

 Meadows Arts and Technology Elementary School	Curriculum Policy	
	Last Reviewed/Revised: 11/26/2018 Revised	Effective Date: 06/15/2009
Reference Number: CI-CP1-11262018	Original Author: MATES Board	Policy Status: Active

PURPOSE:

The governing board of MATES desires to approve a rich, diversified, research-based, innovative curriculum that serves to fulfill the mission and vision of the school. The instructional goals and objectives reflect this philosophy while fulfilling state and federal mandates in providing students the skills, knowledge, and abilities needed to compete in a global environment and lead healthy, productive lives.

SCOPE:

This policy applies to all MATES staff and Curriculum Committee members. The policy covers all instructional materials and resources except as excluded by the specific terms of this policy.

GENERAL POLICY STATEMENT:

The MATES Board shall establish curriculum priorities based on the needs of students at the school determined by the school’s vision and mission, demographic data, achievement data, current research trends/innovations, and recommendations of staff, parents/guardians, and community members.

The curriculum development process provides for ongoing development, review, and evaluation of the MATES curriculum in keeping with these priorities.

POLICY DETAILS:

1. Role of the Board - The Board shall:
 - 1.1. Establish expected standards of student achievement for each grade level.
 - 1.2. Approve the curriculum development process.
 - 1.3. Adopt the Charter’s curriculum and courses of study to be offered.
 - 1.4. Approve and allocate funds for instructional materials and resources.
 - 1.5. Establish graduation requirements (elementary school standards of proficiency).
 - 1.6. Provide a continuing program of in-service education to keep certificated staff and the administration updated about curriculum issues, instructional strategies and available instructional materials.
 - 1.7. Review and evaluate the instructional program on the basis of program quality reviews and frequent reports by the Executive Director or Designee.
 - 1.8. Serve as the principal advocate to the community for the instructional program provided to all students.

2. Role of the Executive Director and/or Assistant Director - The Executive Director, Assistant Director, or Designee shall:
 - 2.1. Review research related to curriculum issues.
 - 2.2. Manage the curriculum development process to ensure alignment to education standards and priorities.

- 2.3. Ensure the articulation of the curriculum between grade levels.
 - 2.4. Determine the general methods of instruction to be used.
 - 2.5. Assign instructors and schedule classes for all curricular offerings.
 - 2.6. Direct the purchase of instructional materials and equipment.
 - 2.7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal.
3. Student Learning Objectives - The Board believes that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace, where they will be required to adapt to emerging technologies and changing societal needs. These academic and life skills can be found at length in the MATES Charter Section IIC – What It Means to be an Educated Person in the 21st Century.
 4. Alignment of Curriculum to Education Standards - The MATES Board realizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards in student achievement that challenge all students to reach their full potential and ensure consistency of expectations throughout the school.
 - 4.1. Instruction shall be aligned to the Common Core Standards. Standards shall be based on an assessment of the skills that students will need in order to be successful in higher education and the workplace, including basic skills, problem-solving abilities and conceptual thinking.
 - 4.2. These standards shall guide Board and staff decisions regarding the curriculum to be adopted, the sequential courses of study to be offered, and the assessments to be given. Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance as needed. The standards shall also provide a basis for evaluating the instructional program and, as required by law, for evaluating teacher performance.
 - 4.3. While desiring standards to be specific and comprehensive, the Board does not intend that these standards be so extensive as to describe everything that will be taught in the classroom. Staff shall have flexibility to provide instruction that supplements the standards. Staff shall also have flexibility to determine the best instructional methods to use in preparing students to meet the standards.
 - 4.4. The MATES Board accepts responsibility for establishing what students should learn. The Board shall adopt curricula which reflects the Charter's philosophy and mission, responds to student needs and abilities, and is consistent with the requirements of current state law and state standards as they pertain to charter schools. Insofar as possible, this curricula shall also reflect the desires of the community and the needs of society as a whole.
 - 4.5. Ensuring Ongoing Curriculum Alignment to Education Standards
 - 4.5.1. The Board recognizes that it is accountable to the students, parents/guardians and community for conducting a continual evaluation of the curriculum and the instructional program.
 - 4.5.2. The Executive Director, Assistant Director, or Designee shall ensure that curriculum and instructional programs are regularly reviewed and updated as necessary in order to reflect changes in skills that will be needed by students and to ensure continuing support for the standards.
 - 4.5.3. The Executive Director and/or Assistant Director shall review the effectiveness of the school's programs in meeting desired outcomes. S/he

shall provide the Board and the community regular reports on student progress toward state-established standards of expected achievement at each grade level in core academic areas. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and, as needed, to improve the quality of education that MATES students receive.

- 4.5.4. The Board considers curriculum improvement to be a top priority. Curriculum development and evaluation therefore is an ongoing process, routinely supported by planned allocations of resources and staff time.
 - 4.5.5. The Board may establish a curriculum review cycle (aligned with state cycles, currently 7 years) for comparing each area of the curriculum against Common Core Standards and Board policy. Curriculum will be consistent with charter's long-range plans.
5. Curriculum Leadership - The MATES Board and the Executive Director and/or Assistant Director are responsible for leadership which will implement an orderly process for decisions about curriculum, for preparation of curriculum objectives and related materials, for selection of teaching materials and for implementation into the schools of new or revised curriculum.
 6. Curriculum Adoption - The Board has final and legal responsibility for curriculum decisions. In making such decisions, the Board is responsible to listen to suggestions, ideas and opinions from community members, parents/guardians, teachers, administrators and students. Such input should be presented through organizational channels or at public meetings.
 7. Writing Curriculum Materials - Curriculum content, objectives, course descriptions and other related materials should be determined and written by MATES teachers and skilled writing professionals under the direction of the Executive Director, Assistant Director, or Designee. There shall be a standard format used at all possible times. State and federal statutes, state standards, state frameworks, county course of study, and curriculum materials from other educational institutions may be used as resources.
 8. Curriculum Development
 - 8.1. A major factor in the quality of education is the quality of the curriculum. As such, its development, revision, methods of implementation, monitoring, and evaluation are of critical importance. Curriculum must be in compliance with the Education Code, Common Core Standards, Frameworks, and site based goals as they pertain to charter schools.
 - 8.2. A global issue is one that transcends the areas of a specific curriculum. The Board recognizes that it appropriately belongs in discussion and recommendation process of the Curriculum Committee.
 - 8.3. In a general sense, changes in curricula, which may include process, content, implementation, and evaluation procedures, should be guided by the academic, cultural, and technological needs of the community. In order to identify the needs of the community, suggestions and ideas may be received from School Board members, staff members, parents, students, and community members.
 9. The Curriculum Committee

- 9.1. The role of Curriculum Committee is to act as an advisory group on curriculum matters and global issues for MATES Board and Staff. The Curriculum Committee offers a unique opportunity to improve the understanding and cooperation of all interest groups within the MATES community which share the mission and vision of the Charter.
- 9.2. Mission
 - 9.2.1. Provide a forum within the MATES community to study, analyze, discuss, and to ultimately recommend to the Board and the staff the possibilities and/or alternatives for curriculum matters and global issues.
 - 9.2.2. Serve the charter school as the principal vehicle to review and reconsider additions, deletions, and changes to the school's curricula.
 - 9.2.3. Encompass in its activities a representation of the stakeholders within the MATES community, which may include school board members, administrators, teachers, parents, students, support personnel, and community members.
- 9.3. Interaction with MATES interest groups
 - 9.3.1. Note To The Board of Directors
 - 9.3.1.1. The Curriculum Committee offers the certainty that recommendations for curricular change have been reviewed and discussed in depth by representative members of the school's primary interest groups.
 - 9.3.1.2. The Curriculum Committee is a standing body with published procedures, which refers curriculum questions for investigation and discussion to the Board before it makes policy decisions.
 - 9.3.2. Note To The Administration and Teachers
 - 9.3.2.1. The Curriculum Committee provides a known process by which curriculum may be modified.
 - 9.3.2.2. The Curriculum Committee provides a forum whereby the thoughts and feelings of others who will be affected by proposed changes may be heard.
 - 9.3.2.3. The Curriculum Committee provides a process to assess how changes in one department, grade level or school may affect others.
 - 9.3.2.4. The Curriculum Committee provides an opportunity for understanding and support from those beyond the ranks of the educational professionals.
 - 9.3.3. Note To Parents and Students
 - 9.3.3.1. The Curriculum Committee provides an opportunity to participate directly with educational professionals in discussions which affect the content and direction of the school's curricula.
- 9.4. Curriculum Committee Membership - The Curriculum Committee shall include:
 - 9.4.1. The Executive Director or Executive Director's Designee, one (1) School Board member (non-voting), three (3) teachers, up to three (3) parents, and up to three (3) community members (non-voting consultants, as needed)
 - 9.4.2. The Board representative will serve a minimum of one year. These are non-voting positions since all recommendations made by the Curriculum Committee will be considered by the Board.
 - 9.4.3. The parent members shall serve a minimum of one year.
- 9.5. Curriculum Committee Responsibilities
 - 9.5.1. Responsibilities of the Executive Director, Assistant Director, or Designee shall include:
 - 9.5.1.1.

- 9.5.1.2. Develop and post the agenda.
- 9.5.1.3. Notify members of upcoming meetings.
- 9.5.1.4. Arrange for minutes to be taken at each meeting, and assure that minutes are posted to the website once approved.
- 9.5.1.5. Maintain inventory of ongoing proposals.
- 9.5.1.6. Provide information as requested regarding a proposal currently under consideration by the Curriculum Committee.
- 9.5.1.7. Arrange for information to be included and updated on web site.
- 9.5.1.8. Follow the timeline and procedures set forth regarding proposals.
- 9.5.2. The Curriculum Committee shall meet as needed in order to:
 - 9.5.2.1. Study, revise, and discuss curriculum matters.
 - 9.5.2.2. Make recommendations to the Board regarding the revision of existing curriculum and/ or proposed curriculum.
 - 9.5.2.3. Recommend pilot programs to the Board.
 - 9.5.2.4. Evaluate and make recommendations to the Board for permanent status of pilot programs.

10. Selection/Evaluation of Instructional Materials

- 10.1. The MATES Board believes that instructional materials should be selected and evaluated with great care so that they will effectively support the adopted courses of study and meet current curricular goals. The review of instructional materials shall be coordinated with the overall development and evaluation of the school's curriculum. Taken as a whole, the Charter's instructional materials should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.
- 10.2. The Board or Designee shall establish a process by which new instructional materials may be requested and subsequently evaluated, together with existing materials. Teachers, parents/guardians and community members and students when appropriate shall have the opportunity to recommend instructional materials.
- 10.3. This committee may include teachers, administrators and other staff who have subject-matter expertise, as well as parents/guardians and/or community members broadly representative of the Charter's ethnic and socioeconomic composition. Staff members who participate in selecting and/or evaluating instructional materials shall be those most competent for the task because of their professional training, experience and assignments.
- 10.4. Recommendations for the adoption and/or withdrawal of instructional materials shall be presented to the Board by the Executive Director or Designee and shall include documentation supporting the recommendation.
- 10.5. The responsibility for the adoption of basic and supplementary instructional materials rests with the Board. Adoption by the Board shall follow a first and second reading, if necessary, with an opportunity for public review. The adoption process shall be completed before the materials are used in the classroom.
- 10.6. Once instructional materials have been adopted by the Board, objections and complaints shall be handled on a case-by-case basis in keeping with Board policy.
- 10.7. Basic Materials - Basic materials are textbooks, sets of materials, or kits which meet in style, organization and content the basic requirements and

objectives of a course of study and are the primary materials used to support those requirements and objectives.

10.7.1. When additional basic materials are needed to cover subject content not covered in the original materials, additional sets of materials may be adopted (multiple adoption).

10.7.2. Whenever courses of study are designed to meet the needs of student of different degrees of ability and preparation, different basic materials may be adopted.

10.7.3. Basic materials shall be purchased on a replacement basis except in case where the old adoption is inappropriate for the course of study.

10.7.4. Separate materials may be adopted for Board approved pilot programs.

10.7.5. General Criteria for Selection and Evaluation

10.7.5.1. Selection and evaluation committees shall assess the educational suitability of instructional materials according to the following criteria:

10.7.5.1.1. Relationship to state-standards where applicable and state-frameworks where applicable.

10.7.5.1.2. Contribution to a comprehensive, balanced curriculum.

10.7.5.1.3. Reliable quality of scholarship as evidenced by:

10.7.5.1.3.1. Accurate, up-to-date and well-documented information.

10.7.5.1.3.2. Objective presentation of diverse viewpoints.

10.7.5.1.3.3. Clear, concise writing and appropriate vocabulary.

10.7.5.1.3.4. Thorough treatment of subject.

10.7.5.1.4. Fair and balanced portrayal of people with regard to race, creed, color, national origin, gender and disability.

10.7.5.1.5. Provision of a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities and maturity levels.

10.7.5.1.6. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.

10.7.5.1.7. Contribution to the proper articulation of instruction through grade levels.

10.7.5.1.8. Quality and durability of paper, binding etc.

10.7.5.1.9. Availability of corresponding versions in languages other than English.

10.7.5.1.10. Availability and quality of corresponding teacher's guides.

10.7.5.2. Whenever possible, selection and evaluation committees should consider at least three different textbooks before recommending one for adoption.

10.7.5.3. Library books, reference materials and media materials do not require committee recommendation or Board of Directors approval. The librarian shall select these materials in consultation with the Executive Director, Assistant Director, or Designee and teachers.

10.7.5.4. The general criteria for evaluation of materials being considered for selection shall provide that:

10.7.5.4.1. Materials are selected from recommended and authorized bibliographies, book reviewing aids and personal examination of materials.

10.7.5.4.2. Materials are essential and appropriate for development of the subject.

- 10.7.5.4.3. Materials are factually accurate and objective in presentation.
- 10.7.5.4.4. Materials are contributing to literary appreciation or have aesthetic value.
- 10.7.5.4.5. Materials are selected for content and emphasis of the entire book.
- 10.7.5.4.6. Authors of materials are competent and qualified in the field of the book.
- 10.7.5.4.7. Controversial issues are represented by materials that present both sides of the issue objectively.
- 10.7.5.4.8. The subject and format are suitable for the grade for which it is to be used.
- 10.7.5.5. Representatives from publishers may be called upon to give presentations at committee meetings or the committee may visit instructional material depositories. When possible, publishers shall be requested to provide samples of the materials to be evaluated. Only finished books will be considered. Printers' proofs, brochures and other incomplete documents will not be recognized.
- 10.8. Use of Supplementary Materials
 - 10.8.1. The Board encourages teachers to use supplementary instructional materials, which are relevant to curriculum objectives and compatible with the Charter's goals and objectives. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.
 - 10.8.2. All supplementary instructional materials will be carefully previewed by the teacher to ensure that the materials are:
 - 10.8.2.1. Directly related to the course of study in which they are being used
 - 10.8.2.2. Appropriate for students' ages and maturity levels
 - 10.8.3. When using supplementary materials, teachers shall provide appropriate introductory and follow-up activities. In addition, teachers shall ensure that supplementary materials do not supplant the use of basic texts or teaching activities.
 - 10.8.4. All materials must be used within legal copyright limits.
- 10.9. Audiovisual Media
 - 10.9.1. When a teacher desires to show a film for use in the grade level taught, the teacher shall preview the film to determine whether in his/her professional judgment it is consistent with the Charter's criteria for the selection of instructional materials. All films must be appropriate for the curriculum and the students' ages. The following additional guidelines relative to Motion Picture Association of America (MPAA) ratings apply to the acceptability of audiovisual media for instructional use at MATES.
 - 10.9.1.1. "G" MPAA rating requires teacher review for appropriateness.
 - 10.9.1.2. "PG" MPAA rating requires Executive Director or Assistant Director and parent/guardian approval. Parent / guardian approval shall be obtained through signature on school developed form designed for this specific use. Parent/guardian will be given the option of approving the viewing of the program or requesting that child be given an alternative assignment.
 - 10.9.1.3. "PG-13", "R" and "NC-17" MPAA ratings may not be shown in a MATES setting.

- 10.10. Other Instructional Materials
 - 10.10.1. Other instructional materials are defined as books, kits, or sets of materials, which are not basic or supplementary materials, which are required for classroom use, and which are purchased in a quantity of six or fewer per classroom.
 - 10.10.2. Miscellaneous materials include teacher made materials, periodicals, kits, workbooks, practice sets, manipulative materials, etc.
 - 10.10.3. It is the intent of the Charter to give teachers wide latitude in the use of special items within the classroom, and teachers are encouraged to make use of such materials. Individual teachers may wish to use their own or to request requisition from the school special materials or audio-visual media which they believe will enrich their presentations and increase student interest.
 - 10.10.4. Selection of Other Instructional Materials
 - 10.10.4.1. Certificated staff members will be responsible for the selection of other instructional materials.
 - 10.10.4.2. The following guidelines should be followed when using other instructional materials, including the use of media materials.
 - 10.10.4.2.1. The material must be relevant to the specific curriculum being studied.
 - 10.10.4.2.2. The material must be thoroughly reviewed by the teacher prior to classroom use.
 - 10.10.4.2.3. The criteria for selection of material should be sensitive to, but not limited to, racial stereotyping, gender stereotyping, and the depiction of violence or horror.
 - 10.10.4.2.4. The material addressed a specific curriculum objective and is appropriate for the age and maturity of the students.
 - 10.10.4.2.5. The Executive Director or Designee has given prior concurrence.
 - 10.10.4.2.6. The material must fill a curriculum need that in the best judgment of the teacher is more appropriate than other available instructional materials.
 - 10.10.4.2.7. Provision must be made for parental notification and consent where appropriate.
- 10.11. Selection of Educational Software - The following guidelines shall be considered when evaluating educational software:
 - 10.11.1. Skill levels required to operate the program are commensurate with the skill levels being taught or practiced.
 - 10.11.2. Instructions are clear and complete, and the program operates as specified in the instructions.
 - 10.11.3. Program objectives relate to course objectives and are explicitly stated or readily apparent to the learner.
 - 10.11.4. Responses to learners are helpful and encouraging.
 - 10.11.5. Users can easily and independently operate the program.
 - 10.11.6. The pace of the program can be controlled by the teacher or learner, unless pacing is an essential element of the instructional strategy.
 - 10.11.7. Unanticipated learner input does not disrupt program operation.
 - 10.11.8. Screens are well formatted, with appropriate use of sound and graphics.
 - 10.11.9. Support materials include:
 - 10.11.9.1. A description of the hardware required to use the program.

- 10.11.9.2. Procedures for installing the software.
- 10.11.9.3. Provisions for the replacement of defective software, and
- 10.11.9.4. Descriptions of the program's content and objectives, usage in various instructional settings, suggested related classroom activities.

NON-COMPLIANCE TO POLICY:

Violations of this policy may result in the employee being subject to disciplinary action in accordance with Board disciplinary policy and administrative regulations.

GOVERNANCE:

The Executive Director will be responsible for monitoring adherence to the policy and respond to Board requests for confirmation of adherence. The Board has final and legal responsibility for curriculum decisions.

REVIEW CYCLE:

The MATES Board of Directors will be responsible for reviewing the policy every two years or more frequently as required.

REVISION HISTORY:

<u>Policy Version:</u>	<u>Effective Date:</u>	<u>Revision:</u>
CI-CP1-06152009	6/15/2009	Original Version
CI-CP1-03152010	3/15/2010	Modify Review Cycle section to modify cycle from bi-annual to every two years.
CI-CP1-09102012	9/10/2012	Reviewed and modified in accordance with review every two years requirement. Adjustments made to Section 10.9 – Audiovisual materials.
CI-CP1-03172014	3/17/2014	Reviewed and modified in accordance with review every two years requirement. “State Standards” changed to “Common Core Standards”. Minor changes made in 9.4.2 and 9.4.3
CI-CP1-03222016	3/22/2016	Reviewed and modified in accordance with review every two years requirement. Changed “Director” to “Executive Director.” In section 10.5 removed the term “legal” from “legal responsibility.”
CI-CP1-11262018	11/26/2018	Reviewed and modified in accordance with review every two years requirement. Included “Assistant Director” where appropriate. Removed parent member appointment to reflect the current way MATES allows parents to participate on committees.