



**Boulder Valley School District**

**File: IF-R**

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## **Curriculum Development and Revision**

The official district process for accomplishing curriculum development or revision requires the involvement of professional staff members who use the curriculum or are responsible for it, and the input of concerned parents, patrons, and students at appropriate points. This helps to ensure understanding of the objectives and expected outcomes, consideration of input from many sources, articulation among the various levels of instruction, and correlation among the different subject areas.

### **REGULAR REVISION OF CURRICULA**

Regular review and revision of curricula will be conducted by representatives of appropriate professional staff with the concurrent input of their professional colleagues under the leadership and support of the Division of Learning Services. Those involved in the curriculum review and revision process will consider:

1. The current research regarding best practice in the content area;
2. The various models of scope and sequence currently in use;
3. The framework for standards-based instruction;
4. Various internal and external statements of learner expectations including the profile of the new century graduate, district, state, and national content standards, and state and other relevant assessment frameworks; and,
5. Recent district student achievement data.

The format of curriculum documents will identify the essential learning results expected of students in such a manner that both new and veteran staff will have a clear understanding of the skills and knowledge that all students in a given course or at a given grade level should learn. In addition to responsibility for providing instruction focused on the approved curriculum, professional staff is encouraged to enhance the learning experiences of students by including relevant current events and relevant teacher and student experiences.

Proposed revised curricula will be posted on the district website for public review and prior to presentation to the Board of Education for study and approval.

PROPOSALS FOR NEW COURSES OR CURRICULUM STRANDS\* (Immediate Implementation through Board Approval)

New course proposals or proposals for a new curriculum stand must be submitted through the forms, IF-E1, Proposal for New Courses, or IF-E2, Curriculum Strand Proposal, available on the district website. These forms may be submitted to the Division of Learning Services according to the schedule below. All proposals for new courses or curriculum strands will need endorsement of the appropriate department(s) and approval of the principal prior to submission.

\*A CURRICULUM STRAND IS A DEFINED CONTENT AREA INVOLVING TWO OR MORE COURSES. THIS IS DISTINCT FROM A PROGRAM STRAND WHICH CONSISTS OF TWO OR MORE CURRICULUM STRANDS THAT SHARE A DISTINCT PHILOSOPHY SUCH AS CORE KNOWLEDGE.

All new course proposals and proposals for new curriculum strands will be submitted by the Assistant Superintendent for Learning Services for review by the appropriate curriculum council or other appropriate group prior to being submitted to the curriculum advisory board for approval. The curriculum advisory board is composed of teachers, community representatives, and district administrators.

For inclusion in a course description booklet, the following timeline should be followed.

Submission date: 10/1  
Curriculum Advisory Board Meets: on or prior to 11/1  
Board Approval: prior to 12/1

For implementation in the beginning of a school year but without inclusion in a course description booklet, the following timeline should be followed.

Submission date: 3/1  
Curriculum Advisory Board Meets: on or prior to 4/1  
Board Approval: prior to 5/1

Proposals may be submitted outside the established timelines, due to extenuating circumstances.

NEW COURSE PROPOSALS

The process to be followed in proposing a new course requires providing the following information:

- \* Description of the course: Provide the course description that would be used in the course description booklet
- \* Identification of need: The initiator(s) of the new course will identify specific needs for a change and indicate how the new course will satisfy those needs, including how the proposed course will enhance existing district curricula and support achievement of district priorities and/or

initiatives.

- \* Proposed goals and objectives: The initiator(s) of the new course will enumerate the goals and objectives, including identification of relevant district content standards and how the course aligns with these (if applicable).
- \* Learner Outcomes: The initiator(s) of the new course will outline the essential learning results for the course
- \* Resource and Training Needs: The initiator(s) of the new course will indicate resource needs, including learning \ materials, training needs, and sources for satisfying those needs.
- \* Evaluative Criteria: The initiator(s) of the new course will recount any evaluation results and the criteria upon which the evaluation was based (if former trial statute course).
- \* Prior Review and Approval of Other Appropriate Groups: The initiator(s) of the new course will provide evidence of support from the appropriate department(s) and approval of the principal at the building level.

#### NEW CURRICULUM STRANDS

The process for proposing a new curriculum strand requires providing the following information:

- \* Identification of need: The initiator(s) of the proposed curriculum strand will identify specific needs for a change and indicate how the change will satisfy those needs.
- \* Proposed goals and objectives: The initiator(s) of the proposal will enumerate the goals and objectives in terms of learner outcomes and how they support district priorities or initiatives.
- \* Curriculum overview: The initiators of the proposal will describe the courses that will comprise the curriculum strand and explain how they support the goals and objectives of the strand.
- \* Resource and Training Needs: The initiator(s) of the proposal will indicate resource needs, including learning materials, training needs, and sources for satisfying those needs.
- \* Evaluative Criteria: The initiator(s) of the proposal will recount any research evaluation results and the criteria upon which the evaluation was based and how student achievement of the program goals and objectives will be assessed in the future.
- \* Prior Review and Approval of Other Appropriate Groups: The initiator(s) of the proposal will provide evidence of support from other appropriate groups in the District community.

#### NEW COURSE PROPOSALS: TRIAL STATUS

The steps needed in proposing a new course for trial status are the same as for a new course proposal for immediate implementation with the exception of the evaluation step:

- \* Evaluation: The initiator(s) of the trial must identify the criteria by which the course will be evaluated and assess the course after its first year. See IF-E3 for suggested criteria and form.

#### CAREER AND TECHNICAL EDUCATION COURSES

Because frequent changes in career and technical education courses (CTE) are mandated by Colorado Community Colleges System and compliance is necessary for Colorado Vocational Act reimbursement eligibility, the Assistant Superintendent of the Division of Learning Services is authorized to approve routine changes including:

- \* A course or program name change based on state mandated regulations or changes
- \* Separation of a single course code into multiple course codes or vice versa
- \* Minor modification of curriculum to reflect current industry practices, standards, or state mandated changes
- \* Course number changes to align with state common course numbering or articulation with community colleges.

Where a new course or program is proposed, credit course change, or major curriculum changes are in order, such proposal would follow the full curriculum advisory board process for review and approval.

**End of File: IF-R**