

6004 Curriculum Development

The board of education jealously guards its right, prerogative, and discretion to exercise local control of the curriculum development of the district to the greatest extent permitted by state and federal law, and has no intention of ceding such right, prerogative, or discretion.

The superintendent or his/her designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be standards-driven and accountability-based. The district's academic content standards shall be those required by the Nebraska State Board of Education in the subject areas of reading and writing (language arts), mathematics, and science only. The curriculum shall be articulated to include all programs and grade levels offered within the district, K-12 and, if applicable, shall include a preschool program. The curriculum shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present this curriculum to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The superintendent and his/her designee shall ensure that principals monitor the curriculum and evaluate teachers.

Curriculum and Textbook Adoption Schedule

The district will review curriculum and adopt associated textbooks on the following schedule.

SUBJECT AREAS	REVIEW	ADOPTION
Foreign Language Fine Arts/Music	Fall 2023	Spring 2024
K-12 Language Arts	Fall 2027	Spring 2028
Math	Fall 2028	Spring 2029
Technology	Fall 2023	Spring 2024
Science	Fall 2024	Spring 2025
Physical Ed/Health	Fall 2029	Spring 2030
Vocational	Fall 2023	Spring 2024
Social Studies	Fall 2025	Spring 2026
Financial Literacy	Fall 2023	Spring 2024
Computer Science and Technology	Fall 2023	Spring 2024


Adopted on: 12/13/2021
 Revised on: 7/17/2023
 Reviewed on: _____

Cozad Curriculum Resource Adoption/Review Protocols

People Involved

- Superintendent
- Director of Teaching and Learning
- All additional admin
- Associated MTSS Teams
- Classroom teachers teaching the content
- School Board will be provided updates throughout

Timeline For Adoption/Review

-  Cozad Curriculum Resource Adoption 2021-2030
- Adoption of resources will take a school year's time to adequately dig into various options of resources.
- Review of the resource materials will take place from the adoption of standards, through the first year and on.
- Immediate changes will be made to material deemed by the team to be actionable.
- The remaining changes such as pacing and sequence will be fluid and addressed at the end of each year.

Steps in The Process

1. EdReports

- a. Cozad Community Schools will use the Nebraska state recommended analysis tool: EdReports analyzes curriculum resources using three Gateways. Gateways 1 and 2 focus on questions of alignment. Are the instructional materials aligned to the standards? Are all standards present and treated with appropriate depth and quality required to support student learning? Gateway 3 focuses on the question of usability. Are the instructional materials user-friendly for students and educators? Materials must be well designed to facilitate student learning and enhance a teacher's ability to differentiate and build knowledge within the classroom. In order to be reviewed and attain a rating for usability (Gateway 3), the instructional materials must first meet expectations for alignment (Gateways 1 and 2).

2. Vision

- a. Cozad Community Schools will write vision statements as to what they want a content area classroom to look like in their prospective buildings. This will provide a scope for evaluation teams to look through.

3. Online Demo Review

- a. Cozad Community Schools will narrow their choices of curriculum resources to 3-5. This is done by looking through demo online access and visiting with other districts. Each building will use their vision to guide their decision making.

4. Hard Copy Review and Visits

- a. Cozad Community Schools will then receive access to hard copy resources to review. This portion of review will also involve teachers visiting other districts to observe the resource in action. The team will then narrow the curriculum resource options down to 2.

5. All staff/Department Review and Decision

- a. Cozad Community Schools will then gather input on the data and information collected in the process of the adoption of the two resources. The decision will be made by the MTSS team of that content area, in conjunction with the admin.


6. Board Review and Approval

- a. The Cozad Board of Education will then be given all information that goes with the proposed curriculum resource in time to review it and approve the resource for purchase via standard procedure at a board meeting.

7. Instructional Guides

- a. The MTSS team will create instructional guides that include all information needed to relay the resource in the way that meets the needs of the students at Cozad Community Schools. This process will include supplementing any materials needed, arranging units in an order that is beneficial, and pacing the units to ensure the coverage of all content standards.

8. Resource Review

- a. The Director of Teaching and Learning, as well as the MTSS teams, and grade level teachers will constantly be looking through the curriculum resource over the first year of implementation to make the necessary changes to help meet the needs of all students. This will be reflected on the instructional guides. All decisions in altering the curriculum resource will be team decisions that benefit the elementary as a whole.
- b. Admin, Teachers, and MTSS teams will review the resources throughout the year and make immediate changes if deemed necessary. Any additional changes to structure or content will be accomplished at the end of each year and noted in teachers instructional guides.
- c.  Curriculum Resource Review Timeline.pdf
- d. Specific Lesson Evaluation

If a lesson is deemed necessary to be evaluated, or a stakeholder has brought a concern:

1. The lesson is read in its entirety by Mr. Williams.
2. Each portion of the resource is reviewed and notes are taken by Mr. Williams.
3. The concern is brought to the grade level team for explanation and review.
4. Changes are made if necessary including: Omission, substitution, supplementation, or modification.
5. These changes are noted in the hard copy teacher manuals, the online instructional guides, the Curriculum At a Glance documents (public), and the Cozad CKLA Instructional Decisions document (public).