**USD 389 Curriculum Policy**

Our school’s curriculum is underpinned by the values that we hold dear in our district. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills, and understanding that they need in order to lead fulfilling lives. Curriculum and instruction throughout Eureka School District is designed to increase student achievement and prepare them for life, college, and careers as productive citizens in society.

USD 389 staff, teachers, and administration will utilize a revolving long-range systematic process as they work to enhance the instructional curriculum. This systematic curriculum involves the following three key elements and processes.

1. Alignment of the College and Career Readiness Standards within the K-12 curriculum. This curriculum element shall provide expectations of what students should know and be able to do at the end of each grade level and course.
2. Clarifying and unpacking the standards to drive context for learning. This curriculum element shall provide teaching plans that connect College and Career Readiness Standards and clear learning outcomes to what is actually done and how it is assessed.
3. Review and enhancement of staff development and resources to enhance teacher instruction. This curriculum element shall provide teachers with adequate time, educational training, and valuable resources to implement all three of the key elements within the systematic curriculum.

All three of these elements will be developed and revised continually within the district wide curriculum and throughout a three step on-going process.

**Year One**

* Teachers will unpack the curriculum within one course/subject area they teach; by creating course descriptions, units, topics, and learning targets.
* Documentation of each course curriculum will be defined and housed within the Build Your Own Curriculum (BYOC) Software.

**Year Two**

* Teachers will continue to work on their 1st course/subject area curriculum by completing the unpacking process of creating course descriptions, units, topics, and learning targets.
* Teachers will then enhance this course curriculum they have created within BYOC by adding activities, resources, documents, and attachments.
* Teachers will review the curriculum course work they have created by utilizing/monitoring reports and lesson plans that are integrated within the curriculum housed in BYOC.
* Teachers should start and work on their 2nd course/subject area curriculum they teach; by creating course descriptions, units, topics, learning targets, activities, resources, documents, and attachments.

**Year Three**

* Teachers will continue to work on course curriculums that they need to focus on by completing the unpacking process of creating course descriptions, units, topics, and learning targets, activities, resources, documents, and attachments.
* Finished Course Curriculums completed within BYOC by teachers will be posted on the school website.
* Documentation of reports and lesson plans will ensure curriculum is well established and applied.

This process continues to repeat throughout the years while all courses/subject areas are created, applied in the classroom, and accessible on the BYOC Software. Once all course/subject area curriculums have all been through the steps they continue to revisit each element process to make any adjustments. It is a continual on-going process. Each course/subject area curriculum will be reviewed on a cycle every five years with at least one area reported to the Board of Education every year. The review process should include, but not be limited to, use of data, benchmarking and communication.

The Board of Education expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition and application of skills and knowledge from grade to grade and from school to school. The Board also recognizes the need to and value of a systematic ongoing program of curriculum review and development. The board will encourage, support, and provide for the professional staff in its efforts to investigate curriculum ideas, develop and improve programs, evaluate results, and participate in staff development activities.

**For reviewing and reporting purposes:**

* The superintendent shall annually report to the Board of Education concerning implementation of this policy.
* Periodic reports shall be made to the Board of Education concerning progress assessments.
* This policy will be reviewed on an on-going basis in accordance with the Board of Education’s policy.

**Eureka Curriculum Council:**

 The Eureka Curriculum Council (ECC) is a representative group of district personnel that advises the Board of Education, through the superintendent, in matters concerning curriculum, instruction, and assessment. The ECC is considered the sounding board for certified personnel in curriculum/instruction matters, facilitates communication regarding staff development needs and accreditation processes, and appoints and directs other committees necessary for the development, implementation, improvement, and long-term evaluation of curriculum, instruction and assessment.

 The members of the ECC shall be representatives of the district certified personnel. Member selection should provide for a variety of personal and professional traits, assuring that grade levels and subject areas are represented. All initial members will serve for 3 years. After the initial appointments, all members will serve for a three-year term which will eventually stagger to be different members.

Duties of the ECC as a working group:

To advise, communicate, and make recommendations pertaining to each of the following:

1. Acts as the communication link among the certified staff, superintendent, and Board of Education; and promotes and encourages communication among buildings and levels within the district.
2. Establishes meeting dates and lengths of meetings
3. Sets and prioritizes goals for the year
4. Reviews the curriculum policy document on a yearly basis and makes revisions when appropriate
5. Develops a long range plan for curriculum development, implementation, and evaluation – with an annual review of progress and direction
6. Recommends staff development sessions based on the needs and timelines of the curriculum progress.
7. Reviews district wide student progress and recommends the initiative for gaining more progress and direction.

**Curriculum Council Members:**

Cammie Hoover, Heather Lewis, Laura Neill, Karen Bitler, Kim Ring, Faith Rucker, Janell Castle, Cathy Barrett, Sean Spoonts, Stacy Coulter, Scott Hoyt