



**STATE COLLEGE AREA SCHOOL DISTRICT
ADMINISTRATIVE OFFICES**

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To: Board of Directors

From: Bob O'Donnell

Re: Proposed Update to Policy 105 – Curriculum

Date: June 8, 2015

Ensuring that our district's curriculum development process has an ongoing focus, the Board Subcommittee on Culture, Climate and Learning has had two discussions regarding Policy 105 - Curriculum Development.

On Monday, June, 8, we plan to discuss the enclosed draft with the full Board. Some of the key changes relate to clarifying the responsibilities of the Board and superintendent.

Also attached, please find our current Policy 105.

105 – CURRICULUM DEVELOPMENT

1. Purpose
Title 22
Sec 4.4, 4.13

To acknowledge Board's responsibility to provide for the educational program in district schools. To affirm the importance of curriculum in preparing District students for lifelong success through excellence in education. To establish a common understanding of what curriculum is. To establish the processes by which the District's curriculum is developed, implemented, evaluated, and updated.

2. Definition
Title 22
Sec 4.3, 4.11, 4.13

The Board is responsible for the curriculum of the district's schools. Curriculum is the District's planned program for educating students from kindergarten through grade twelve and is the framework for classroom instruction in District schools. The curriculum provides teachers, students and parents with expectations for what students should know, understand and be able to do at the end of each grade level and course. This includes the selection or creation of resources that support the educational program.

The Curriculum shall:

1. Be comprehensive, relevant, and adaptable to diverse learners;
2. Offer every student opportunities for significant academic growth by promoting continuous and cumulative learning, including the ability to apply knowledge and skills acquired, from grade to grade and school to school;
3. Include opportunities for every student to participate and to pursue individual interests and develop individual talents;
4. Include those courses of study required by the Pennsylvania Public School Code and Curriculum Regulations;
5. Include an assessment plan that aligns with curriculum goals and provides formative data to allow teachers to monitor student learning and differentiate instruction in an ongoing and responsive manner; and
6. Be consistent with the District's goals and strategic plan.

Curriculum documents typically include:

1. Why the subject is important (rationale and purpose);
2. What students should know, understand and do within each grade level, subject area, and course (course goals);
3. Important ideas and fundamental concepts that extend beyond the specific

<p>3. Authority Title 22 Sec 4.4, 4.12 Policy 102</p> <p>4. Delegation of Responsibility Title 22 Sec 4.4, 4.13</p> <p>Title 22 Sec 4.4, 4.82</p>	<p>goals and will form the foundation for further study (enduring understandings);</p> <p>4. A logical order for teaching (scope and sequence); and</p> <p>5. How students will know if they have met learning goals (formative assessments and common summative assessments)</p> <p>The Board shall:</p> <ol style="list-style-type: none"> 1. Approve written curriculum aligned with Academic Standards. Specifically, this will include scopes and sequences, grade level/course descriptions, and <i>understandings</i>.* 2. Monitor the district’s progress of curriculum updates. <p>The Superintendent or Designee shall:</p> <ol style="list-style-type: none"> 1. Be responsible to the Board for the development of curriculum. 2. Establish procedures for curriculum development which ensure effective participation of the various school constituencies and draw upon outside resources. 3. Establish and monitor a regular cycle of curriculum development, evaluation, and revision to ensure the curriculum is effective and aligned to standards and the district’s strategic plan. 4. Ensure that curriculum implementation at the building level is consistent with the district’s adopted curriculum. <p>The Superintendent may recommend pilot programs outside of the established curriculum revision cycle.</p> <p>Assessment results can also be used to monitor general achievement trends and to modify curriculum.</p> <p>During curriculum development the superintendent may have input from stakeholders, including but not limited to: the school board, administrators, staff, parents, students and the community.</p> <p><i>Curriculum development shall be a partnership among all stakeholders including the school board, administrators, staff, parents, students and the community*</i></p>
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STATE COLLEGE
AREA
SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRICULUM DEVELOPMENT

ADOPTED: December 17, 2001

REVISED:

105. CURRICULUM DEVELOPMENT	
<p>1. Purpose SC 1512 Title 22 Sec. 4.4, 4.13</p>	<p>The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be developed, adapted, and evaluated on a continuing basis and in accordance with a plan for curriculum improvement.</p>
<p>2. Definition Title 22 Sec. 4.3</p>	<p>For purposes of this policy, curriculum shall be defined as a series of planned instruction that is coordinated, articulated, and implemented to result in achievement of specific knowledge and skills, and application of such knowledge, by all students.</p>
<p>3. Authority Title 22 Sec. 4.4, 4.12 Pol. 102</p>	<p>The Board is responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards approved by the Board.</p> <p>The Board directs that the curriculum of this school district be consistent with written goals, objectives, and identified pupil needs; develops individual talents and interests; and serves diverse learning styles to motivate pupil achievement.</p> <p>The curriculum shall provide:</p>
<p>Pol. 109</p>	<p>1. For continuous learning through effective articulation among the schools of this school district.</p>
<p>Pol. 112</p>	<p>2. All pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program.</p>
<p>Pol. 113</p>	<p>3. All pupils guidance and counseling to assist in career and academic planning.</p>
<p>Title 22 Sec. 4.26</p>	<p>4. A continuum of educational programs and services for all children with disabilities, pursuant to law and regulation.</p> <p>5. English as a Second Language (ESL) programs for pupils whose dominant language is not English, pursuant to law and regulation.</p>

<p>Pol. 103</p> <p>Pol. 115</p> <p>Pol. 114</p> <p>Pol. 805</p> <p>4. Delegation of Responsibility Title 22 Sec. 4.4, 4.13</p> <p>Title 22 Sec. 4.4, 4.82</p> <p>School Code 1512</p> <p>PA Code Title 22 Sec. 4.3, 4.4, 4.12, 4.13, 4.21, 4.22, 4.23, 4.25, 4.26, 4.27, 4.29, 4.82</p> <p>Board Policy 102, 103, 106, 109, 112, 113, 114, 115, 805</p>	<p>6. Compensatory education programs for pupils, pursuant to law and regulation.</p> <p>7. All pupils equal educational opportunity, pursuant to law and regulation.</p> <p>8. Career awareness and vocational education, pursuant to law and regulation.</p> <p>9. Educational opportunities for exceptionally gifted and talented pupils.</p> <p>10. Regular and continuous instruction in safety procedures.</p> <p>The Superintendent or designee shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development which ensure effective participation of administrators and teaching staff, and the utilization of all available resources, as appropriate.</p> <p>With prior approval, the Superintendent or designee may conduct such pilot programs as are deemed to be necessary to the continuing growth of the instructional program and shall report to the Board each pilot program, along with its objectives, evaluative criteria, and costs before each such program is initiated.</p> <p>The Board encourages, where it is feasible and in the best interest of the students of the district, participation in state-initiated pilot programs of educational research. The Superintendent or designee may pursue state and federal aid in support of research activities, where appropriate.</p> <p>When a new program is to be initiated or changes made in an existing program, staff members who may be affected will, whenever possible, be involved in all phases of program implementation.</p>
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