

CURRICULUM DELIVERY & ASSESSMENT

The Peru Central School District Board of Education believes that student learning and success are strengthened by a K-12 pathway of student learning that promotes continuity of instructional practice and application of prior learning from grade to grade, and from one grade span to the next. Principals and teachers are to establish and maintain teacher team focus among these areas:

Delivered Curriculum

1. Priority knowledge and skills to be taught, assessed, assigned and emphasized.
2. Key contributions of that grade level or course of study to the Peru CSD K-12 pathway of student learning.
3. How that curriculum advances continuity of student learning and instructional practice from grade to grade and from one grade span to the next.

Written Curriculum

1. A living, written curriculum map or guide that reflects the most recent state standards, resource guides and tests approved by the State Board of Regents for that grade level or course of study.
2. Specific instructional objectives, essential skills and assessments for each major unit of study associated with that grade level or course.
3. An overall time line to assist teachers with planning semester, month, unit- of-study and day-to-day lessons, and for each section of that grade level or course.

Assessed Curriculum

1. What is measured and emphasized through tests, projects and assignments?
2. What data does that teacher team focus on to strengthen that curriculum?
3. How does that teacher team report annual or longer term progress toward instructional goals?

Such curriculum-related discussion is to be part of ongoing professional development and team work at Peru CSD, among teachers of a particular grade level or course.

To advance those connections at Peru Central, the Superintendent of Schools is authorized to construct a multi-year timetable for construction and/or updating of curriculum guides, after consulting with Principals and instructional team coordinators.

Priorities for Updating Curriculum Guides

The Superintendent of Schools is authorized to set and maintain high expectations for administrators and teacher teams regarding collaborative efforts to provide a solid and suitably delivered, written and assessed curriculum at Peru Central.

The Superintendent shall develop particular timetables and procedures for Principals and teacher teams to submit particular requests for team-based curriculum work to be accomplished at times when school is not in session, such as during summer recess, since various aspects of curriculum work are better accomplished at such times.

First priorities for updating curriculum guides are English language arts, mathematics, science and social studies and languages other than English. Next

priorities for updated curriculum guides are health, business education, performing arts, visual arts and physical education.

Adoption of Curriculum Guides

The Superintendent's multi-year timetable of updating curriculum guides shall include recommendations at appropriate times for school board approval of particular updated curriculum guides.

Academic Responsibility and Academic Freedom

Education Law states the Peru Central School District Board of Education has the power and obligation to establish curriculum within its schools.

The Peru Central School District Board of Education's interest is to balance academic freedom of individual teachers with the organization's academic responsibility to provide a clear, coherent K-12 pathway of student learning at Peru Central School District.

It is the school board's intent, via this policy, to promote continuity of instructional practice and application of prior learning from grade to grade, and from one grade span to the next. Therefore, Principals and teachers are expected to balance the interests of academic freedom with the school board's interest in continuity of curriculum for the students we serve.

Ref: Education Law §§1709(3); 1711(5)

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