Helena School District 2015

STUDENT INSTRUCTION

Curriculum Development, Content and Assessment

The Superintendent shall recommend a comprehensive curriculum that is designed to accomplish the learning objectives and goals for excellence contained in the District's educational philosophy, mission statement, objectives and goals. The Board must approve all changes to the curriculum. New course proposals, changes in existing course names, and suspension or elimination of courses will be approved by the Superintendent.

Written sequential curricula that aligns with the appropriate content standards, grade-band progressions, and the District's educational goals shall be developed for each program area. A curriculum review cycle and timelines for curriculum development and evaluations shall be established by the Superintendent.

The District shall assess student progress toward achieving content standards and contentspecific grade-band learning progressions including: content and data; accomplishment of appropriate skills; development of critical thinking and reasoning; and attitude.

The District will use assessment results to improve the educational program, and use effective and appropriate tools for assessing such progress. This may include but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

The District may receive and/or provide distance, remote, or offsite learning programs, as provided in Montana law. These learning programs and/or courses shall meet the learner expectations adopted in the District and shall be aligned with state content standards and content-specific grade-band learning progressions. The Superintendent is directed to develop procedures regarding the District's distance, remote or offsite delivered learning.

The District will provide gifted and talented coursework. The District will provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students and a framework for considering a full range of alternatives for addressing students needs.

The building principal shall be responsible for the supervision and implementation of the adopted curriculum. The teaching staff has a significant responsibility in the development of curricula and the primary responsibility for the implementation of curricula.

Legal References: § 20-1-101, MCA Definitions (revised by House Bill 214)

§ 20-3-324, MCA Powers and duties

§ 20-4-402, MCA Duties of district superintendent or county high

school principal

§ 20-7-118, MCA Remote Instruction (revised by House Bill 214)

§ 20-7-602, MCA Textbook selection and adoption 10.55.603, ARM Curriculum and Assessment

§ 20-7-902, MCA School district programs to identify and serve the

gifted and talented child

§ 20-7-902 MCA School district programs to identify and serve

the gifted and talented child (Revised by Senate Bill

109)

Cross References:

Policy History:

Adopted on: 2/28/2012

Revised on: 2/13/2018, 10.11.2022, 10.10.2023