

# CURRICULUM POLICY



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## 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, Arts/Humanities, and World Language/Global Competency.*
2. Provide equitable access to a common academic core for all students.
3. Provide links to continuing education, life, and career options.
4. Reflect the strategies adopted in our school improvement plan.

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## 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.

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## 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 January and May, hold discussions with the staff on possible curriculum revisions and report to the Leadership Committee on the results of those discussions.

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## GUIDANCE COUNSELOR ROLE

*For the Practical Living and Career Studies content, the guidance counselor(s) will ensure that all students begin Individual Learning Plan (ILP) development in 6th grade and continue throughout middle and high school. ILP development will include input from students, teachers, and parents. Guidance counselor(s) will be sure parents receive access information for the ILP.*

## CURRICULUM REVISION

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The Leadership Committee 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 KERA Goals, the Academic Expectations, the *Kentucky Core Academic Standards*.
2. District leaders or working groups modify district curriculum documents.
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

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

Date Adopted: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

### NOTES ON USING THIS POLICY

**PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PPGES):** Procedures outlined in the section PRINCIPAL ROLE of this policy help support principals in their efforts to align their practice with PPGES (3.3).

**PROGRAM REVIEWS:** This policy contains language that aligns with the program reviews proficient characteristics. *This language is in italics.*