

The major objective of curriculum development is to improve the District's student learning outcomes. This is achieved by ensuring high quality, evidence-based educational offerings and instructional activities and practices. The District will provide the resources and processes to develop and implement the curriculum within the financial capabilities of the District. The District's curriculum and instructional programs shall be aligned with the state's educational standards, goals, and expectations; other applicable legal requirements; and the local goals and priorities established by the District.

The responsibility and accountability for the development, evaluation and improvement of the curriculum is assigned to the District's professional staff, under the leadership and direction of the Director of Curriculum and Instruction, building principals, and other administrators who have direct responsibilities in instructional areas.

Curriculum and instructional program development is a participatory process within the District.

1. Communication and coordination among 4K-12 grade level and / or subject area is part of the core program review process. Grade-level (elementary, intermediate) or department (6-8, 9-12, specials) collaboration is required any time curriculum is evaluated or updated.
2. All instructional personnel have a professional responsibility to participate in and contribute to the curriculum development and evaluation processes.
3. Curriculum and instruction development and evaluation should be guided and supported by appropriate internal and external research.
4. District's professional educators are expected to seek and utilize resources and professional guidance from educational experts as they strive to develop and improve the effectiveness of the District's curriculum.

The Director of Curriculum and Instruction shall oversee the development and implementation of a District curriculum plan and will direct the structure of curriculum development, evaluation, and improvement processes.

As part of the District-level plan, professional educators shall develop and maintain sequential pacing guides, in an electronic format and

1. These guides shall provide the instructional framework for each courses.
2. Each guide shall specify the sequential learning objectives for the course content; identify the instructional resources that are available for each course/grade; identify appropriate means of student formative assessment.
3. The guides shall identify the prioritized standards.
4. The pacing guides shall also be aligned with the District's locally-established learning goals and objectives. Explicit connections should be made between the local goals and objectives that are being addressed by the specific learning objectives and content of a given course of study.
5. The curriculum pacing guides shall address and facilitate instructional differentiation within the applicable course of study.
6. Objectives and activities related to the use of technology and computer literacy, content area literacy, executive skills (problem-solving, collaboration, communication, organization) shall be appropriately integrated into the curriculum for all grade levels.

Instructional staff are responsible for providing instruction that is consistent with applicable academic and instructional standards, the approved curriculum, any mandatory instructional elements or assessments that are included in the relevant curriculum pacing guide(s), and such other directives or expectations as may be established by the employee's supervising administrator(s). In most cases, these general boundaries are expected to leave instructional staff with reasonable professional latitude to creatively define particular instructional activities, approaches to instruction, assignments, and means of assessment that will further the objective of improving student engagement and student learning, and that will also further the District's locally-established learning goals and objectives for students.

The Director of Curriculum and Instruction shall establish, monitor, and revise as necessary (e.g., due to newly issued standards or due to targeting a specific area for improvement) a schedule for conducting periodic program reviews in each area of study.

Legal References:

Wisconsin Statutes

Section 118.01	[state educational goals and expectations]
Section 118.015	[development of a comprehensive reading curriculum]
Section 118.019	[human growth and development instruction]
Section 118.30(1g)(a)1	[board adoption of academic standards]
Section 120.12(13)	[annual declaration and notice of academic standards]
Section 120.12(14)	[school board duty to determine school course of study]
Section 120.13	[school board broad power to do all things reasonable for cause of education]
Section 121.02	[school district standards; generally]
Section 121.02(1)(k)	[school district standards; curriculum plans]
Section 121.02(1)(L)	[school district standards; required instruction]

Wisconsin Administrative Code

PI 8	[school district standards, generally]
PI 8.01(2)(k)	[curriculum plan requirements for school districts]

Adopted: 11/21/16

Amended: 03/28/22