

BOTTS CURRICULUM POLICY

CURRICULUM GUIDELINES

Our current curriculum, as well as any future changes, will:

1. Be aligned vertically and horizontally with and designed to help students master the content of the state standards for all subjects including English/Language Arts, Math, Science, Social Studies, Practical Living/Career Studies, and Arts/Humanities.
2. Provide equitable access to a common academic core for all students.
3. Provide support for students to be able to complete accelerated/advanced work while in elementary school.
4. Provide links to continuing education, life, and career options.
5. Reflect the strategies adopted in our comprehensive school improvement plan.

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. Teach the *state standards* assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

The principal (or designee) will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.
3. At staff meetings in April and May, hold discussions with the staff on possible curriculum revisions and report to the School Leadership Team Committee on the results of those discussions.

CURRICULUM REVISION

The School Leadership Team Committee, with advice from PLC groups, will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

1. State officials modify the Common Core standards.
2. District leaders or working groups modify district curriculum documents and/or pacing guides.
3. Our school improvement planning process identifies a need for adjustments.
4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.

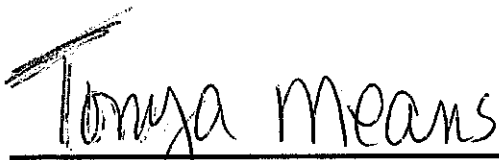
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other stakeholder input or data demonstrate a need to do so.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our Comprehensive School Improvement Planning Process.


First Reading: February 1, 2021

Second Reading and Approved: March 1, 2021


Tonya Means, Principal


Samantha Trimble, Teacher


Brianna Cottrell, Teacher


Brittany Wilson, Teacher

Kelly Botts, Parent

Robert Doyle, Parent