

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, including the adoption of new textbooks and new courses.

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

In all program areas and at all levels, the District shall assess student progress toward achieving content standards and content-specific grade-level 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, online and technology delivered 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-level learning progressions. The Superintendent/designee is directed to develop procedures regarding the District's distance, online and technology delivered learning.

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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 student 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	§ 20-3-324, MCA	Powers and duties
	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	§ 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 (Revised by Senate Bill 109)
	Senate Bill 109	Revise laws related to gifted and talented education.
Cross References:	2000	Goals

Policy History:

Adopted on:

Revised on: 11 July 2016

11 October 2022

**Poplar School District
Administrative Regulation**

INSTRUCTION

AR 2120

Curriculum Development and Review Cycle

The Poplar School Districts 9 & 9B are members of the Prairie View Curriculum Consortium.

Through the PVCC the District has access to the following:

- Yearly curriculum reviews as charged by ARM
- Textbook alignment to Standards
- Communicate w/OPI to offer advice regarding IEFA & Essential Understandings
- Pacing Guides for CC Standards
- Contact w/OPI Assessment Department
- Assessment Consultant provides school visits, workshops & advice
- Reading workshops for staff
- Facilitate yearly collaborative meetings in academic disciplines
- Curriculum Mapping
- New series selection assistance
- Representation w/MTASCD & A-Z Curriculum Directors