for the subject area(s).
b. Budget-The Program Improvement Budget will include fixed allocations for each subject area in alternating years and allocations for curricular program initiatives.
c. Process- With the input of the Curriculum Council and teacher leaders, the Director of Teaching and Learning will allocate the Program Improvement Budget for curricular program initiatives. These initiatives may include new textbook and instructional resource adoptions, instructional technology and equipment, and professional development services.
d. Cycle- On an annual basis, fixed allocations for the subject area will be identified and dedicated by October. Curricular program initiatives will be identified and Board approved prior to July 1 to be implemented at the start of the academic year.

ADMINISTRATIVE REGULATION

CENTENNIAL SCHOOL DISTRICT

APPROVED: June 23, 2015

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105-AR-1. PROPOSAL FOR PILOT PROGRAM

1. School(s): _____

2. Administrator: _____

3. Subject: _____

4. Grade(s) and/or courses involved: _____

   _____

5. Describe the program or segment of a program to be piloted:

   _____

   _____

   _____

6. If the pilot is part of a program, is it intended that a program, curriculum, and/or course of study be modified or replaced?

   _____

   _____

   _____

7. Teacher(s) involved, with grade or subject:

   _____

   _____

   _____

8. Rationale and Objectives: _____

   _____

   _____

   _____

9. Pilot program being proposed:

_____

_____

_____

10. Are there technology needs required for the pilot?

_____

_____

11. Explain how the pilot aligns with the planned cycle of curriculum development:

_____

_____

12. Pilot will begin:_____ End: _____

13. Benefits that will accrue to students during the pilot, and afterwards for all students, if the program, materials, etc., are approved:

_____

_____

_____

_____

14. Describe the plan to inservice the teachers who will participate in the pilot:

_____

_____

_____

_____

15. List other major curriculum changes in this program area proposed for this year:

_____

_____

_____

_____

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105-AR-2. EVALUATION/DISPOSITION OF PILOT PROGRAM

1. School(s): _____
2. Administrator: _____
3. Subject: _____
4. Grade(s) and/or courses involved: _____
5. Teacher(s) involved, with grade and subject: _____
6. Describe the successes of the piloted program; provide examples to support the successes experienced through the new program:

   _____
   _____
   _____
   _____

7. Describe possible modifications to current curriculum or course of study that will be affected should the new program be adopted:

   _____
   _____
   _____
   _____

8. Explain how this program aligns with district curriculum; explain connections made between curriculum and academic standards:

   _____
   _____
   _____
   _____

9. Explain any staff development that occurred throughout the piloting of this program. List the teachers and staff that participated in the staff development and the provider of the training:

   _____
   _____

_____

_____

10. Describe any problems that were experienced throughout the program and how these problems were addressed. Explain if the problems experienced caused any major setbacks for students or teachers:

_____

_____

_____

_____

11. Is the program recommended for implementation to the current course of study or curriculum? If so, what modifications will need to be made to accommodate the new program?

_____

_____

_____

_____

12. If the program is not adopted, would another similar program be suggested for review? If so, note brief points that are being sought through a different program:

_____

_____

_____

_____

Program approval ☐

Program denial ☐

_____
Superintendent of Schools

_____
Date