

CURRICULUM DEVELOPMENT REVIEW AND ADHERANCE

Development and Review

This District shall conduct a review and/or replacement of textbooks, instructional materials, lab equipment, and computers at least every five (5) years. The District will use this process to ensure that all curriculum and instructional resources are standards-aligned, responsive, and meet the needs of all learners. The curriculum review process will include consideration of:

- Broad-based representation and involvement of all teachers in the program development and may include parents, students and other community groups.
- Continuous program improvement through evaluating, modifying and changing based on assessment data.
- Applicable state and federal laws and instructional standards.
- Professional learning-focusing on state standards, analysis of student assessment data and the appropriate application of evidence-based instructional strategies.
- Instruction that is developmentally appropriate, student-centered and research-based.
- An appropriate and embedded assessment system to be implemented by all teachers involved with the curricular program.
- Implementation of integrated/interdisciplinary instruction where appropriate.
- Universal utilization of technology supports where adopted as part of the program.
- Technology resources (including staff development, hardware, and software) will be focused, as part of the curricular adoption (not as add-ons).

IDENTIFYING AND ASSESSING NEEDS:

1. The administration will define direction and parameters for the committee including a review of student data to determine if there is a need for instructional materials updates. When the administration determines there is a need, they will define direction and procedure.
2. A formally appointed curricular committee will conduct the process. All schools and grade clusters relevant to program area will be represented on the committee.
3. The strengths and weaknesses of the current program will be evaluated. This will include consideration of data results.

ESTABLISHING CRITERIA:

4. Program criteria will be established, taking into consideration research, and professional literature, legislative code/regulations, state standards/assessment, district assessments, and instructional technology. Research-based evidence will be the key foundation for curricular review and adoption.
5. The focus for the district instructional assessment system is the state content standards, not the instructional resources (such as textbooks) or district objectives. Prior to materials selection, the assessment system for that content area must be defined and fully aligned to the state content standards and district assessment system. The assessment system should be supported by
6. Technological resource requirements will be considered, so that the infusion of technology into instruction is appropriate.
7. A plan for the development of reporting student progress, promotion, and graduation issues will be a part of the curriculum development process.
8. The committee will create a staff development plan for: a) the committee. b) the pilot teachers; c) all staff.
9. The instructional approach must be student-centered and activity based.
10. The curriculum and resources must articulate with other grade levels and subject areas, as appropriate.

PILOTING AND INITIAL IMPLEMENTATION

11. When a pilot is necessary, it must be developed, implemented, and evaluated including opportunities for teachers and families and students to observe and understand the new approaches. The structure and organization of the pilot should be designed by the curricular review

committee. It should include an appropriate number of teachers at the necessary schooling levels. Professional development will be provided to the pilot teachers, as needed. Evaluation of the pilot must be linked with the assessment system.

12. All teachers who will be using the new/revised curriculum must have an opportunity to review and make recommendations for modification, if needed.
13. The committee may make modifications based on the evaluation of pilot experiences.
14. The final curriculum will be presented to the school board for adoption. The committee and administration will consider opportunities to inform the community and strengthen support for the adopted instructional program as an enhancement of the District's mission and goals.
15. As part of the full implementation process, the administration and committee conduct professional development for all involved staff. All involved teachers are required to teach the adopted program and to participate fully in the staff development.
16. The administration and committee will meet and confer periodically to check progress, share experiences and outcomes, address questions and concerns, and make changes as needed based on student assessment data.

Adherence to the Curriculum

Education for effective citizenship is a major goal of the Milford School District. To achieve this goal, students should have an opportunity to examine controversial/sensitive issues within the context of their formal education experiences. The purpose of this policy is to establish guidelines for teaching the curriculum while protecting students' mental health, and minimizing distractions, which result from adults silencing dissent or explicitly or implicitly imposing their personal beliefs.

Definitions:

“District Staff”∴ Includes all paid full-time, part-time, substitute, and volunteer staff members.

“Educational Environment”∴ Includes any and all activities in which students participate for which the district is responsible, including, but not limited to, the classroom environment, classroom materials and curriculum and District transportation.

To assist District Staff and students, the Board requires:

A. Instructional Materials

- The topics selected for study must align with the school curriculum.
- The content of the instructional materials must be appropriate to the maturity and developmental levels of the students.
- Teachers may use visual aids or instructional materials to enhance learning provided they comply with this policy and other District policies.

B. Rights and Responsibilities of District Staff

- District Staff shall allow the equal and unbiased investigation of multiple sides of a topic. This means providing students with learning materials that are relevant to the course of study, as defined in the course objectives and are appropriate to the maturity level and intellectual ability of the students.
- The District Staff, as a moderator and a participant, will point out the possibility of errors in statements of students and writers and the possibility of alternative points of view. The District Staff will see that facts, evidence and aspects of an issue are impartially presented and that students are helped to evaluate their sources of data as well as their methods for reaching conclusions.
- District Staff shall encourage students to examine, analyze, and evaluate all available information so that each may form his/her own opinions.
- District Staff have the right to express their opinions but shall ensure that students understand that it is opinion and not an authoritative answer. District Staff will not attempt to limit or control the judgment of students, directly or indirectly, and shall not encourage the acceptance of ideas, opinions, or beliefs of a particular group or ideology.
- District Staff shall not use his/her position to further personal political aims or opinions.
- The District Staff will seek the advice of an administrator when in doubt about the appropriateness of introducing an issue in class.
- The American and State of Delaware flags, Milford Buccaneers logo, college/university flags, US military flags, and emblems related to the collective bargaining unit (and its membership) may be displayed as classroom, office, and hallway decorations. Staff shall display no other decoration or symbol of a political / ideological nature, with the following exception: current or historical flags/symbols of nations may be displayed in the context of instruction in history, geography, or foreign languages.
- The District Staff will seek the advice of an administrator when in doubt about the appropriateness of a classroom decoration or a visual display related to a lesson.

C. Rights and Responsibilities of the Administration

- When District Staff has doubts about the appropriateness of discussing certain controversial/sensitive issues in the classroom and seeks the advice

of an administrator, the administrator should offer guidance. If the administrator and staff member are unable to agree, the matter will be referred to the Director of Teaching & Learning or designee.

- No adult group has the right, without authorization of the administration, to present arguments for or against any issue directly to students or to the class. The staff member, may however, with administration approval, invite representatives of different viewpoints to appear before the class to discuss their opinions.
- To further content neutrality, administration shall not permit the one-sided presentation of political/ideological decorations, visual aids, or instructional materials, whether for or against any cause or issue.

ADOPTED: 8/20/84; 6/20/05, Updated 8/26/2025