

It is the policy of the board of trustees of this district to seek participation by all stakeholders in its responsibility for preparing students for the twenty-first century. This preparation includes aligning the curriculum to allow students to successfully achieve the standards adopted by this board, as measured by appropriate assessments.

The board recognizes that it is essential to the implementation of the curriculum standards and assessments that all stakeholders in this district are given an opportunity to participate in the implementation process.

## **DEFINITIONS**

Course Benchmarks: Statement of what information and what skills/processes students should know/understand or be able to do at the end of a designated course. Since high schools are structured around courses rather than grade levels, course benchmarks articulate for content-specific academic standards at secondary level.

Curriculum Guides: Introduce appropriate curriculum, instruction, and assessment practices that align with and support students learning the standards.

Grade Level Benchmarks: Statements of what information and skills/processes students should know/understand or be able to do at the end of each grade. They provide more specificity and act as a measuring stick to determine where students are in their learning in relationship to where the district would like them to be. Grade level benchmarks are typically articulated for content-specific academic standards for Grades K-8.

Grade Level and Department Teams: Teams of certificated staff members meeting for the purpose of evaluating the district's current curricula, developing objectives/strategies, and assessing student achievement.

Stakeholders: Those individuals in the district who have an interest in the implementation of curriculum standards, including, but not limited to, members of the board of trustees, administration, staff members, educational consultants, student advocates, parents, and community members.

Standards: General statements that identify what information students should know/understand or what skills/processes they should be able to do as a result of their educational experience. Standards represent what students should accomplish by the end of their high school experience.

Standards Documents: Identifies what knowledge students should learn as a result of their educational experience.

Strategic Plan: The district's written plan, as approved by the board of trustees, setting forth the goals and objectives of the district, including, but not limited to, curriculum development.

Subpopulations of Students: The various categories of students, relative to educational need, including, but not limited to, special education, Title I, advanced placement, ESL, 504, and gifted and talented, as well as racial, ethnic, gender, and other relevant classifications.

Superintendent's Accountability Task Force: A short-term district-wide committee responsible for developing a systematic approach to initial implementation of the standards and assessments.

### **BOARD OF TRUSTEES' RESPONSIBILITIES**

The board will review and amend, as appropriate, the district's vision statement to ensure that it presents a compelling description of the future state of the district and the implementation of curriculum standards.

### **SUPERINTENDENT'S RESPONSIBILITIES**

The superintendent or designee is responsible for the overall facilitation of the district's implementation of curriculum standards and assessments. Specific responsibilities include, but are not limited to:

1. Identify representatives from all stakeholder groups and invite them to participate in the implementation process.
2. Review the current (5 years or newer) strategic plan for this district and determine whether it includes the implementation of standards for all students. Amend the strategic plan as necessary.
3. Facilitate the development and/or review of an ongoing school improvement process for each school in this district, ensuring that all school improvement plans are aligned with this district's strategic plan and include the implementation of standards for students.
4. Facilitate Leadership Team training in the district.
5. Appoint a Superintendent's Accountability Task Force.
6. Identify, by category, subpopulations of students and track the progress of the subpopulations to determine whether equal access to the curriculum exists.
7. Coordinate the district's implementation process to ensure the district complies with the state requirements.

### **SUPERINTENDENT'S ACCOUNTABILITY TASK FORCE**

The Superintendent's Accountability Task Force will be composed of at least one (1) representative from each of the stakeholder groups. The Superintendent will determine the responsibility of the Task Force to ensure systematic implementation of standards.

**GRADE LEVEL AND DEPARTMENT TEAMS**

The Grade Level and Department Teams will be composed of certificated personnel members currently teaching in the relevant grade level or department. The teams' responsibilities will include, but may not be limited to, the following:

1. Define the roles and responsibilities of the team, and set timelines for accomplishment of goals; reassess responsibilities and timelines, as appropriate.
2. Set a schedule of regular meeting, dates and times..
3. Review the grade level or department curriculum to determine whether there exists a consistency in the curricula in the five core content areas (as appropriate), as it is written, taught, tested, graded, and reported.
4. Review the grade level or department curriculum, as written, and the curricular materials and resources, including technology, and determine whether they are consistent.
5. Collect data from a variety of sources, including test results, and analyze and interpret the data to determine the current status of the district's alignment of curriculum and assessment.
6. Outline specific and measurable objectives/strategies aligned to the applicable standards and benchmarks; implement such objectives/strategies; and develop a method for measuring the impact such objectives/strategies have on student learning over time.
7. Continually reassess the data as appropriate during the implementation process and make appropriate adjustments in instruction to align the curriculum to the applicable standards and benchmarks.
8. Provide data regarding the impact of the implementation of curriculum standards and assessments on student learning, including test results and interpretation thereof, to the Superintendent Accountability Task Force for dissemination to the stakeholders.

**ANNUAL PUBLIC FORUMS**

The district will conduct a public forum during each year to allow stakeholders an opportunity to receive information regarding the standards and provide feedback. The annual public forum may take place at a board meeting.

During the forum, reports will be given regarding the status of the district's planning and implementation of curriculum standards, assessment and student performance on the standards.

Stakeholders will be invited to make public comment regarding the matters addressed in the reports. The forum chairperson has the right to set reasonable restrictions on the presentation of public input, including, but not limited to, restricting the time period for such comment and

accepting written comments. The information received via public input will be considered by the Board of Trustees and the District.



**FIRST READING:** July 15, 2002

**ADOPTED:** August 12, 2002

**NOTE:** The language in this policy is intended to meet the requirements for implementing achievement standards during the 2001-02 and 2002-03 school years.