

BARNSTEAD SCHOOL DISTRICT Curriculum Adoption Regulations

I. Introduction

One of the most fundamental areas about which all members of the Barnstead School District community must communicate is Curriculum. The importance which the Barnstead School Board attributes to the development, change and adoption of curriculum is reflected in its policy: Curriculum Adoption, IGD.

In order to provide efficient and effective curriculum change, the following procedures will be utilized by staff:

II. Initiatives: Conceptual Exploration

- A. All members of the school community are encouraged to initiate proposals: faculty, administration, Board members.
- B. Faculty will explore initiatives with the Principal, who, in turn, will discuss the concept with the Superintendent. The Superintendent will schedule a discussion "in concept" with the Board at its next regular meeting. The Superintendent will, normally, invite the initiating party to the Board meeting for the discussion.
- C. Following Board discussion and "approval in concept" the initiator will prepare a "Curriculum Proposal" (see below) under the direction of the Principal and in collaboration with the Superintendent of Schools.

III. Initiatives: Detailed Proposals

Substantive curriculum proposals (new courses, sharp reduction of a course of study, sharp alteration of a course of study) are likely to have an educational impact and a financial impact; thus, any curriculum proposals must address these two issues.

A. Educational Impact Statement

The Educational Impact Statement is designed to provide the Board with information about the proposed curriculum change which will permit the Board to make a sound decision -- a better decision than could be reached without the statement.

The Educational Impact Statement should contain at least the following elements:

1. A precise statement of the curriculum decision the Board is being asked to make.

2. A precise statement relating the proposal to the Board's *Educational Philosophy* (Policy AD) and the School Districts Goals. Does the proposal implement existing policy or is a policy change being proposed?
3. A precise statement relating the proposal to existing curriculum objectives. Does the proposal implement existing curriculum objectives or are revised or additional objectives being proposed? Does the proposal relate to existing course materials such as teachers' guides, textbooks, etc.?
4. What is the anticipated educational impact (essential student outcome) on the students? (ages, grades, skills, knowledge, etc.)
5. How will the educational impact of the proposed change be evaluated?
6. What is the projected timeline for implementing and evaluating the proposed change?

B. Financial Impact Statement

The Financial Impact Statement should normally address the following items:

1. What impact the proposal will have on the current fiscal year's operating budget? Will funds originally budgeted for some other purpose be utilized for the implementation of this project? Is the Board being asked to transfer funds or provide additional funds for the implementation of the project? Even if there is no impact on the current operating budget, a statement to that effect must be in the proposal.
2. Does the proposal have impact on budgets for subsequent fiscal years? If so, what will the impact be on the budget for each of the three succeeding years?
3. Does the proposal require capital expenditures as well as expenses for operating costs?
4. What potential impact of a financial nature could result from the implementation of the project because the project directly affects, in a significant way, the use of existing facilities and equipment? For example, will a proposed activity tie up a classroom or other teacher station in such a way that it will require the Administration and the Board to provide other spaces for programs and services which are currently being provided in existing space?
5. Has the financial impact data been reviewed by the Business Administrator of SAU #51?

(Adopted: 11/17/86)