

Administrative Regulation 6140

These regulations establish a continuous program of curriculum review and development, beginning in September, 1980. The program is cyclical, focusing on a few subject matter areas each year, in a three-year pattern. At the end of each three-year period, all areas of the educational program will have received concentrated attention and the cycle will begin again. For purposes of this curriculum work, the educational program of the District is divided into eleven subject matter areas (below). A Subject Area Committee (SAC) will be created for each, as it is designated for focused attention in the cycle. The SACs will work in cooperation with the currently established curriculum groups at each school level i.e. Site Councils at the Elementary and Middle School levels and the Curriculum Committee at the High School level. Together they will provide a method of curriculum development that works both broadly and in depth, in detail at each grade level and comprehensively throughout the District.

Subject Matter Areas: These divisions of subject matter areas must be, to some extent, artificial and arbitrary. They will be adjusted and refined as the SACs begin their initial work. Initially, the areas are:

Language Arts: Reading, handwriting, composition, journalism, drama, creative writing, poetry, literature, foreign languages, speech.

Social Sciences: Government, history, philosophy, sociology, geography, economics, psychology, religion, environmental studies.

Mathematics: Arithmetic, algebra, geometry, calculus, trigonometry.

Science: General science, biology, botany, physics, chemistry, energy use.

Physical Development and Education: Motor coordination, dance, intramural athletics, team, individual, and recreational sports.

Health: Hygiene, first aid, drugs, alcohol and tobacco abuse, sex education, physiology, family life education, nutrition, safety, the nature of health and disease, safe school bus riding practices/evacuation, etc.

Practical Arts and Career Education: Home economics, industrial arts, business, carpentry, flight training, food service, electronics.

Music: Vocal and instrumental music, band, dance and jazz groups, music appreciation.

Arts and Crafts: Drawing, painting, pottery, sculpture, stained glass, jewelry, weaving, printing, bookbinding.

Technology: Video and computer technology, computer programming, and word processing.

Subject Area Committees: Functions / Responsibilities: The primary tasks of the SACs are: 1) Providing continuity and coherence of instruction throughout the grade levels. 2) Formulating broad goals of achievement for each grade level in each subject area. 3) Identifying weaknesses and strengths in the current curriculum. 4)

Developing objectives to correct weaknesses and support strong areas. 5) Reviewing new methods and materials in each subject matter area and evaluating them for their potential value to the District. 6) Exploring the relationship between curricular and extra-curricular activities and providing coordination between the two where they overlap. 7) Preparing written findings and recommendations for curriculum improvement.

Committee Membership: SACs are conceived of as working groups rather than deliberative or discussion groups and, therefore, must be small enough to work efficiently. Each committee will have from 5 to 10 members, depending on the complexity of the subject area. Some subject areas may call for the creation of subcommittees as well. Each committee will have at least one member of the teaching staff at the elementary, middle, and high school levels. Additional members may be parents, community members, Board members, members of the classified staff, or any other persons who are interested and qualified by familiarity with the particular subject area. Members will be selected by the school principals and by the Superintendent, in consultation with staff. Appointments to the committees will be made on the basis of demonstrated qualification and suitability for the curriculum work.

Facilitation: The Superintendent will appoint a facilitator for each SAC. Normally, this will be a school administrator, but others may be appointed if this would best serve the work of the committee. The facilitator's task is to support and assist the work of the SACs in any way possible by supplying information and materials, arranging for clerical and other assistance, and otherwise relieving the committee of chores that might distract it from the work of curriculum development. The facilitator is also responsible for coordinating the work of the SACs with other curriculum-related activities in the District.

Budget and Other Support: The work of curriculum development demands much time and energy from staff members. Practical support is necessary to free the necessary attention. This support may take the form of compensation or extra duties, materials, consultants, visits to other districts or conferences, and time released from classroom, extracurricular, or administrative duties. An overall sum for curriculum work will be included in each year's budget for the District. The Superintendent is responsible for allocating this sum to the various SACs, working with them to prepare a budget which reflects the size and complexity of the task in the individual subject areas.

Findings: The written findings and recommendations of the SACs should be in a form which will give clear, substantial direction to the Site Councils, Curriculum Committee, and faculties in their subsequent work of detailed curriculum development at each school level.

Proposed curricula should include means of evaluation to facilitate the work of future curriculum committees.