

INSTRUCTION

Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's educational philosophy, mission statement, objectives, and goals.

Development and Assessment

A written sequential curriculum shall be developed for each subject area. The curricula shall address the appropriate content standards, grade-level **or grade-band** learning progressions and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five (5) years or in a manner consistent with the state's standards revisions schedule.

In all program areas and at all levels, the District shall assess student progress toward achieving content standards and content-specific grade-level learning progressions including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

The building principal shall be responsible for the supervision and implementation of the adopted curriculum. The teaching staff has a significant responsibility in the development of curricula and the primary responsibility for the implementation of curricula.

The District may receive and/or provide distance remote, or offsite learning programs, as provided in Montana law. These learning programs and/or courses shall meet the learner expectations adopted in the District and shall be aligned with state content standards and content-specific grade-level or grade-band learning progressions. The Superintendent/designee is directed to develop procedures regarding the District's distance, remote, or offsite delivered learning.

The District will provide gifted and talented coursework. The District will provide

structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students and a framework for considering a full range of alternatives for addressing student needs.

Cross Reference: 2000 Goals

Legal Reference:

§ 20-1-101, MCA **Definitions (revised by House Bill 214)**

§ 20-3-324, MCA Powers and duties

§ 20-4-402, MCA Duties as district superintendent or county high school principal

§ 20-7-118, MCA **Remote Instruction (revised by House Bill 214)**

§ 20-7-602, MCA Textbook selection and adoption

10.55.603, ARM Curriculum Development and Assessment

§ 20-7-902, MCA **School district programs to identify and serve the gifted and talented child**

Policy History:

Adopted on: January 14, 2003

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