

## COLCHESTER SCHOOL DISTRICT

### **POLICY: CURRICULUM, INSTRUCTION AND ASSESSMENT**

**DATE ADOPTED:** March 17, 2026

### **POLICY STATEMENT**

It is the policy of the Colchester School District (District) to provide rigorous, responsive, and equitable curriculum, instruction and assessment to encourage lifelong learning and success for all students.

### **SECTION I: CURRICULUM DEVELOPMENT & COORDINATION**

The District shall be responsible for developing and maintaining curriculum based on:

- State standards and district proficiencies.
- Coordinated districtwide to vertically align learning across grades and schools.
- Periodically reviewed to determine compatibility with state standards and district proficiencies.

The superintendent or designee shall be responsible for assisting the district and member schools in the development, implementation, coordination, and evaluation of the curriculum.

All major changes in subjects, courses or proficiencies shall be reviewed and approved by the district curriculum office and the superintendent.

### **SECTION II: INSTRUCTION**

The District shall provide instruction based on state standards and district proficiencies, promoting understanding, critical thinking, communication, learning and citizenship. Instruction shall address students' academic and social-emotional learning needs and interests.

### **SECTION III: CLASS SIZE**

Class size and school configuration will, where feasible, comply with all applicable state statutes and regulations.

Class size determinations shall consider enrollment patterns, the nature of subjects taught, instructional models, student needs, staffing availability, and available facilities. The District shall strive to maintain class sizes that support high-quality instruction, equitable access to learning, and the effective use of district resources. The Board establishes a districtwide maximum class size of no more than 30 students per academic class.

Last Reviewed:	December 1, 2009
Date Warned:	February 13, 2026
First Reading:	February 17, 2026
Second Reading:	March 3, 2026
Third Reading:	March 17, 2026

The District is committed to building classes reflective of a wide range of student abilities, backgrounds, and learning needs. Occasionally, students may be grouped by skill level for specific learning needs.

The Superintendent shall report annually to the Board regarding class size determinations, compliance with state requirements, and any waivers or adjustments impacting program offerings.

#### **SECTION IV: ASSESSMENT**

The District believes assessment is central to effective instruction and is integrated with curriculum and teaching.

The District shall:

- Comply with federal/state mandates.
- Reflect the district mission/vision.
- Use a variety of methods/measures used to assess student learning.
- Provide feedback and results regarding individual student performance.
- Inform instructional planning to meet individual learner needs.
- Demonstrate achievement and program results over time.
- Inform about the success and impact of instructional programs.
- Guide decisions regarding student needs and program offerings.

#### **SECTION V: HOMEWORK**

The District believes that the goal of homework is to support student learning. Homework is an assignment that is intended to be completed outside of the classroom, designed to increase students' understanding, skills and confidence. Meaningful homework assignments are flexible, needs-based and developmentally appropriate. Homework can link the learner, home and school. Schools shall provide guidelines for homework based on district mission/vision.

#### **SECTION VI: PILOT PROJECTS**

The District encourages professional staff to pursue improvement of the educational program through thoughtfully designed experimental and pilot projects aligned with district goals, curriculum plans, and action priorities.

Classroom-level projects require Principal approval (with Superintendent notification), while grade-level, building, or district-wide projects require Superintendent approval and notification to the School Board. Proposals must be submitted by May 1 preceding implementation. Projects with significant operational or budget impact, based on the judgement of the Superintendent, may be brought to the School Board for approval. Approved projects must be formally evaluated, and if continuation is recommended, a summary of financial implications must be presented to the Superintendent and School Board.