K-12 CURRICULUM DEVELOPMENT SYSTEM

Quincy School District

Adopted June 26, 2009

Introduction

The term *curriculum* can be defined as follows: the subjects taught in school and the topics taught within each subject.

The Quincy School District has developed a systematic, K-12 approach to curriculum review, development and implementation. This district-wide system allows the opportunity for teachers and community members to participate in the decision-making process regarding the development of curriculum that is aligned to state learning standards (what we want all students to know and be able to do) and the opportunity to help select instructional materials that support the curriculum. This curriculum system is based on a seven-year cycle that includes each of the following phases:

- study
- adopt
- implement
- monitor
- adjust

The following pages provide a more detailed outline and description of the Quincy School District Curriculum Development System. Please contact the school district office at 509-787-4571 if you have any questions or would like additional information about our curriculum system.
CURRICULUM DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS

Curriculum and Adoption Cycle
The curriculum of a district shall be reviewed on a regular basis. The district shall adopt a cycle for review as follows:

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<td>Health/Fitness</td>
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<td>Adopt</td>
<td>Implement</td>
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<td>Fine Arts &amp; Foreign Lang.</td>
<td>Monitor/Adjust</td>
<td>Study</td>
<td>Adopt</td>
<td>Implement</td>
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<td>CTE (Career &amp; Tech Ed.)</td>
<td>Monitor/Adjust</td>
<td>Monitor/Adjust</td>
<td>Study</td>
<td>Adopt</td>
<td>Implement</td>
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<td>Math</td>
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<td>Monitor/Adjust</td>
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<td>Study</td>
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<td>Language Arts</td>
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<td>Study</td>
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<td>Social Studies</td>
<td>Adopt</td>
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<td>Monitor/Adjust</td>
<td>Monitor/Adjust</td>
<td>Study</td>
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**Study**
Research best practices (literature, site visits, etc.); review data; review OSPI instructional materials documentation and recommendations; gather teacher/staff information (surveys, interviews, etc.); review and verify alignment guide document; receive training in Consensus Decision-making.

**Adoption**
Screening: 1) initial screening of all sample materials, narrowing the options for more in-depth scrutiny to two or three samples; 2) fully evaluate the two or three most appropriate sample materials identified during the screening process; 3) set up a process to gather stakeholder input; 4) make final decision on materials adoption; and 5) complete topical alignment documentation and the development of Year 1 implementation.

**Implement**
Assist with: 1) initial implementation of materials at the site level; 2) staff development recommendations related to site and district-wide plans, 3) monitoring and evaluating program implementation; 4) deep alignment documentation throughout the year and development of curriculum guides/maps; and 5) formative and summative assessment development.

**Monitor/Adjust**
Continue to monitor adoption implementation to: 1) ensure fidelity to the program; 2) detect and correct any program flaws that might have an impact on student achievement. The Principal is responsible for ensuring the utilization of adopted instructional materials.

INSTRUCTIONAL MATERIALS COMMITTEE (IMC):

**Role and Function**
The Instructional Materials Committee (a function of the Curriculum, Instruction and Assessment Advisory Committee-CIA) is formed to establish and monitor such procedures as may be necessary for the selecting, adopting, reconsidering, and discarding of instructional materials owned and used by the district. The committee will make recommendations to the Superintendent/School Board.
about requests for instructional materials approval and removal and Citizens’ Request for Reconsideration of Materials. The primary function of the committee is to ensure that materials are selected as outlined in the Instructional Materials section of this document.

Committee Membership
The Curriculum, Instruction and Assessment Advisory Committee, functioning as the district Instructional Materials Committee (IMC), shall consist of one elementary teacher, one secondary teacher, one elementary principal, one secondary principal, one elementary parent representative, and one secondary parent representative in addition to the Director of Student Achievement. The Director of Student Achievement shall serve as chairman and appoint committee members. Committee meetings will be held as needed during the school year.

INSTRUCTIONAL MATERIALS

Definition of Instructional Materials:
Clarification of text definitions and expectations for instructional material selection is as follows:

A. **Core (Tier I):** Adopted materials which are used as the required primary resource to meet the learning standards of a course or curriculum area. These may include textbooks, adopted consumable materials, multimedia, non-print materials, and computer software. (See adoption process)

B. **Core Support Materials (Tier I):** All other instructional resources which are selected to complement, enrich, extend or modify the core instructional materials. These materials must also follow the adoption approval process.

C. **Temporary (Tier II):** Materials used to provide short-term additional support for large group, small group or individual student learning (e.g. periodicals, newspapers). Temporary materials do not need to follow the approval process.

D. **Intervention (Tier III):** These materials will be used to meet specific students’ needs in special programs (e.g., Title, LAP, ELL, Special Education) and must follow the district approval process.

E. **Pilot:** Materials authorized by the superintendent to be used for a period of no more than one school year. Board approval is required for use beyond the pilot year.

F. **Library Media:** Materials which provide support for any area of the curriculum (e.g. storybooks, novels, non-fiction books, and reference materials).

G. **Internet Access:** Materials used to provide support for any area of the curriculum.

Adoption
Instructional materials shall be adopted by the School Board following a recommendation by the Curriculum, Instruction and Assessment Advisory Committee (functioning as the Instructional Materials Committee). A copy of the Instructional Materials Request form will be signed by the School Board. The Director of Student Achievement will add these materials to the District Approved Instructional Materials List.

Removal of Instructional Materials
1. Instructional materials that do not meet current district standards for subject content, sex balance, ethnic content or are not repairable may be declared obsolete by the superintendent and disposed of per district policy.

2. Core and support materials shall be recommended for removal by the Instructional Materials Committee based on analysis and recommendations from the Curriculum Content Committee during the adoption process or monitor/adjust cycle.

Curriculum Adoption Cycle Process
Citizens Participation in the Instructional Materials Process
A citizen wishing to protest use of any instructional materials in the school system must use the Request for Reconsideration of Materials form. These forms are available from the district office. The complainant will deliver the completed request form to the instructional materials committee, who will take the following steps to assure timely consideration of requests:

A. Set a time and place for an open hearing of the complaint by the instructional materials committee. Such hearing shall be within 30 days of the Director of Student Achievement’s receipt of the completed request.

B. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.

C. Assemble such data, including reviews and professional opinions of the materials, the staff member’s objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration.

Hearings of a citizen’s request for reconsideration shall be open to the public. The committee shall consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. A written decision will be delivered to the complainant within two months. Any appeal of this decision must be delivered in writing to the superintendent within two weeks. The board will make final decisions on appeals.

Adoption Date: June 23, 2009
Quincy School District
QUINCY SCHOOL DISTRICT

CURRICULUM, INSTRUCTION AND ASSESSMENT
COMMITTEE MEMBERSHIP, ROLES AND RESPONSIBILITIES

K-12 Curriculum, Instruction and Assessment Advisory Committee (CIA):

Committee Members:
The Director of Student Achievement will select CIA committee members from the District Leadership Team (DLT). Members selected will include:
1. One elementary and one secondary administrator.
2. One elementary and secondary teacher.
3. One elementary and secondary parent representative.

Roles and Responsibilities:
1. Oversight for alignment of curriculum, instruction and assessment with district and state standards.
2. Attend scheduled meetings (as needed) to discuss and problem-solve program functions and review curriculum adoption proposals.
3. Coordinate with the District Leadership Team for input and feedback in order to provide a communication link for the district.
4. Determine the effectiveness of curriculum, instruction, assessment and professional development implementation based on student achievement results and teacher feedback.
5. Develop and implement a curriculum adoption review process for the Instructional Materials Committee.
6. Recommend curriculum material adoptions, when needed, as outlined in RCW 28A.320.230 to the Superintendent/School Board for approval.

K-12 Curriculum Content Committees:

Committee Members (on a four year cycle: study, adopt, implement, adjust); on a 3 year cycle (monitor/maintain):
1. Director of Student Achievement (facilitator; permanent member)
2. One teacher from every grade level, including building specialists (i.e. music/PE, when appropriate
   a. All sites must have at least one representative
   b. Teams will select team leaders to plan with facilitator
3. Elementary/Secondary Principals (open invitation)
4. One librarian (as needed)
5. One teacher from all special programs (as needed: ELL, Title, Migrant, Highly Capable)
6. Academic coaches (if applicable)
7. Special Programs Director (as needed)
8. Parent representation (as needed)

Roles and Responsibilities:
1. Cycle:
   a. Study Year: Research best practices (literature, site visits, etc.); review data; review OSPI instructional materials documentation and recommendations; gather teacher/staff information (surveys, interviews, etc.); review and verify alignment guide document; receive training in Consensus Decision-making.
      i. Attend monthly meetings
b. **Adoption Year:** Screening – 1) initial screening of all sample materials, narrowing the options for more in-depth scrutiny to two or three samples; 2) fully evaluate the two or three most appropriate sample materials identified during the screening process; 3) set up a process to gather stakeholder input; and 4) make final decision on materials adoption; 5) complete topical alignment documentation and the development of Year 1 implementation.
   i. attend monthly meetings (at a minimum) and/or sub-committee meetings as needed

c. **Implementation Year:** Assist with – 1) initial implementation of materials at the site level, 2) staff development recommendations related to site and district-wide plans, 3) monitoring and evaluating program/material implementation, 4) deep alignment documentation throughout the year and develop curriculum guides/maps; and 5) assist with formative and summative assessment development.
   i. Attend quarterly meetings
   ii. Create sub committees and meeting schedule as needed

d. **Adjust and Monitor Year(s):** Continue to monitor adoption implementation to ensure fidelity to the program and to detect and correct any program flaws that might have an impact on student achievement. The principal is responsible for ensuring the utilization of adopted instructional materials.
   i. Attend November and May meetings

2. Take information back to buildings for discussion, requesting feedback and providing a communication link with team leaders at the building level (Distribution to include agendas, meeting dates, talking points and minutes/notes provided to all site administrators and the Superintendent).

**Vertical, Horizontal and/or Department Committees:**

**Committee Membership:**
1. Director of Student Achievement (optional; facilitator as needed)
2. Content Team Leaders (facilitating and co-planning with site administrator)
3. Staff involvement will depend on vertical focus
4. Special Programs Director and/or site representatives as needed
5. Parents (as needed)

**Roles and Responsibilities:**
1. Identify priority standards focus and K-12 continuum.
2. Establish the instructional/assessment calendar.
3. Identify/utilize big ideas, essential, and guiding questions that students will explore and come to deeply understand, i.e. what do you want students to remember 10 years from now?
4. Identify the content and skills that students need for deep understanding.
5. Develop CBA’s (classroom based assessments) and rubrics that are aligned with priority standards in order to identify students’ prior knowledge and skills to inform the core/intervention instructional plan.
6. Monitor/align classroom based assessments to identify students’ prior knowledge and skills to inform the instructional plan
7. Identify/monitor/align resources and instructional strategies that will assist in facilitating student skills and understanding.
8. Review/analyze state, district and site data to evaluate the effectiveness of instruction.

Board Approved May 26, 2009
K-12 Professional Development Committee

Committee Members:
1. Director of Student Achievement
2. Federal Programs Director
3. Technology Director (as appropriate)
4. One representative from each site could come from one of the three groups:
   a. Principals
   b. Certified Staff
   c. Classified Staff

Roles and Responsibilities:
1. Develop recommendations for a professional development plan that includes:
2. Alignment to district improvement plan
3. Steps for implementation
4. Plan for monitoring and evaluation

K-12 Assessment Committee:

Committee Membership:
1. Director of Student Achievement
2. Federal Programs Director
3. Technology Director (as appropriate)
4. One representative from each site could come from one of the three groups:
   a. Principals
   b. Certified Staff
   c. Classified Staff

Roles and Responsibilities:
1. Clarify the state, district, and classroom-based assessments used to evaluate the effectiveness of instruction (by classroom, grade level, school or department)
2. Monitor and evaluate assessment tools and implementation plan and adjust as needed.