



SCHOOL BOARD ACTION REPORT

DATE: November 19, 2019
FROM: Denise Juneau, Superintendent
LEAD STAFF: Dr. Diane DeBacker, Chief Academic Officer,
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For Introduction: January 8, 2020
For Action: January 22, 2020

1. TITLE

Approval of courses with new content as defined by Superintendent Procedure No. 2026.

2. PURPOSE

This Board Action Report asks the Board to approve courses with new content that have been recommended by the Superintendent.

3. RECOMMENDED MOTION

I move that the School Board approve the New Course Additions for 2020-21 as attached to the Board Action Report.

4. BACKGROUND INFORMATION

a. Background

Seattle educators submit proposed new courses every year and after a formal review by the central office staff, those recommended for inclusion in the district secondary course catalog are either referred to the Chief Academic Officer, if made up of revised content, or to the Superintendent and the Board, if new content. For the latter, according to Superintendent Procedure 2026, "if the proposed course is made up of content new to the district course of study, the Superintendent recommends the course to the Board" and "the Board acts on the recommendation" upon review of the course content including subject area, description, grade level, and the reason for the request.

Once approved and added to the course catalog, the district's online catalog will provide information on these courses including required federal and state data, as well as some district-specific fields, such as course descriptions and course objectives. Those with a Seattle Public Schools email account can review information for particular courses by accessing the catalog here: <https://coursecatalog.seattleschools.org>.

b. Alternatives

Do not approve the courses and as result, these courses will not be available for schools to use. This alternative is not recommended given the merits of these courses.

5. **FISCAL IMPACT/REVENUE SOURCE**

The revenue source for this motion is N/A.

This motion has no immediate fiscal impact.

Expenditure: ☐ One-time ☐ Annual ☐ Multi-Year ☒ N/A

Revenue: ☐ One-time ☐ Annual ☐ Multi-Year ☒ N/A

6. **COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☐ Tier 1: Inform

☐ Tier 2: Consult/Involve

☒ Tier 3: Collaborate

As a part of the course approval process, school staff or central staff propose new courses when they are needed or desired. In this way, requests for new or revised courses come primarily from schools as a means to satisfy student needs and to take advantage of the skills and expertise of SPS teachers. While, the community members-at-large are not directly involved in this process, students, registrars, counselors, teachers, content managers, and various central staff members collaborate with multiple groups to ensure curriculum and programs of study align with the needs of SPS students.

7. **EQUITY ANALYSIS**

Over the last year, one of our major updates to the course request and approval process was made to better align our work with the SPS strategic plan, Seattle Excellence. We recognize that any changes to our course catalog (adding, revising, and suspending courses) must also support the priority to provide *high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports* for students of color who are furthest from educational justice.

Specifically, we've added a section on racial equity considerations to our request process and each requestor is required to answer the question: "How does this course request help meet the District's goal of ensuring educational equity for students furthest from educational justice"? Like the racial equity tool, this question serves as a guide for requestors and central staff to examine whether their proposal works to uphold existing barriers to educational equity or help to eliminate them.

Across the District, there have also been efforts led by content area managers and curriculum specialists to better align curriculum and programs of study with the district's strategic goals.

This year, Social Studies is adding an honors version of the introductory World History immersion course. There is already an honors version of the course for non-immersion students so this addition to the catalog will provide an honor-level course for SPS' bilingual immersion students as well. Language Arts is adding both a Latin American Literature course and an Asian American Literature course to "provide more diverse viewpoints ~~than the white centric and North American focused narrative typically at the center of Seattle Public Schools LA courses~~". Over the course of the last year, Visual and Performing Arts reviewed course taking patterns based on race/ethnicity data at the secondary level in order to identify and address barriers for students of color. Subsequently, their course revisions have been intentionally designed to remove barriers, create more opportunities, and articulate clear pathways for students to enter and progress in their learning. Similar efforts are underway for Math and Science. At the school level, teachers and building leaders continue to add College in the High School (CIHS) courses to the catalog every year, which gives SPS students an alternative, less-costly means to earn college credit while remaining in the supportive environment of their own high school.

Throughout the course revision process, we also remain accountable to our multilingual students. Past practice has been to seek School Board approval of additional World Language competency courses. Last year, however, the Board approved the request to add new Language competencies as revised content streamlining the process of adding these courses to the catalog. These Language competencies have been requested specifically to center the needs of our multilingual students by offering the opportunity for students in K-12 grades, who are bilingual, to receive World Language credits by demonstrating language proficiency. Adding these courses to the catalog works to ensure our multilingual students can meet the SPS, Washington State, and college entrance World Language requirements and graduate on time as we prepare them for life beyond high school.

8. STUDENT BENEFIT

This will provide new course offerings to students. Specifically, each new course that is added promotes a more holistic curriculum that opens additional educational and career opportunities to students after high school including STEM, technical, and humanities-based programs of study.

9. WHY BOARD ACTION IS NECESSARY

- ☐ Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- ☐ Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- ☐ Adopting, amending, or repealing a Board policy
- ☐ Formally accepting the completion of a public works project and closing out the contract
- ☐ Legal requirement for the School Board to take action on this matter

☒ Board Policy No. 2026 Course of Study Adoption, and Superintendent Procedure 2026SP, Addition to Catalog of Secondary School Subjects provides the Board shall approve this item

☐ Other:

10. POLICY IMPLICATION

Policy No. 2026, Course of Study Adoption, indicates it is within the Board's power to prescribe the course of study to serve the needs of students. The process is laid out in the accompanying Superintendent procedure which is being followed here.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on December 10, 2019. The Committee reviewed the motion and moved this item forward to the full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, these courses will be added to the district's course catalog.

13. ATTACHMENTS

- New Course Additions for 2020-21 (for approval)
- Superintendent Procedure 2026SP, Addition to Catalog of Secondary School Subjects (for reference)

Course Name: Immersive Media

Content Area: Career and Technical Education

Requestor: Harvey Wright

Grade Range: High School

Reason for Request: CTE is launching a new course to provide learning around the high wage, high demand careers in immersive technologies like AR/VR/XR. Seattle is a hub for these industries, and CTE in SPS is trying to align student learning with these opportunities.

Full Description Narrative: Computer technologies and creative media arts continue to have a transformative impact on our world, changing how we live and work. New models for constructing narratives and experiences through programming tools and software can provide students with valuable opportunities to prepare for careers in a variety of fields. Computer science and general problem-solving skills give students an edge in the world, and this course combines technical understanding with important skills such as creativity, critical thinking, communication, and collaboration. Introduction to Immersive Technologies gives students a starting point to potentially begin a career in computer science, game design, animation or creative narratives.

This course is a projects-based class that will concentrate on teaching through activities and projects, culminating in an end of term project that will incorporate all the skills learned. This end of term project will give students an opportunity to see how software is created in industry and learn how to manage products using current approaches (such as Agile Software Development practices). This course starts with some basic game design theory to help students understand how the industry works and prepare them for the key elements of designing and developing a project. The students will then work through a series of lessons to teach them industry tools (such as Unity) to learn the basics of programming, and then use these tools to create environments, systems and applications in 3D space. Students will learn to find or create and implement 3D models in the environment and code them to interact with users. The course then introduces how immersive technology can be used to put the user in a 3D environment and helps students develop a conceptual understanding of how the immersive system and setup is different from previous 3D experiences. Students will gain insight into the differences in user interfaces and control systems so they can implement these in their own projects. The Introduction to Immersive Technologies course uses a project-based approach to teach students computer science standards with 21st Century Skills while adding art, problem-solving, applied mathematics, and scientific theory to test applications and systems while allowing students to engage their own interests and ideas as they learn.

Racial Equity Considerations: Students of color are underrepresented in the high-tech industry and computer science fields. By creating additional opportunities for our students of color in these areas we hope to provide our students access to a clearly defined program of study within a career pathway aligned with Seattle Colleges that will allow students to jumpstart careers and leverage the Seattle Promise to achieve their career goals.

Course Name: Sk Trades Pre App

Content Area: Career and Technical Education

Requestor: Harvey Wright

Grade Range: High School

Reason for Request: The district is negotiating a community workforce agreement that would potentially allow students direct entry into Skilled Trade Apprenticeships. In order for students to be able to have access, they need to complete a pre-apprenticeship while still in the high school.

Full Description Narrative: Skilled Trades Pre-Apprenticeship Course will offer a pre-apprenticeship training that will help students be prepared to enter construction or manufacturing apprenticeships, community college programs, or four-year degree options in construction management. This program will be an affiliate of ANEW's Recognized Pre-Apprenticeship and is partnering with employers such as Sound Transit. Students can tour sites and apprenticeship training centers while they complete Skilled Trades modules in Construction, Masonry, Plumbing, Electrical, and Welding. Students will work together to construct a building such as a tiny house. Participation in this program will expose students directly with apprenticeship training facilities and potential employers. Some programs will come to our classroom and help with instruction and mentoring.

Racial Equity Considerations: The district Community Workforce Agreement would focus on giving women and historically underserved people of color access to Capital funded construction projects. Our pre-apprenticeship program would align with ANEW pre-apprenticeships, and be focused on moving our students furthest from educational justice into apprenticeship programs in Skilled Trades and give them access to high wage careers.

Course Name: Asian American Lit

Content Area: Language Arts

Requestor: Amy Noji

Grade Range: High School

Reason for Request: Seattle Public Schools has clearly stated that they are working towards racial equity. Many steps have been taken to right the wrongs that are deep within our community and institution. For those of us who recognize that racial equity is essential to the success of our students, we know that our work will be continuous and never-ending. ~~The creation of the Ethnic Studies Program which has created a framework for ELA courses and supports the requirement for all students to complete an ethnic studies course is an amazing step in the direction of racial equity.~~ This course is another step in the direction of racial equity.

Full Description Narrative: Asian American Literature is a semester-long course that focuses on critically reading Asian American interpretations of the American experience and the American dream, with an emphasis on increasing the sophistication of students' reading, writing and speaking skills. The content rests on a foundational understanding of how and why Asian American literature emerged: as a response to anti-Asian legislation, cultural images, and American racial formation. As a result, students are required to think critically and metacognitively about identity, culture, ethnicity, race, power, inequities, and experiences of marginality.

The course prepares students to grapple with the fundamental notions of Asian American identity as it is expressed in a range of texts and genres, exploring works from the early twentieth century until today. Authors may include John Okada, Frank Chin, Gene Luen Yang, Maxine Hong Kingston, Amy Tan, Chang-Rae Lee, Jhumpa Lahiri, Thi Bui, Monique Truong, Nora Okja Keller, Ha Jin, and Ken Liu. Students will work to understand how the historical, political, and social context is key for understanding the Asian American literature they read, so will delve into various readings by historians and/or legal experts such as Erika Lee's *The Making Asian America*, Ron Takaki's *Strangers from a Different Shore*, and Angelo Ancheta's *Race, Rights, and the Asian American Experience*.

Through literature, non-fiction readings, and film, students will learn about the first wave of Asian immigration in the 19th century, the rise of anti-Asian movements, the experiences of Asian Americans during WWII, the emergence of the Asian American movement in the 1960s, and the new wave of post-1965 Asian immigration. The class will examine the role these experiences have played in the formation of Asian American ethnic identity, and considers key issues such as racial stereotyping, media racism, affirmative action, the glass (or "bamboo") ceiling, the model minority stereotype, and anti-Asian harassment or violence. The literary texts lend themselves to literary analysis, represent a variety of reading levels and cultures, and showcase an assortment of themes. The texts allow students to build on understandings of identity, which they acquire in earlier language arts courses. Close attention is paid to recognizing connections but also variation amongst texts, between texts and the world, and between texts and the self. While honing reading skills, students also develop writing proficiency by crafting increasingly clear and purposeful essays with an emphasis on refinement and style. Additionally, students strengthen their writing and use of the writing process to revise with sophistication. They compare, evaluate, synthesize and apply multiple sources of information to explore, address or

demonstrate a thesis. Students also develop strong and concise written summaries and analyses of literary and informational texts and are able to support them with textual evidence. By learning to evaluate and assess reasoning and rhetoric, students generally learn the skills to construct effective arguments about explanatory and narrative texts. In terms of oral skills, students prepare for and effectively participate in a range of structured interactions, including presenting, sustaining concentration, asking probing questions, and propelling conversation forward. Together these skills and practices allow students to make effective use of metacognitive strategies to evaluate and improve reading, writing, critical thinking and presentation skills. Asian American Literature prepares students for the complexities they will face in college and career through a carefully constructed course of study.

The course leads students in examining historical and cultural influences on literature while also guiding them as critical readers and writers. Ultimately, the goal of the class is to give students the ability to critically read almost any Asian American literary work published in the past and in the future and understand the historical, social, and political imperatives that are at the foundation of each work from the social history of the particular Asian ethnic community to institutionalized racism to the literary life of the author.

Racial Equity Considerations: Seattle Public Schools has clearly stated that they are working towards racial equity. Many steps have been taken to right the wrongs that are deep within our community and institution. For those of us who recognize that racial equity is essential to the success of our students, we know that our work will be continuous and never-ending. ~~The creation of the Ethnic Studies Program which has created a framework for ELA courses and supports the requirement for all students to complete an ethnic studies course is an amazing step in the direction of racial equity. These requirements will ideally lead to teachers and departments to look critically at their course content and delivery.~~ The creation of an Asian American Literature course contributes to the important work towards racial equity. ~~Like other “ethnic literature” courses, ideally,~~ This course does not pace for privilege. It centers the voices and perspectives of an historically silenced, ignored, and marginalized people. Please read the course description for detailed racial equity considerations.

Course Name: Latin American Lit

Content Area: Language Arts

Requestor: Jessica Proctor

Grade Range: High School

Reason for Request: To increase the amount of ethnic literature courses offered in the District while addressing a lack of representation for Central and South American study overall in the history and literature curriculum.

Full Description Narrative: PREREQUISITE: Junior or Senior standing.

Latin American Literature is a semester-long course focusing on modern (20th and 21st century) authors and texts from Central and South America. In this course, students read, discuss, and write about fiction, creative non-fiction, poetry, drama, film and other texts from Latin America to expose students to a literary anthology of the authors and texts from different countries, languages, and socio-economic levels, including indigenous authors. The class will focus on major themes, forms, and techniques, like the prominent use of magical realism, in a comparative manner. All readings are in English.

The course prepares students to grapple with the rigors of comparative analysis they will encounter in college. Students demonstrate the ability to identify and analyze how similar themes developed in two different pieces of literature. Through a structured progression of topics, students gain knowledge and skills that enable them to read and write with a purpose and understand how authors use texts to illuminate similarities and differences within the human experience. Additionally, students analyze style and structure in fiction and non-fiction texts and how it affects meaning. Through the literary texts, students will explore and understand the complexity of modern Latin America through historical analysis of the roots of contemporary society, politics and culture: through studying themes and issues of identity, especially its construction and influence by culture, language, socioeconomic statuses, and family; power and oppression, especially colonization and oppression; unity and diversity; continuity and change; and a history of resistance and liberation.

The course is designed to give students a wide scope of readings from the beginning of the 20th century to more recent texts that have shaped Latin America's social, cultural and literary history. This intellectually rigorous course is concerned with Latin America's redefinition of itself, its societies and diverse national identities from the perspective of individual Spanish speaking countries who continue to redefine, challenge and question these terms in light of both internal and global changes. Latin America's struggle to define itself against its colonial legacy, America was invented, not discovered, suggesting multiple and diverse definitions, both real and fictional, of Latin America(s) as expressed through the literary and cultural expression of individual writers from different countries. Students will be able to compare and contrast how representative authors from individual countries employ different literary genres; analyze individual texts using appropriate literary terminology; and engage critically in questions about Latin America. In this way, students will understand literature more clearly, as well as connect the relationship between language, the creation of texts, and the socio-political reality represented in them. By the conclusion of the course students analyze literature in depth, allowing them critical perspective with which to examine complex texts beyond high school. At the fundamental core of this approach is an understanding that students read for depth, recognizing the differences between

reading for entertainment and reading for education. As for writing skills, students write essays that synthesize materials by comparing and contrasting two complex literary texts. Approaching the writing process independently, they clearly and intentionally consider audience, purpose and form for a variety of writing tasks. Students will bring engaged critical thinking and inquiry to all class discussions and give frequent, effective presentations, formal and informal, designed to engage and instruct. In response to readings, students will write analytical responses, craft personal reflections, and engage in thoughtful discussion.

Racial Equity Considerations: The course will provide more diverse viewpoints than ~~the typical the whitecentric and North American focused narrative typically at the center of~~ Seattle Public Schools LA courses. Students overall will be introduced to the rich cultural, literary and historical diversity of the region. The class will also provide students an opportunity understand regions that are discussed frequently in the news and have a strong footprint in the U.S., but are not represented well in high school curriculum. For other students, it allows them an opportunity to engage with literature, history, and art that is more representative for their identity, culture, and family origin.

Course Name: ~~Theatre Costuming Beg~~Costume Design Beg

Content Area: Fine Arts

Requestor: Gail Sehlhorst

Grade Range: High School

Reason for Request: The Visual and Performing Program has aligned all course descriptions to the Washington State Arts Learning Standards, 21st century skills, and culturally responsive teaching practices. In addition, the program has created leveled courses so that students can progress towards post-secondary options.

Full Description Narrative: Following this course students may enroll in ~~Theatre Production Costuming—Advanced~~Costume Design Advanced. This course can be repeated for credit. This course is eligible for Occupational Education which is equivalent to CTE credit.

In this course, students will examine how character and story are revealed through the costume choices. How does the costumer help to establish the tone and style of the production in alignment with the director's vision? Elements of costume design are examined through studies in line, shape, silhouette, movement, texture, and color. Students explore history of fashion and costume and how the costumer can support the historical period and locale of the theatrical work through design choices.

Students learn to sew from a pattern as well as the basics of altering and embellishing existing patterns and costume pieces. Skills in hand sewing and machine sewing are an integral part of the course as students work to build their own designed pieces.

Collaboration, creativity, problem solving are employed to complete projects throughout the course.

Racial Equity Considerations: Visual and Performing Arts reviewed course taking patterns based on race/ethnicity data at the secondary level in order to identify and address barriers for students of color. The course revisions are designed to remove barriers, create more opportunities, and articulate clear pathways for students to enter and progress in their learning.

Course Name: ~~Theatre Costuming Adv~~ Costume Design Adv

Content Area: Fine Arts

Requestor: Gail Sehlhorst

Grade Range: High School

Reason for Request: The Visual and Performing Program has aligned all course descriptions to the Washington State Arts Learning Standards, 21st century skills, and culturally responsive teaching practices. In addition, the program has created leveled courses so that students can progress towards post-secondary options.

Full Description Narrative: Pre-requisite: ~~Theatre Production Costuming—~~Costume Design Beginning. Course may be repeated for credit.

Students analyze and compare costume design choices in a variety of theatre works. In the investigation of costume design, students examine how elements of history, culture, and social structures inform those decisions. Working with the director of the plays and musicals, students collaborate on creating designs for the productions. Students develop construction skills in patterning, drafting and draping. Sketching and costume rendering skills, continued skill building in hand and machine sewing, fit and alterations, collaboration, creativity, problem solving are employed to complete projects in partnership with the production team.

Racial Equity Considerations: Visual and Performing Arts reviewed course taking patterns based on race/ethnicity data at the secondary level in order to identify and address barriers for students of color. The course revisions are designed to remove barriers, create more opportunities, and articulate clear pathways for students to enter and progress in their learning.

Course Name: Jazz Band Advanced (A and B)

Content Area: Fine Arts

Requestor: Gail Sehlhorst

Grade Range: High School

Reason for Request: The Visual and Performing Program has aligned all course descriptions to the Washington State Arts Learning Standards, 21st century skills, and culturally responsive teaching practices. In addition, the program has created leveled courses so that students can progress towards post-secondary options.

Full Description Narrative: Pre-requisite: Audition and/or teacher approval. This course may be repeated for credit. This course is eligible for Occupational Education which is equivalent to CTE credit. Students may take this course for Occ Ed credit after completing enough semesters of band courses to fulfill the Fine Arts credit requirement. Students take the skills and concepts learned in band ensembles and Jazz Band and apply them to more difficult music literature. Students in Jazz Band Adv A learn and grow as musicians as they increase their individual musicianship and skills as a member of the jazz ensemble. Students gain experiences performing jazz in its various styles with its foundation in the concepts of swing. If students cannot acquire their own equipment, equipment will be provided for them. Jazz Band Advanced may be repeated for credit.

Semesters 1-2: Students learn proper rehearsal skills, performance etiquette and demonstrate proper playing technique on their chosen instrument. Students are introduced to the basic concepts of swing and become fluent in performing appropriate articulation and nuance of swing 8th-notes and quarter notes. The ensemble is introduced to the concepts necessary to perform in various styles including Medium Swing, Latin, Ballad, and Up-tempo Swing. Students develop their individual musicianship, technical skills and their understanding of their role within the jazz ensemble. Students learn the basic concepts necessary to perform an improvised jazz solo.

Semesters 3-8: Students continue their learning of individual playing technique on their chosen instrument and build on their knowledge of concepts needed to play in all styles of jazz. Students learn more advanced improvisation soloing techniques and begin to learn the basics of jazz theory like chord progressions and arranging.

Semesters 5-8: In addition to building on skills and knowledge acquired in previous semesters, students engage in career-connected learning through activities addressing management, working creatively with others, implementing innovations, making judgments and decisions, communicating clearly, collaborating with others, being flexible, working effectively in diverse teams, leadership development, personal growth, employability and career skills, and social activities.

As a preparatory Career and Technical Education (CTE) equivalent course, students demonstrate leadership and employability skills. Students have expanded opportunities to make direct connections to careers as working artists. Course content may include: portfolio development, guest speakers from arts industries, and development of professional responsibility skills such as time management, reliability and punctuality, ability to multi-task and present oneself professionally.

Racial Equity Considerations: Visual and Performing Arts reviewed course taking patterns based on race/ethnicity data at the secondary level in order to identify and address barriers for students of color. The course revisions are designed to remove barriers, create more opportunities, and articulate clear pathways for students to enter and progress in their learning.

Course Name: String Orchestra (A and B)

Content Area: Fine Arts

Requestor: Gail Sehlhorst

Grade Range: High School

Reason for Request: The Visual and Performing Program has aligned all course descriptions to the Washington State Arts Learning Standards, 21st century skills, and culturally responsive teaching practices. In addition, the program has created leveled courses so that students can progress towards post-secondary options.

Full Description Narrative: Pre-requisite: audition, or teacher approval. Next course in the sequence may be Concert Orchestra; Symphony Orchestra; Chamber Orchestra; Eclectic Strings. This course may be repeated for credit.

String Orchestra is a year-long course for students who play violin, viola, cello and bass. Students gain intermediate and advanced knowledge in ensemble skills, practice habits, personal musicality, and technique. Students are introduced to music from a variety of cultures and time periods, work with a conductor, and have the opportunity to perform in chamber settings to develop ensemble technique and musical leadership. Students practice appropriate rehearsal skills, ensemble and performance etiquette, cultivate life-long leadership skills, and executive musical skills. Skills include music theory concepts and knowledge of musical composition, arranging, and improvisation. Students learn major/minor scales, chord progressions, intervals, and tuning from a concert A. Students perform in school concerts and regional festivals. String Orchestra may be repeated for credit.

Semesters 1-2: Students learn rehearsal skills, performance etiquette, and technique on their instrument necessary to perform repertoire appropriate for the ensemble.

Semesters 3-8: Building upon skills and knowledge acquired in previous years, students increase their level of musical and technical development on their chosen instrument. Students gain a greater knowledge of musical concepts. They deepen their understanding of their role within the ensemble, particularly in the development of leadership skills. Students broaden their understanding of styles, genres, and time periods. Students hone the skills necessary to self-assess their individual musical and technical progress as well as how they are performing in their role within the ensemble. Students begin to make personal musical decisions that are in alignment with goals of the ensemble.

Racial Equity Considerations: Visual and Performing Arts reviewed course taking patterns based on race/ethnicity data at the secondary level in order to identify and address barriers for students of color. The course revisions are designed to remove barriers, create more opportunities, and articulate clear pathways for students to enter and progress in their learning.

Superintendent Procedure 2026SP

Addition to Catalog of Secondary School Subjects

Approved by: s/S. Enfield Date: 12/14/11

Dr. Susan Enfield, Interim Superintendent



Introduction

The Catalog of Secondary School Subjects serves as the master list from which schools select the courses they offer. Decisions regarding which courses are offered at a specific school should be made on the basis of student need, high school graduation requirements, and available staff and facility resources.

No courses other than those in the catalog are approved. Persons responsible for preparing the master schedule for a school should be very careful to assign proper course numbers to all of the courses in the schedule. Course descriptions are provided to facilitate that task.

Definitions

1. New Content - Information, skills, or concepts not previously approved by the School Board.
2. Revised Content - Content already approved by the School Board, but organized into a different course format.

Procedures

1. School staff or central staff determines that a new course is needed or desired.
2. Staff reviews the present catalog descriptions of similar courses and determines whether the proposed course would be made up of content new to the course of study or is a revision of content already approved.
3. A proposal for a new course is completed and sent to the Coordinator of Curriculum Support Services.
4. The Coordinator of Curriculum Support Services reviews the proposal and refers it to the appropriate curriculum consultant(s) for comment.
5. The curriculum consultant recommends approval, revision, or disapproval of the course to the Coordinator of Curriculum Support Services. If approval is not recommended, or a revision is recommended, the originator of the proposal is so informed.
6. If the proposed course is made up of revised content, it may be approved by the Assistant Superintendent for Teaching and Learning.
7. If the proposed course is made up of content new to the district course of study, the Superintendent recommends the course to the Board.
8. The Board acts on the recommendation.
9. If the course is approved, it is placed in the CATALOG OF SECONDARY SCHOOL SUBJECTS.

Approved: December 2011
Revised:
Cross Reference: Policy No. 2026