

Board of Trustees Douglas County School District

PROGRAM

CURRICULUM AND COMPETENCIES

The Board recognizes the responsibility for the quality of the educational program of the schools. It shall adopt an aligned, comprehensive program of curriculum, instruction, and assessment to serve the needs of the District's students within a competency-based system.

Therefore, the board directs that the Superintendent, or designee, develop a comprehensive management system for the design, delivery, and instruction of a written district curriculum. The curriculum shall reflect the expectation that students must demonstrate proficiency in the basic competency skill areas in order to graduate. This written curriculum shall include observable and measurable objectives for communication (reading, writing, speaking, and listening), math, science, technology, social studies, foreign language, and employability. Objectives will be benchmarked at designated grade levels to provide for continuous learning and predictability from one level to another. While instructional variance is expected to occur to address the unique needs of specific students, all teachers will instruct from a common curriculum to ensure that students:

- are competent in the basic skill areas,
- are prepared to be productive, responsible citizens,
- graduate with the basic knowledge, skills, and problem-solving abilities which prepare them for continued learning and work.

The Superintendent, or designee, will establish an effective system for monitoring curriculum delivery.

The Superintendent, or designee, will establish a process for ongoing, data-driven curriculum development and review, which includes the participation of all stakeholders, including teachers, administrators, students, parents/guardians, and representatives from higher education and business and industry. An ongoing cycle for selection and adoption of district textbooks and other instructional materials will align with the curriculum review process.

The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time, and staff development. The superintendent, or designee, will establish a system for annual review and allocation of resources tied to curriculum priorities. All levels of the curriculum and instructional resource materials shall be available to all students and staff members as necessary regardless of grade assignment.

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In a competency-based system, education is a partnership among the school, student, and parents. A student's academic success is dependent upon each member of the partnership and their fulfilling distinct responsibilities while participating in the learning process. The Board commits to providing students ongoing and varied opportunities for time and access to the core curriculum in order to attain competency. The Superintendent, or designee, will establish a system for meeting student needs through district-level programs and facilities, site-level programs and facilities, training opportunities for all partners, and a process of shared decision-making at each site, which focuses on student learning. Student progress towards competency requires student effort as well as parent support.

[See Administrative Regulation related to this Policy](#)

Adopted: August 12, 1997