



Book	Policy Manual
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## 2210 - **CURRICULUM DEVELOPMENT**

The Board recognizes its responsibility for the quality of the educational program of the schools. To this end, a District curriculum plan shall be developed, evaluated, and adopted. The plan shall include overall program evaluation processes that provide for evaluation on a continuing basis and shall provide for the review of the evaluation process at least every five (5) years. The District curriculum plan shall include sequential curriculum plans, which provide an organized set of learning experiences that build upon previously acquired knowledge and skills.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined to include:

- A. the courses of study, subjects, classes, and organized activities provided by the school;
- B. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum shall be developed and evaluated by the Superintendent, and that curriculum plans and courses of study be incorporated into the curriculum of this District:

- A. provide instruction in courses consistent with statutes and regulations of the Department of Public Instruction or appropriate state agency;
- B. ensure, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provide for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with and designed to achieve the District's philosophy and goals;
- D. incorporate State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allow for the development of individual talents, strengths, and interests as well as recognizes that learning styles of students may differ;
- F. utilize a variety of learning resources to accomplish the educational goals;
- G. encourage students to utilize guidance and counseling services in their academic and career planning;

- H. in the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music;
- I. in grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music;
- J. in grades 9 to 12, provide access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music;
- K. provide regular instruction in a foreign language in grades 7 and 8;
- L. in one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in 253.15 (5), Wis. Stats.;
- M. incorporate instruction in financial literacy into the curriculum in grades kindergarten to 12;
- N. at least once in grades 5 to 8 and at least once in grades 9 to 12, including instruction on the Holocaust and other genocides effective with the 2022-23 school year;
- O. provide that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades; and
- P. provide for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.
- ~~Q. provide for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.~~

One of the obligations of the teaching staff is to continue to improve the curriculum, and that a description of that curriculum be written and revised as necessary as a continuing function of the staff.

The Superintendent shall make progress reports to the Board periodically.

The Superintendent may propose programming using innovative instructional design as deemed to be beneficial or necessary to the continuing growth of the instructional program and to better promote the District's educational goals. Each such innovative program intended to be part of the required hours of instruction must be consistent with State law.

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T.C. 3/25/24

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Legal 118.01, 118.24, 118.30, 121.02(1)(k) and (L), Wis. Stats.  
 PI 8.001(6g)  
 PI 8.01(2)(K)