

CURRICULUM RESPONSIBILITIES POLICY



DEFINITIONS

Standards are what students need to know and be able to do to meet an expected level of performance.
Standards are the target.

Curriculum identifies the specific content, skills, and learning experiences students need to master the standards.

The curriculum is the map for how to get to the standards/target.

Instructional Materials include the supplies, equipment, software, and texts to help students learn the curriculum and master the standards.

Instructional materials are what teachers and students use to enable students to reach the target.

Student Support Services are additional services provided to students that include, but are not limited to, counseling, FRYSC services and community support referrals.

Student support services are given to students who need more support to reach the target.

KENTUCKY ACADEMIC STANDARDS — CURRICULUM AREAS

The curriculum is a roadmap for student mastery of the [Kentucky Academic Standards](#). The standards define what students are expected to know and be able to do at each level in each subject area:

- Reading and Writing
- Math
- Science
- Social Studies

As well as:

- Health and Physical Education
- Visual and Performing Arts
- Computer Science
- Career Studies and Financial Literacy
- World Language
- Library Media
- Technology

Those standards are adopted by the Kentucky Board of Education based on national and international models. The standards are reviewed and revised through a years-long process that invites participation from every part of the school community.

CURRICULUM SELECTION PROCESS

The SBDM law gives the *superintendent the authority to determine the following for each school:*

- **Curriculum**
- **Instructional materials (which includes textbooks)**
- **Student support services**

Before making those selections, the superintendent will:

- **Consult with the local board of education**
- **Offer a reasonable review and response period for stakeholders in accordance with local board policy**
- **Consult with the principal and the school council**

When consulting with the superintendent, the council will:

- Ensure students, families, school staff, district leaders, and community members have opportunities to provide feedback on CURRICULUM strengths and areas of need.
- Request INSTRUCTIONAL MATERIALS:
 - Matched to the unique strengths and needs of the school.
 - Backed by research and evidence of success in a similar school setting.

The curriculum document(s), *[insert exact title of the document(s)]* can be found on the school/district website or reviewed in the school office.

IMPLEMENTATION OF THE CURRICULUM

The SBDM Council will:

Use applicable areas of decision-making to ensure each student has:

- a learning environment where educators and staff are supported and empowered to be successful with students.
- an equitable opportunity to master the state standards:
 - grade-appropriate assignments aligned to the standards.
 - additional time and support to master the state standards.

All teachers will:

- Disseminate the curriculum expectations to families and to students in age-appropriate ways.
- Ensure students have an equitable opportunity to master the state standards with assignments congruent to the grade-level.
- Contribute to discussions of needed changes in the curriculum and instructional materials.

The principal (or designee) will:

- Ensure that the standards and curriculum for the school are available for student, family, and community review.
- Meet with all teachers to review this policy and the sections of the curriculum that apply to each teacher's assignment.
- Report to the council at least once per semester on progress towards curriculum implementation, including ensuring 100% of students are doing assignments *congruent* to the grade-level standards (*meaning the student work is at the same level of difficulty as the standard*).
- Coordinate resources and support that include, but not limited to, curriculum coaches, district instructional leaders, educators in other district schools, other educators with expertise, sources for evaluating the evidence of effectiveness, etc.

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Dates Adopted, Reviewed, or Revised:

