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RICHFIELD PUBLIC SCHOOLS
CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development, and for determining the most effective way of conducting research on the school district’s curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area. These timelines shall be congruent with state standards selection cycles. Curriculum and educational program improvement can be done through modification, new course or program offerings, updated alignment of content with state academic standards, vertical alignment of courses with regard to rigor and complexity, or program reduction and elimination.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for the articulation of curriculum and courses of study from pre-kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade level. These objectives must be aligned to state standards for a particular content and grade level.

- 1 3. Provide for continuing evaluation of programs for the purpose of attaining
2 school district objectives.
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- 4 4. Provide a program for ongoing monitoring of student progress.
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- 6 5. Provide for specific, particular, and special needs of all members of the
7 student community.
- 8
- 9 6. Develop and publicly post a local literacy plan to have every child reading
10 at or above grade level no later than the end of grade 3, including English
11 learners, and teachers providing comprehensive, scientifically based
12 reading instruction consistent with law.
- 13
- 14 7. Integrate required and elective course standards in the scope and sequence
15 of the district curriculum.
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- 17 8. Meet all applicable requirements of the Minnesota Department of Education
18 and federal law.
- 19
- 20 D. Students identified as not reading at grade level by the end of kindergarten, grade
21 1, and grade 2 must be screened utilizing an evidence-based universal screener.
22 Students in grade 3 or higher who demonstrate a reading difficulty to a classroom
23 teacher must be screened in a locally determined manner for continued reading
24 difficulties, including the possibility of dyslexia. See Minn. Stat. § 120B.12, Subd.
25 2.
- 26
- 27 E. All families shall be informed that admission to a public school is free and available
28 to any resident under 21 years of age or who meets the requirements of Minn. Stat.
29 § 120A.20, Subd. 1(c), regardless of the student’s current ability to meet or exceed
30 Minnesota academic standards in high school as measured by the Minnesota
31 Comprehensive Assessments (MCAs).
- 32
- 33 F. The superintendent shall be responsible for keeping the school board informed of
34 all state-mandated curriculum changes, as well as recommended discretionary
35 changes, and for periodically presenting recommended modifications for school
36 board review.
- 37
- 38 G. The superintendent shall have discretionary authority to develop guidelines and
39 directives to implement school board policy relating to curriculum development.
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- 42 **Legal References:** Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
43 Minn. Stat. § 120B.11 (School District Process)
44 Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade
45 3)
46 Minn. Stat. § 120B.125(f) (Planning for Students’ Successful Transition to
47 Postsecondary Education and Employment)
48 Minn. Rules Part 3500.0550 (Inclusive Educational Program)

1 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language
2 Arts)
3 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for
4 Mathematics)
5 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
6 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
7 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required
8 Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
9 Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English
10 Language Development)
11 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social
12 Studies)
13 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical
14 Education)
15 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
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17 ***Cross References:*** MSBA/MASA Model Policy 603 (Curriculum Development)
18 MSBA/MASA Model Policy 604 (Instructional Curriculum)
19 MSBA/MASA Model Policy 605 (Alternative Programs)
20 MSBA/MASA Model Policy 613 (Graduation Requirements)
21 MSBA/MASA Model Policy 614 (School District Testing Plan and
22 Procedure)
23 MSBA/MASA Model Policy 615 (Testing Accommodations,
24 Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP
25 Students)
26 MSBA/MASA Model Policy 616 (School District System Accountability)
27 MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory
28 and High School Standards)
29 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
30 MSBA/MASA Model Policy 619 (Staff Development for Standards)
31 MSBA/MASA Model Policy 620 (Credit for Learning)
32 MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)
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34 RATIFIED BY THE BOARD OF EDUCATION: November 2, 1998
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36 AMENDED BY THE BOARD OF EDUCATION: March 21, 2005, February 7, 2011, June 29, 2020
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