

WRIGHT CITY RII



Curriculum Handbook

2025-2026

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INTRODUCTION

The purpose of this Handbook is to outline the development, use, and importance of curriculum in the Wright City School District. The curriculum development in our district is a process involving teachers, parents, community members, students, administrators and board members. District curriculum is essential to the instruction in the district and is required by DESE in accordance with MSIP 6.

Curriculum development is a continuous process and as a district, we want this process to be clear and transparent to all involved and affected. We want the curriculum to always meet the needs of our students and to align with the standards and competencies set forth by the Department of Elementary and Secondary Education. Curriculum for District courses may be found at [Wright City Curriculum](#).

One measure of a credible curriculum is that teachers have ownership of the curriculum they teach through participation in the development process. Teachers will be involved in every aspect of the development and through the review process, so will stakeholders in the district and community. This handbook seeks to set out the guidelines for the development of the curriculum, use of curriculum, evaluation of curriculum, and revision of curriculum.

MISSION, VISION, & CONTINUOUS SCHOOL IMPROVEMENT PLAN

Mission

The mission of the Wright City School District is “Dedicated to our students’ success”.

Vision

The Wright City R-II School District will be a Professional Learning Community that promotes high expectations of student achievement as assessed by Annual Performance Report (APR) and by consistently improving stakeholder involvement.

Continuous School Improvement Plan

The district has a Board-approved Continuous School Improvement Plan (CSIP) guided by the mission statement and based on the district's fundamental beliefs about teaching and learning. This plan was developed with input from Board members, staff, administrators, students, parents/guardians, and community members and is ongoing. The CSIP serves as the foundation for allocating resources, developing policies and procedures, and selecting and implementing instructional programs designed to raise student achievement. The CSIP was adopted by the Wright City Board of Education on July 20, 2023.

CURRICULUM, INSTRUCTION, & ASSESSMENT GOAL

The first focus area of the strategic plan focuses on academic performance, and can be found

below.

Governing Priority: Academic Performance

SMART Goal 2: Wright City students will show yearly growth in reading and literacy as measured in all grades by district and state assessments.

Specific Evidence-Based Strategies for Implementation

- Build a foundation of early literacy skills and word recognition.
- Improve literacy skills and language comprehension.
- Improve the application of comprehension skills and language expression.
- Procure ample resources to fully integrate a literacy model based on the science of reading.

Measurable: An average of 25% of exiting 5th graders are at-risk readers. ELA MAP and EOC scores indicate On Track performance. This will continue to be monitored.

Attainable: The Assistant Superintendent, in partnership with educators reflecting vertical teams, will produce a rigorous and viable written ELA curriculum and resources aligned to the MLS and the Science of Reading for presentation to the Superintendent and subsequent approval by the school board.

Relevant: State Statute 160.514.1 RSMO states that “...each school district in the state shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills, and competencies...” which are assessed by the Missouri Assessment Program (MAP) and End-of-Course (EOC) Assessments. The written curriculum will guide the instructional program of the District to assure cohesion, rigor and equity of opportunity within the District.

Time-Bound: A curriculum writing schedule and CSIP goals will be created and updated annually.

MSIP 6 CURRICULUM STANDARDS & INDICATORS

The Missouri School Improvement Plan (MSIP) is updated approximately every 5-6 years. The following are the Standards for Curriculum in the MSIP 6 comprehensive guide. A-F are the indicators for meeting the standard. As a district, we have developed our curriculum units and accompanying materials to meet the MSIP 6 requirements.

Viable Curriculum Aligned to Missouri Learning Standards

AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.

- A. The school system’s curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels

and courses.

- B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.
- C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Prekindergarten instructional staff are included when the program is offered by the system.
- D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.
- E. The school system provides opportunities for each student to excel (e.g. gifted and/or enrichment, at-risk, special education, etc.).
- F. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.

COMMON DEFINITIONS

Academic Vocabulary - This is the language needed by students to do the work in schools. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area

Big Ideas - The large concepts that students will master; typically, these answer the essential questions.

Common Formative Assessments (CFA) - Common formative assessments are team-designed, intentional measures used for the purpose of monitoring student attainment of essential learning targets throughout the instructional process.

Curriculum - A set of aligned components, including clear learning targets based on state standards/competencies with assessments, engaging learning activities, and research-based instructional strategies organized into units. These units provide a plan for learning for all students.

Depth of Knowledge (DOK) - Depth of Knowledge (DOK) is a cognitive rigor model developed by Dr. Norman Webb in 1997. The DOK model involves 4 levels that describe different depths of student engagement required to complete a task.

End of Course (EOC) - These are criterion-referenced tests that are delivered to high school students when the Course-Level Expectations for a particular course have been covered. Subjects required to be tested are: Algebra I, Biology, English II, and Government.

English Language Development Standards - The WIDA English Language Development Standards Framework, 2020 Edition serves as a resource for planning and implementing language curriculum, instruction, and assessment for multilingual learners. ([click here](#) to

view the standards)

Essential Questions - Broad questions that focus the learning within the unit.

Grade Level Expectations (GLE) - These are the concepts and skills that each student will have mastered at the end of a grade level. GLEs are used at the elementary and middle school levels.

Learning Target - A concrete goal(s) written in student-friendly language that clearly describes what students will learn and be able to do by the end of a class, unit, project, or even a course.

Missouri Assessment Program (MAP) - In Missouri, the MAP assesses student learning with annual grade level assessments in ELA and mathematics in grades 3 through 8; a grade-span assessment is given in grade 3 and grade 5 in science.

Missouri Learning Standards (MLS) - The Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do. ([click here](#) to view the standards)

Missouri School Improvement Program (MSIP) - The Missouri School Improvement Program has the responsibility of reviewing and accrediting the public school districts in Missouri. The process of accrediting school districts is mandated by state law and by State Board of Education regulation. The latest iteration of the Missouri School Improvement Program (MSIP 6) is focused on continuous improvement for all schools, the preparation of each student for life beyond high school, and promoting practices that lead to healthy school systems. MSIP 6 will take a closer look at what districts are doing to implement effective practices and sustain improvements, while increasing the focus on individual student growth.

Pacing Guide - A schedule for delivery of Units of Study for horizontal learning progressions within grade-level or course curriculum. Pacing guides assist in the implementation and vertical alignment of the curriculum, identifying big ideas within each content area. The pacing guide serves as a map for instructional design.

Priority Standards - Carefully selected grade- or course-specific standards within each content area that students must know and be able to use (transfer) by the end of the grade level or course in preparation for the next grade or course. These standards tend to be more rigorous or comprehensive than Supporting Standards. Prioritization comes through the filters of Readiness (preparation for next-level learning), Endurance (skills that last over time), Leverage (cross-content application), and External Exams (national, state, or college/career).

Show-Me Standards - Approved by the Missouri State Board of Education on January 18, 1996, these standards are built around the belief that the success of students depends on both a solid foundation of knowledge and skills and the ability of students to apply their

knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate. The standards serve as a blueprint from which school districts may write challenging curriculum to help all students achieve. ([click here](#) for a printable version)

Supporting Standards - Standards that support, connect to, or build upon Priority Standards. Supporting standards are often embedded in the instruction used to teach Priority Standards, but do not receive the same level of detail or attention as the Priority Standards.

Unit of Study - The specific lessons, instructional activities, and related assessments aligned to specific Priority Standards and Supporting Standards. Units of Study may be content-based (portion of larger subject/discipline), thematic (connected to other topics within the discipline or cross-curricular), or skill-based (emphasizes the application of learning).

CURRICULUM DEVELOPMENT PHASES

Our process for curriculum development has 4 basic phases as defined below:

Planning, Writing, Reviewing - Starting with the standards, curriculum authors will identify priority standards and supporting standards, develop learning targets, units with teaching activities, assessments, and additional components. This process occurs when no curriculum is currently in place or if standards have been updated. The curriculum is then reviewed after the 1st rough draft of the curriculum is written and includes additional teachers who would be using the curriculum. Also, a vertical review will occur. Any suggestions made by the reviewers will be considered and then another review by stakeholders such as community members/parents. All suggestions will be considered and a final draft form will be completed.

Adoption - The school board will examine the proposed curriculum and the curriculum committee will explain the process and present a sample unit. The board will follow board policy in this phase.

Appropriate Materials and Resources - Materials and resources will be reviewed, piloted, and adopted.

Revising - This phase occurs after a year of implementation and will include teachers who used the curriculum submitting additional strategies that they had to use as well as suggestions for changes to the assessments if needed. If the district already has a curriculum in place and it is a writing/adoption year, some content areas might start at this phase rather than the writing phase. The review and adoption phase still has to occur.

USING A CURRICULUM GUIDE IN WRIGHT CITY

It is expected that the curriculum guides written, reviewed, and adopted are to be used to plan lessons by teachers. A new teacher should be able to pick up the curriculum guide and develop their weekly lessons. All teachers are expected to use the adopted curriculum in

their classes. The guides should include multiple teaching activities and strategies that teachers can choose from when planning lessons. If additional strategies are needed and are not in the curriculum, they can be added to the curriculum during the revision process. Strategies should only be used if they are research-based and data shows that students would benefit from an additional strategy.

Administrators will be monitoring the use of the curriculum guides during walk-throughs and during more formal evaluations. Data team discussions will also center on the curriculum, including the activities and assessment data associated within each unit of instruction.

COMMITTEE FORMATION & PURPOSE

Each year, curriculum development teams are formed to support the work of curriculum review, material selection, and the evaluation of curriculum units. This process is supported by Impact Team Leaders and is a focus of meetings during designated professional development days from August through May. For content areas under review, teachers will be selected to write curriculum and will receive a stipend for work completed outside of their teacher contract hours. A time log will be maintained and submitted along with the completed curriculum.

Building administrators will work closely with teachers writing curriculum and teachers serving on a materials adoption committee. Curriculum development teams, along with the Assistant Superintendent, will also help determine any professional learning that needs to occur as the curriculum is being planned, written, and implemented.

CURRICULUM DEVELOPMENT PLAN

Goals of Curriculum Development

The Wright City School District will:

1. Keep the curriculum current and scientifically research-based.
2. Continue to look for ways to provide a challenging and relevant curriculum.
3. Diversify its curriculum to afford opportunities for those students who intend to enter the workforce after school.
4. Continually analyze student performance data and revise curriculum as indicated.
5. Maintain a commitment to continuous improvement to prepare our students for 21st Century learning.

Evaluative Criteria

The curriculum of the Wright City School District will be evaluated according to the following criteria:

1. Analysis of student achievement results
2. Staff input
3. Community input
4. Student relevance

5. Missouri Learning Standards, English Language Development Standards
6. Internal alignment of curriculum components
7. Scope and sequence
8. Implementation of proven strategies and techniques

Assessment Source

The administrative team and the Board of Education assess the curriculum of the Wright City School District. The curriculum is also assessed by grade level and subject area teachers and by building and district level vertical curriculum committees.

Components of Curriculum

The written curriculum will contain the following:

1. Course description
2. Scope and sequence
3. Grade level
4. Unit of study
5. Length of unit
6. Essential questions
7. Alignment to the Missouri Learning Standards and English Language Development Standards
8. Learning goals (unwrapped from the DESE Priority and Supporting Standards)
9. Instructional methods and learning activities
10. Assessment activities
11. Materials and Additional Resources

Curriculum Revision Process

The steps in the curriculum revision process include the following:

1. Building and district level subject area vertical curriculum committees analyze MAP data and other student achievement data and evaluate curriculum.
2. Vertical curriculum teams at the department/grade level revise the curriculum.
3. Grade level and content area teachers meet to review the curriculum and suggest necessary revisions.
4. Grade level and content area teachers meet for final review.
5. The Administrative Team plays an active role throughout the revision process.
6. The Administrative Team makes recommendations to the District Professional Development Committee where support may be needed.
7. Wright City Board of Education reviews and approves the curriculum.

Revision Schedule

The district will review and revise the written curriculum on a rotating basis. Curriculum guides for math, social studies, science, English, foreign language, fine arts, health/physical education, and vocational education will be re-evaluated every five years in the following manner:

WRIGHT CITY CURRICULUM DEVELOPMENT CYCLE

Content	Curriculum	2024-2025	2025-2026	2026-2027	2027-2028	2029-2030
Electives / Exploratory	6-12	Implementation	Implementation	Implementation	Implementation	Curriculum Review
English Language Arts	K-12	Plan and Resource	Implementation	Implementation	Implementation	Implementation
Fine Arts	K-12	Implementation	Implementation	Curriculum Review	Plan and Resource	Implementation
Foreign Language	9-12	Implementation	Implementation	Implementation	Curriculum Review	Plan and Resource
Guidance	K-12	Implementation	Implementation	Implementation	Implementation	Curriculum Review
Library Science	K-12	Implementation	Curriculum Review	Plan and Resource	Implementation	Implementation
Mathematics	K-12	Curriculum Review	Plan and Resource	Implementation	Implementation	Implementation
PE & Health	K-12	Implementation	Implementation	Curriculum Review	Plan and Resource	Implementation
Personal Finance	9-12	Implementation	Implementation	Implementation	Curriculum Review	Plan and Resource
Practical Arts	9-12	Implementation	Implementation	Implementation	Implementation	Curriculum Review
Science	K-12	Implementation	Curriculum Review	Plan and Resource	Implementation	Implementation
Social Studies	K-12	Implementation	Implementation	Curriculum Review	Plan and Resource	Implementation

CURRICULUM REVIEW

- Review state and national standards
- Ensure vertical alignment
- Update published documents
- Develop units of instruction
- Update curriculum as needed
- BOE approval*

PLAN AND RESOURCE

- Develop pacing guides
- Review district data
- Research materials/adoption**
- Recommendation for resource adoption
- Create common assessments

IMPLEMENTATION

- Continued development of pacing guide, course activities and assessments
- Revise curriculum based on student data
- Integrate tier 3 vocabulary into curriculum documents
- Ongoing review during vertical meetings

*Curriculum is reviewed annually when reviewing MAP results

**Consumable textbooks and materials are purchased annually as needed

***Special Services courses will be reviewed as needed by the Special Services Director and Department.

Review & Revision Process

A committee of teachers representing all grade levels concerned with a particular subject area will be responsible for the review and revision. Committee members will be appointed by the superintendent or designee. Impact Team Leaders will provide guidance and support for the committee. At the discretion of the superintendent or designee, an administrator, counselor, or other members of the school staff may also be appointed to serve on any curriculum review and revision committee. At the discretion of the superintendent or designee, a member of the community may also be appointed to serve on any curriculum review and revision committee. Committee members will be provided adequate resources to complete the review and revision process. These resources will include but are not limited to the following: paid release time; information regarding disaggregated results of the district assessment program for each curricular area; information regarding state and federal curriculum requirements; a copy of the state and district graduation requirements; and access to other curriculum guides.

The district is committed to a curriculum designed to meet the needs of the students and community. The curriculum revision and review committees will base revisions on the following (in no particular order):

- Analysis of assessment scores disaggregated by each of the following: race/ethnicity, gender, identified disability, and migrant and/or English Learner status. A category need not be analyzed for a particular grade level if the school district has fewer than five students in the category.
- Analysis of assessment scores by level of proficiency as measured against the Show-Me Standards.
- State and federal law.
- Teacher recommendation.
- District goals.
- Results of educational research.

Ongoing Review

The curriculum revision is an ongoing process. Grade levels and departments meet weekly and may make recommendations for revisions. Revisions are made when warranted according to any or all of the evaluative criteria.

New Course Adoption

New courses will be approved through the Process of Adoption of New Courses (see page 17). All new courses will be evaluated at the end of the year through student evaluations and reviewed by the Administrative Team.

REQUIRED CURRICULUM ELEMENTS

Each curriculum developed must have a few documents as well as units. The Wright City School District requires the following curriculum documents:

Course Description: This describes the general scope of the course and the large concepts students should learn during the course. It should summarize the course in a concise manner.

Scope and Sequence: This describes the content (units, topics) that will be taught within the course as well as the order in which the content should be taught for the best learning within a grade level and across grade levels.

Pacing Guide: A map of the content taught over the period of the calendar year

Units: Created as a complete curricular plan to introduce and address the Missouri Learning Standards or Competencies.

UNIT DEVELOPMENT

Units can be topical, skills-based or thematic in nature and should be written with the following elements included:

Prioritized Standards: Standards chosen from the entire MLS documents, or competencies and/or from the State Priority Standards (if applicable) which will be the main focus for the year within the course. These standards should be the standards that the students must master to be proficient within the course prior to moving to the next grade level/course.

Supporting Standards: Standards that support, connect to or enhance the Priority standards. These are taught along with the priority standards but will not receive the same amount of instruction or assessment emphasis as the Priority Standards.

Learning Targets: These are what students will need to know and do within the unit and should be a working product of unwrapping the standards. These should be measurable or observable and will be communicated to students either at the beginning of the class period or when applicable within the teaching activity. The targets should be the basis of a teacher's daily lesson plans. The district prefers that targets are written from the student perspective so students can measure their mastery and take ownership of their own learning so we are asking that they start with "I can" or "I am learning".

Teaching Activities: A list (with links if available) of the possible activities that could be used in the unit tied to the standards/learning targets. Activities should include research-based strategies. Over time, additional strategies will be added as well as activities for differentiated instruction.

Assessments: Assessments should be developed from the standards (common formatives and summatives) and for the learning targets (instructional formatives). Teachers can develop their own instructional formatives but common formatives and summatives should be developed as the curriculum is written and reviewed by other teachers. The common formatives and summatives will be the basis of discussion during data team meetings and will also be used to revise the curriculum.

Vocabulary: Tier 3 Content Based vocabulary words for the unit. These should be based on what students need to know within the unit.

Materials and Resources: Any materials or resources a teacher would need to have on hand for unit instruction.

REVIEW PROCESS

There are multiple steps in the review process:

1. Vertical review of the prioritized standards and learning targets in the units developed.

2. Review of draft units by other teachers who will be using the curriculum but were not on the planning and writing team.
3. Review of draft units, after changes are made from the first two reviews, by a group of administrators, community members and parents.
4. Adoption by School Board.

IMPLEMENTATION PROCESS

This phase occurs when a new or revised curriculum is used in the classroom by teachers. Teachers use the curriculum to plan daily lessons using the learning targets, assessments, teaching activities, and resources in the units developed and adopted. Throughout the year, notes are taken for any additional activities, vocabulary, or assessments that need to be changed or added.

Monitoring of curriculum use will occur through walkthroughs, data discussions, and monthly meetings of the curriculum committee. Data Team Decision Making will occur in our Collaborative Group meetings and will use the following steps:

1. The group members will collaborate to determine which data they will collect for analysis of student learning and the effectiveness of the learning activities and assessments.
2. The teachers will examine the data collected and interpret the data with a focus on the instruction used prior to the assessment used to collect data.
3. Teachers will determine the next steps for intervention as indicated by the data analysis as well as how feedback will be shared with students and the group. Notes will also be taken to add to the curriculum at the end of the year in the revision process.
4. Teachers will come back to the collaborative group meeting to discuss the impact of the instructional interventions and plan for the next steps.
5. This cycle will repeat throughout the unit and the school year.

REVISION PROCESS

There are two types of revision that occur during the curriculum development process. The first type is revising the existing curriculum during the writing year when no new standards/competencies have been added. The second type is after the first year of implementation and involves adding any new assessments, learning activities, or adding to any of the components based on teacher input and collaborative team decisions.

EVALUATION OF CURRICULUM MATERIALS

The evaluation of curriculum materials should be a collaborative process undertaken by a team of reviewers. The materials should be selected based on criteria and using a scoring guide. If applicable, [EdReports](#) will be utilized as an initial screener of materials, as well as [DESE's approved list](#) of resources. If possible, we will pilot multiple materials. The scoring guide for choosing curriculum materials is located in the Appendix.

PROCESS FOR ADDITION OF NEW COURSE

Requests for new courses for the next school year should be submitted to the Assistant Superintendent no later than **December 1** for approval by the Superintendent and the Board of Education. Any staff member may recommend the addition, revision, or deletion of a course. Communication about proposed changes with those staff members who will be affected by the decision is an important part of the process. Recommendations must be submitted in writing as follows:

1. To the departments/grade levels
2. To the building principal (no later than November 1st)
3. To the building faculty
4. To the Assistant Superintendent (no later than December 1st)
5. To the Superintendent
6. To the Board of Education (may be asked to present the information in person)

The written recommendation must include the following:

1. Title of course
2. Area and number of credits
3. Prerequisites, if any
4. Course rationale
5. Course description
6. Course standards
7. Course learning targets
8. Course(s) (if any) replaced by new addition

The full curriculum for any new course must be developed prior to implementation.

An evaluation of the course shall be completed at the end of the first year in which it is taught. The evaluation shall be conducted by the teacher, department representatives, building principal, and guidance department, with student input.

IMPACT TEAM LEADER JOB DESCRIPTION

Purpose Statement

The purpose of the Impact Team Leader position is to support improved communication, instructional practice, and curriculum work (review, development, implementation, and evaluation).

This job reports to the Assistant Superintendent. Feedback will be provided annually through TalentEd Perform.

Extra Duty Stipend

\$1,200 annually

Expectations

- Demonstrate satisfactory performance in the classroom.
- Show a willingness and ability to facilitate open, candid, and effective lines of communication with colleagues, parents, and other stakeholder groups.
- Demonstrate mutual respect and trust among colleagues.
- Promote positive and productive relationships between colleagues, students, parents, and the community.
- Demonstrate an ability to promote positive morale and a willingness to mediate misunderstanding.
- Demonstrate knowledge of the content area and approved curriculum.
- Advocate for the success of all students. Be knowledgeable of best practices and developments within his/her departmental content area.
- Demonstrate a willingness to examine student data and facilitate changes necessary to produce efficient and effective practices that will increase student achievement.
- Follow board policies and administrative rules and regulations.

Duties and Responsibilities

- Actively participates and supports the curriculum review, development, implementation, and evaluation processes for their grade level/department.
- Acts as a liaison between administration and grade level/department staff for the purpose of enabling a communication loop. Communicates with the administration on the needs of the department for the purpose of getting feedback and approval.
- Update administration regarding practices and expectations, instructional strategies, materials, curriculum, and assessment.
- Establishes the agenda and leads Impact Team meetings for the purpose of bringing up issues and answering questions. Submit agendas, attendance, and minutes as directed by building administration.

- Facilitate department committees for new text adoptions, and recommend supplementary materials for grade level or department.
- Keeps the department informed of all materials available for the purpose of ensuring they are aware of all resources.
- Participates in meetings, workshops, and seminars as assigned for the purpose of gathering information required to perform functions.
- Promote grade level or department efforts with the implementation of the most current standards and objectives, formative and summative assessments, common assessments for courses, and effective instructional practices.
- Responds to questions or concerns of students, parents, or other school staff for the purpose of providing information, assistance, and/or direction.

IMPACT TEAM LEADERS FOR 2025-26

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

Middle School Math

Middle School ELA/Music/Art

Middle School Science

Middle School SS/PE

High School Math

High School ELA

High School Science

High School Social Studies

High School Non-Core

East/2nd SpEd

8th and High School SpEd

3rd, 4th, and 5th-7th SpEd

K-12 Guidance

Shelby Huntebrinker

Caitlin Bedell

Ashley McRoy

Holly Vardeleon

Ashley Edwards

Holly Shipley

Dawn Ridgeway

Lily Carey

Jani Wilkens

Anna Buchheit

Julie Sieber

Whitney Schuenemeyer

Mallory Bruno-O'Leary

Tyler Rickard

Becky Schreiner

Brittany Oberndorfer

Mary Claire Engel

Abby Jackson

Appendix

POLICY IF - CURRICULUM DEVELOPMENT

Reviewed 3/16/2023

The board of education directs the instructional staff to implement a curriculum for all instructional courses.

1. The curriculum will align externally to all Missouri Learning Standards and the English learning development standards and internally among grade levels and courses.
2. Written, taught and assessed curricula must be aligned by the school leadership.
3. Each student has opportunities to excel under the curriculum.
4. Educators will provide learning opportunities aligned to the district curriculum and set clearly identified and communicated learning targets.

Curriculum Development and Review

The superintendent or designee will initiate a curriculum development and review program that will require various administrative and instructional staff (including prekindergarten staff) participation at the building and district levels and involvement from parents/guardians, members of the community and students. The board will approve each district-developed curriculum guide.

The district will provide resources and administrative support for curriculum development, evaluation and revision. The district will devise a systematic plan to regularly review and/or revise each curricular area based on the district's assessments and other available data. Responsibility for this review process will rest with the superintendent or designee, with assistance from the assistant superintendent and building principals. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or designee to a curriculum review committee for the designated curricular area.

Curriculum review is an ongoing process. Each curriculum guide should be formally revised the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed. The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees.

IF-AP(1) - CURRICULUM DEVELOPMENT

Reviewed 3/16/2023

Curriculum Review and Revision

The district will review and revise written curriculum on a rotating basis. The superintendent or designee will create a schedule that allows for regular curriculum review. The district will create curriculum committees responsible for curriculum review and revision. The superintendent or designee will appoint committee members, and one member will be designated as committee chair.

The superintendent or designee will appoint members to curriculum committees that include:

1. Teachers representing all grade levels concerned with the particular content area being reviewed;
2. Administrators, counselors, school nurses and other district staff when appropriate; and
3. One or more parent/guardian or community representatives chosen in consultation with parent-teacher organizations active in the district. If possible, committees should include one parent/guardian or community member who represents special student populations, such as students with disabilities or migratory students.

Committee members will be provided adequate resources to complete the review and revision process. These resources will include, but are not limited to, paid release time for employees; information regarding disaggregated results of the district assessment program for each content area; information regarding state and federal curriculum requirements; a copy of the state and district graduation requirements; and access to other curriculum guides.

At the conclusion of the review and revision process, the committee chair shall prepare a report detailing each committee's findings and actions. Each committee chair will present a copy of this report to the superintendent and the board of education.

Implementation

After a curriculum is developed or revised, the district will provide professional development to administrators and teacher leaders to ensure that they understand the subject and how it is to be embedded within the school system, can adequately explain the strengths of the curriculum and can evaluate the implementation at the classroom level.

The district will provide teachers with in-depth professional development from experts in the curriculum and opportunities to work collaboratively with administrators and peers to fully understand and implement the new curriculum. The instruction will explain how the curriculum relates to the Missouri Learning Standards and assessments. When applicable, an instructional rubric will be used.

IF-AP(2) - CURRICULUM DEVELOPMENT (Required Instruction)

Reviewed 3/16/2023

While the school board is ultimately responsible for adopting curriculum for the school system, that curriculum must be aligned with the Missouri Learning Standards and state and federal law. The following topics are required to be included in K–12 instruction for Missouri schools:

1. The district will provide Holocaust education to students no younger than sixth grade beginning in the 2025–26 school year. Such instruction shall be taught during a week designated by the district and focused on a historical understanding of how and why the Holocaust happened. Instruction will include participation in learning projects about the Holocaust using materials developed by the Holocaust Education and Awareness Commission, the U.S. Holocaust Memorial Museum or the St. Louis Kaplan Feldman Holocaust Museum. Instruction may be provided in person or through technology. (§ 161.700, RSMo.)
2. The district will require students, prior to graduation, to successfully complete a course of instruction of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government and the electoral process. (§ 170.011, RSMo.) Students must pass examinations on the provisions and principles of American history, American institutions, American civics and the Missouri and U.S. Constitutions. (§§ 170.011, .345, RSMo.)
3. The district will provide evidence-based reading instruction programs in grades K–5, including practices that have been proven effective through evaluation of the outcomes for large numbers of students and are highly likely to be effective in improving reading. The programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary and comprehension. (§ 170.014, RSMo.)
4. The district will offer at least one computer science course for high school students. The course may be provided through in-person, virtual or distanced instruction. (§ 170.018, RSMo.)
5. The district will provide trauma-informed, developmentally appropriate training to students in grades 6–12 regarding sexual abuse. (§ 170.045, RSMo.)
6. The district's high school health or physical education curriculum must include instruction in mental health awareness. Such instruction shall be based on a program established by the Department of Elementary and Secondary Education (DESE). (§ 170.307, RSMo.)

7. Students must receive 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking prior to graduation. (§ 170.310, RSMo.)
8. All minors will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using email, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. (47 USC § 254(h)(5)(B))

POLICY IIA - INSTRUCTIONAL MATERIALS

Reviewed 1/13/2000

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional materials in accordance with Board policies and procedures. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment, and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library, or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multicultural, disability-aware, and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.

IIA-AP(1) - INSTRUCTIONAL MATERIALS

Revised 5/8/2003

Selection of Textbooks

Basic textbooks should be selected which provide material current in the field. Selection will be made with the cooperation of the faculty and administration, under the direction of the elementary and secondary curriculum directors. Textbooks will be selected in the following manner:

1. A selection committee will be established, composed of the teachers directly involved with and representing all grade levels affected by the selection of the materials, the administration of the school or schools, and the curriculum director. The superintendent or designee shall direct the purchase of the selected textbooks within the limits of the district's adopted budget.
2. Specific needs for a course of study will be established in writing, and the book selected will be the one that best meets the needs in the opinion of the selection committee. During the evaluation of materials, the value and impact of textbooks will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multicultural, disability-aware and gender-fair concepts will also be criteria for selection of materials.
3. All companies will be invited to submit examination copies of appropriate materials to the selection committee, but only textbooks filed with the State Board of Education, pursuant to law, will be considered.
4. Sufficient time will be allowed to evaluate thoroughly all materials submitted by the vendors. The district will preferentially procure educational materials from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.
5. A written evaluation of the recommended material will be submitted to the superintendent. Following an audit of all claims, the superintendent or designee will submit the recommendations to the Board for formal approval and authorization of payment.