

# **POLICY Board of Education of Queen Anne's County**

<b>Responsible Office:</b>	Curriculum & Instruction
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## **COMPREHENSIVE CURRICULUM MANAGEMENT**

### **I. PURPOSE**

The purpose of the Comprehensive Curriculum Management policy is to provide a process to manage and deliver the Queen Anne's County Public Schools' (QACPS) curriculum by establishing the structure for curriculum design and implementation.

### **II. POLICY STATEMENT**

The Board of Education of Queen Anne's County (Board) recognizes the need and value of a systematic on-going program of curriculum review and development and provides the foundation of the district's educational program. The Board further ensures that students receive instruction based on curriculum standards and are expected to achieve consistently at high levels of performance commensurate with local, state, and national peers. The Board will encourage and support professional staff to 1) investigate curriculum ideas, 2) develop, refine and improve curricular programs, 3) evaluate results, and 4) participate in professional learning opportunities.

### **III. DEFINITIONS**

Within the context of this policy, these definitions apply:

- A. *Assessment* – Any evaluation of student knowledge and skills in relation to the curriculum standards.
- B. *Bias* – Means a mental leaning or inclination, or partiality.
- C. *Curriculum* – The prescribed elements of programs and courses which state clearly and specifically the knowledge and skills that students are expected to attain as a result of the course, including learning objectives and the means by which they will be assessed.
- D. *Curriculum and Assessment Development* – A process to develop and revise curriculum and curriculum-based assessments in accordance with local, state, and federal standards and laws through a partnership between school-based and central office personnel.
- E. *Curriculum Standards* – The course learning outcomes that students are expected to master, reflecting the knowledge and skills in compliance with requirements from local policy and state and federal law.

- F. *Evaluation* – The systematic investigation of the worth or merit of current or potential curricula.
- G. *Individualization* – The process by which instruction and educational supports are customized to meet the unique needs of students and maximize their learning potential.
- H. *Information Management System* – The data warehouse that contains all learned curriculum from the classroom, school, district, and national levels. It will provide teachers, principals, central office, other instructional staff, and parents regularly reported individual student data to support coordination of instructional planning, student assessment and placement, instructional delivery, and program evaluation.
- I. *Learned Curriculum* – The attainment of curriculum standards as demonstrated by evaluation of student performance.
- J. *Stakeholders* – Students, teachers, administrators, parents, family and community members.
- K. *Taught Curriculum* – Instructional methods and practices used to deliver the written curriculum.
- L. *Universal Design for Learning (UDL)* – A research-based framework for curriculum design that includes goals, methods, materials, and assessments to reduce barriers to learning by providing students multiple accessible support options for acquiring information and knowledge, demonstrating knowledge and skills in alternative forms of action and expression, and engaging in learning.
- M. *Written Curriculum* – The documents produced or adopted by the Curriculum & Instruction team that specifies what is to be taught and meets the needs of all learners.

#### IV. POLICY ELEMENTS

##### A. General

The Board expects that a well-designed curriculum:

1. Promotes cumulative acquisition and application of knowledge and skills for all learners.
2. Is well balanced, equitable, unbiased, and appropriate in meeting the needs of all learners by infusing Universal Design for Learning (UDL) principles.
3. Aligns with local and state requirements regarding essential knowledge and skills for program and course offerings.

4. Reflects research based best practices within and among disciplines and promotes congruence among written, taught, and learned content.
5. Incorporates the integration of technology in the design, delivery and assessment of curriculum.
6. Is evaluated and revised.

#### B. Written Curriculum

1. The written curriculum will provide stakeholders with the expectations of what students should know and be able to do at the end of each grade level and course.
2. A written curriculum will be developed for all courses and all grade levels and infuses the strategies/principles of Universal Design for Learning (UDL).
3. All curriculum will be documented in a standardized digital format that can be accessed and implemented by educators.
4. Each written curriculum will be monitored, revised, and evaluated.
5. The Department of Curriculum & Instruction will work collaboratively with school-based personnel to maintain consistency among the written curriculum, the taught curriculum, and learned curriculum as measured by assessments.

#### C. Taught Curriculum

1. The taught curriculum for all programs and courses will be aligned with the written curriculum and equitably delivered with a high degree of consistency among schools.
2. All instructional programs and courses for students will be aligned to the systemwide curriculum.
3. Each school is responsible for equitably delivering the written curriculum.
4. Professional development will be designed and implemented on an ongoing basis to prepare educators to teach the written curriculum. Training will use evidence-based practices to ensure educators have appropriate knowledge, skills, and strategies to teach effectively and differentiate for all learners.

#### D. Learned Curriculum

1. Assessments will be used as a tool to evaluate the extent to which students meet or exceed curriculum standards (national, state, local).

2. A variety of assessment approaches will be used to determine the effectiveness of:
    - (a) the written curriculum,
    - (b) the taught curriculum,
    - (c) instructional programs, and
    - (d) courses
  3. The learned curriculum will include the following components:
    - (a) National assessments as appropriate.
    - (b) Statewide assessments as required.
    - (c) Local assessments as identified in the written curriculum.
  4. An information management system will be used to record, house, and report individual student performance.
  5. Assessment of students on the curriculum standards will be ongoing through a variety of assessment measures that will be used to inform improvements in student achievement.
  6. Assessments will be reviewed to ensure alignment with the written curriculum.
  7. A systematic process will be in place for assessing student performance.
- E. The Superintendent/Designee will provide to the Board a summary of curriculum and assessment activities as requested.

## **V. IMPLEMENTATION**

The Board directs the Superintendent to implement this policy.

## **VI. POLICY REVIEW**

This policy will be reviewed by the Responsible Office every four years after its initial adoption and/or last revision.

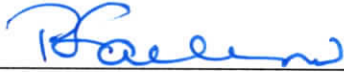
## **VII. SPECIFIC REFERENCES TO TITLES, DEPARTMENTS, OR LAWS**

### **A. Legal**

1. Annotated Code of Maryland, Education Article, Section 4-111
  - (a) COMAR 13A.04, Specific Subjects
  - (b) COMAR 13A.03.06, Universal Design For Learning
2. QACPS Board Resolutions 88-93 & 89-93
3. See Policy: Evaluation of All Content Curriculum Pre-Kindergarten to Grade 12 Policy - Innovation Center Team # 5.

**VIII. EFFECTIVE DATE**

Date: June 7, 2023



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Patricia W. Saelens, Ed.D.  
Superintendent, Queen Anne's County Public Schools

**HISTORY:**

<b>Initial Adoption</b>	07/13/2017	<b>Revised</b>	03/13/2023	<b>Reviewed</b>	03/13/2023	<b>Next Review</b>	06/07/2027
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