

EQUAL ACCESS INTERPRETATION, IMPLEMENTATION, IMPLICATIONS

Since its adoption on June 12, 1976, the School Board's goal of "equal access" has provided direction for secondary curriculum development with the interpretation that it means consistency in the curriculum, in the instructional materials provided to assist students in mastering course objectives, and in the manner in which attainment of course objectives will be measured. To this end, the process for a continuous five-year curriculum review cycle was developed, and implementation commenced in 1978-79. Subsequently, three subject area curriculae have been reviewed annually. After completion of the first five-year cycle, the process was integrated with North Central Accreditation.

Consistency implies:

1. A curriculum guide exists for each department containing a course outline for each course offered therein.
2. A single course outline written by teachers containing mutually agreed upon objectives exists for each course contained in the curriculum guides.
3. Universal textbook adoptions for each course will be made upon recommendation of a selection team of teachers led by the respective consultant.
4. End-of-course tests will be developed for all courses.
5. All courses are entered in the common junior and senior high school registration guides.
6. Where physically possible, all courses in the registration guides are available to all students.
7. Courses are offered at the same grade levels in all schools.

Consistency does not imply:

1. Courses which are not available in all schools will be dropped.
2. There is no provision for flexibility in course outlines.
3. There is no provision for a variety of instructional materials. Course outlines contain many optional supplementary materials.
4. There is no provision for teacher creativity and variation in instructional approaches. However, teachers are responsible for course objectives being learned.

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