

<b>TOPEKA PUBLIC SCHOOLS</b>	<b>REGULATION NUMBER: 6100-1</b>
<b>SUBJECT:</b>  <b>CURRICULUM DESIGN, REVISION, AND IMPLEMENTATION PROCESSES</b>	<b>DATE OF ISSUE: 06/18/80</b> <hr/> <b>REVISIONS: 02/07/97; 08/18/00; 03/07/13</b> <hr/> <b>PREPARING OFFICE:</b> <b>TEACHING AND LEARNING</b>

**I. PURPOSE:**

To establish procedures to determine curriculum and instructional changes.

**II. PERSONNEL AFFECTED:**

All personnel involved in curriculum and instructional changes.

**III. PROCEDURES:**

**A. Recommendations**

No curriculum area or course of study shall be added, eliminated, or significantly revised without a recommendation from the Executive Director of Teaching and Learning to the Board of Education. When possible, recommendations for adding, eliminating, or significantly revising curricula should be made by designated curriculum and assessment teams. The main criteria guiding curriculum design work will be to design more relevant and meaningful curriculum for students. Additionally, curriculum change proposals must be consistent with the district's mission and learning principles. The goal of these processes will be to ensure that all students are consistently provided with equitable and high quality learning experiences, which have been aligned to the district's curriculum and assessment programs.

**B. Process**

The district's curriculum and assessment teams will design and revise curriculum primarily during the summer months, and also meet monthly during the school year to facilitate the implementation process. One of their main annual tasks will be to consider course and other curricular changes needing to be made. In years where significant changes have been made to a curricular areas' course/grade level standards, these teams will provide the Board of Education with updates and progress reports.

Written recommendations to add, eliminate, or significantly revise a curriculum area or course of study must include a strong rationale. For proposed new or significantly revised courses, requests should include a set of course/grade level

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standards. Written recommendations for course changes will normally be due to the Executive Director of Teaching and Learning by mid-November. The Board of Education shall take action on these recommended changes in December, when possible.

There is an established form for proposing curriculum changes. The first page of the form is designed to request relatively minor course changes. Minor changes include the course title, course number, course length, targeted grade levels, course prerequisites, and/or course description. The second and third pages are designed for major course changes, which includes adding or deleting a course, or when making major changes to the course. This section requests more detailed information, including a brief description of and rationale for the major course change proposal, instructional and assessment approaches, and additional resources needed.

When appropriate, this form must be signed by the teacher leader for the curricular area and a school principal, and then forwarded to the Executive Director of Teaching and Learning. Before making final recommendations to the Board of Education, the Executive Director of Teaching and Learning will meet with the appropriate principals and curriculum and assessment leaders to provide opportunity for dialogue and to make a recommendation regarding the proposed curricular changes.