



SECTION III: INSTRUCTION

POLICY 3040

CURRICULUM GOVERNANCE

This policy is to articulate Board governance standards in a way that addresses issues of curriculum regulation, direction, connectivity and equity, feedback and productivity so that all students will be assured of educational excellence and equity.

Regulation of the Curriculum

There will be alignment of the written, tested and taught curriculum.

The core curriculum will be accessible to all students and reflect the following philosophical bases:

1. Performance-based with challenging goals and higher order thinking objectives at the demonstration level
2. Continuous progress along the learning continuum delivered in a developmentally appropriate manner for all students
3. Interdisciplinary approach, linking skills, knowledge, and concepts of multiple disciplines through topical themes
4. Fluid spiraling of objectives based upon 12th Grade Graduation Proficiencies
5. Real-life experiential learning opportunities utilizing the community as a learning environment, and integration of authentic assessment

The Board will adopt comprehensive curriculum for grades K-12 that is designed and developed in accordance with the following specifications:

1. State laws and regulations
2. Oklahoma Academic Standards (OAS)
3. Broken Arrow Public Schools' Standards
 - a. 12th Grade Graduation Proficiencies
 - b. Graduation Course of Study Requirements

District staff will share accountability through specified roles and responsibilities:

The Superintendent or Designee will:

1. Have primary responsibility for implementation of the system as general coordinator
2. Be accountable for ensuring the appropriate design, implementation, assessment, and improvement of curriculum in accordance with District philosophy and policy. This process will include but not be limited to facilitating the process and procedures for curriculum development, for the format of documents and for ensuring the involvement of stakeholders.
3. Communicate the state of curriculum management system and its results to the Board of Education

The District Staff Members will:

1. Facilitate the design, implementation, assessment, and improvement of the curriculum.
2. Serve as technical advisors to instructional specialists, teachers and principals in the following areas:
 - a. Establishment of standards
 - b. Collection of data and information



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- c. Site and program improvement
- d. Professional development
- e. Implementation and monitoring

Instructional Specialists will:

1. Collect data and information within their academic area
2. Determine achievement gaps
3. Identify best practices as examples to follow
4. Coordinate District practices with established standards
5. Collaborate with teachers and district leadership to develop and update sequence of instruction
6. Facilitate vertical articulation and lateral coordination of curriculum implementation

The Principals will:

1. Serve as Instructional leaders and have a key role in the implementation, monitoring and assessment of the curriculum
2. Maintain a positive climate for learning
3. Monitor the implementation of the curriculum by:
 - a. Implementing the curriculum monitoring system to ensure adequacy of coverage
 - b. Observing in the classroom
 - c. Facilitating the assessment process on a school-wide level:
 - i. To ensure the assessments are conducted equitably on a class level by reviewing teacher-made assessments
 - ii. Facilitate the school improvement process
 - iii. Facilitate professional development
 - iv. Implement the teacher evaluation process
 - v. Follow District policy and procedure
4. Provide feedback to the instructional leadership regarding:
 - d. School climate
 - e. Curriculum implementation
 - f. Assessment
 - g. Development and implementation of district and site goals

The Teachers will:

1. Develop units and design lessons as specified in the sequence of instruction
2. Utilize teaching practices which meet district expectations
3. Conduct District and classroom assessments
4. Modify instruction based upon the results of monitoring assessment
5. Communicate student progress to parents/guardians
6. Participate in the development and implementation of district and site goals
7. Engage in professional development to gain knowledge and develop/maintain skill to implement the curriculum in the most effective manner



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Direction of the Curriculum

1. Curriculum will be written for all subject/learning areas
2. A Curriculum Review Cycle will be implemented to develop, revise and update academic curriculum
3. The Board will monitor the adoption of textbooks/resources in accordance with state law.
4. The focus of the curriculum is to emphasize academic content
 - a. A top-down (12-K) approach
 - b. Accommodation of varying levels of ability
 - c. A cumulative learning approach

Curriculum will be vertically articulated and horizontally coordinated. The scope and sequence of a curricula approved by the Board is to be clearly articulated. The content of curriculum guides provided for teachers is to be consistent with standards established within this governance policy.

Teachers are expected to use the written curriculum as their basic guide to the content of the curriculum.

Staff will be involved in the ongoing training to increase proficiency in the delivery of curriculum. Training is to be driven by District, site and individual professional development goals.

Delivery of the curriculum is to support:

1. Sound teaching principles grounded in research
2. Meeting or exceeding state standards as adopted and deemed appropriate to each curricular area
3. Compliance with state laws and policies
4. Compliance with Broken Arrow Public Schools' Board Policies

There will be ongoing monitoring of the delivery of the curriculum for the purpose of improving the quality of instruction received by students of the Broken Arrow Public Schools. Monitoring is to assure that:

1. All objectives are taught to mastery
2. Objectives are sequenced into an appropriate hierarchy
3. Objectives are bundled to form meaningful instructional units
4. Teacher collaboration is encouraged
5. Teaching strategies utilized are based upon effective instruction research

Monitoring of student progress is included but not limited to homework assignments, written tests, projects, presentations, and achievement as demonstrated on standardized norm and criterion-referenced measures. The curriculum monitoring system will include:

1. Development and utilization of the sequence of instruction
2. A standardized system for monitoring
3. Appropriateness of teaching strategies utilized



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4. Effectiveness of teacher-made assessments
5. Levels of performance, including classroom, team, department/grade, school and District level

Regardless of the school or teacher to which assigned, students are to receive equitable access to the District's adopted curriculum that corresponds with their grade level/course assignment.

Curriculum Feedback through Assessment

The content of the District's program of assessment shall align with specifications adopted for written curricula.

Components of the assessment program will be:

1. Nationally-normed assessments
2. State-mandated tests
3. District criterion referenced assessments
4. Common Formative assessments through the PLC process
5. Teacher-generated assessments such as tests, observations, projects, portfolios, etc.

The District program of assessment shall measure student performance and provide feedback with regard to:

1. Curriculum design and development
2. Vertical articulation
3. Lateral coordination
4. Curriculum delivery
5. Individual and student subgroup performance

Analysis of student assessments at the District, site, department/team/classroom/grade and teacher levels is to facilitate continual improvements in the curriculum and instruction provided to students.

Components of the improvement process will include the development, implementation and evaluation of site-based goals. This process may include:

1. Data collection to inform site goal development
2. Pilot programs
3. Professional development plans
4. Remediation plans
5. Review of improvement plans
6. Reports to the Board with regard to program effectiveness and improvement efforts

Productivity Support

The District budget is to support the continual improvement process of alignment of the written curriculum, the taught curriculum and assessment.



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Specific budget/resource allocations will be based upon curriculum priorities recommended by the Superintendent/designee and approved by the Board.

Budget allocations for ancillary services are to be consistent with the District's mission-critical task of supporting student learning.

Resource support for District and site initiatives is to be based upon research-based and data driven strategic planning.

Source: *Broken Arrow Board of Education policy adoption, September 17, 2002.*
 Broken Arrow Board of Education policy revised, July 13, 2009.
 Broken Arrow Board of Education policy revised, July 10, 2017.