

Billings School District 2

INSTRUCTION

Curriculum Development and Revision

A. Roles and Responsibilities

The Billings Public Schools Board of Trustees sets policy to assure that programs are in place for all students to meet the educational goals of the District. The Board establishes and monitors progress of District goals. The Board also approves and adopts district-wide curriculum, resources and assessment instruments.

The District Superintendent develops procedures that implement Board goals and policy. The District Superintendent is responsible to establish regulations that will assure implementation throughout the District.

This implementation adheres to guidelines within District policy and includes:

- Administrative leadership at the central and building levels working in collaboration to implement the goals and objectives of the District;
- The School District curriculum directors, subject area leaders and departments developing instructional programs and staff in-service that align with the goals of the District and Montana School Accreditation Standards and Procedures;
- Principals supervising instruction and teachers, which includes monitoring of curriculum implementation and participation in appropriate staff in-service;
- Teachers implementing instruction based upon the District approved curriculum and assisting each student in meeting the District goals. (Teachers working with other personnel and resources provided by the District, under the supervision of the principal, will define that curriculum and assessment development processes of the District.)
- Students participating in all phases of learning to meet personal goals as well as established standards of proficiency within each course.
- Parents and community members assisting and supporting in the development of the District goals; parents providing a vital communication link with the school to assure that student needs are met. Parents wishing to examine any instructional materials, i.e., textbooks, resources, or assessment instruments, may do so by contacting the Superintendent or his/her designee.

B. Guidelines for Curriculum of Students Receiving Special Education

Equity in education is an important consideration for students with disabilities. It is the District's intent to meet the individual needs of students with disabilities but not to lower our expectations for their learning. Therefore, the IEP team will consider the ABC in determining appropriate objectives according to students' needs.

Unlike regular education, special education services and programs may not follow a Board adopted curriculum with specifically accepted materials, resources, or methods. It is a special education student's individualized educational plan (IEP) that prescribes the course of study. That IEP will be the final determiner of student learning goals. If the IEP does not replace, waive, or identify accommodations to the District's adopted curriculum, the student will be instructed in accordance with the ABC.

Special education replacement instruction will have developed guidelines that will assist staff in grouping of students by similar needs and provide staff with resources for alternative materials. Staff members will be included in the guideline development in collaboration with the District's Pupil Services and Curriculum and Instruction Departments. The consent will be based on IEP identified needs and the availability of meeting those goals within other District structures. The Directors of Pupil Services will maintain a listing of classes that have approval.

Implementing Policy 2120 Program Evaluation, Curriculum Development and Revision

Cross References: Policy 6430 Development of Administrative Procedures

Legal References:

Procedure History:

Issued by Superintendent on: February 28, 2005

Presented to Board on: March 21, 2005

Revised on: