

Adopted: February 14, 2005

Revised: August 10, 2015; December 11, 2017, February 28, 2022

603 CURRICULUM DEVELOPMENT AND EDUCATIONAL PROGRAM REVIEW

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

To guarantee that every student has equitable access to the highest quality education, the district is committed to a continuous Curriculum Development and Educational Program Review process. The process shall be research-based and systemic and shall include the collaborative involvement of teachers, administrators, along with input from parents, students and the community.

The Curriculum Development and Educational Program Review process shall be directed toward the fulfillment of the goals and objectives of the educational program of the school district.

The Curriculum Development and Educational Review and Development Process may also include the modification or elimination of existing curriculum and programs. Modification of the district's curriculum and educational programs can be accomplished through adoption of new program offerings, development of new courses, pilot projects or special projects.

III. DEFINITIONS

- A. "Standard" describes what the students will know, understand and be able to do as directed by the state and Common Core Academic Standards.
- B. "Benchmark" means a clear, specific description of knowledge or skills the student should acquire at a particular grade level.
- C. "Curriculum" means a written plan including benchmarks, learning targets, instructional resources, tasks and time allocations to inform emphasis and pacing for the content and discipline-specific habits to be taught.
- D. "Instruction" means evidence based and culturally responsive teaching methods and strategies designed to provide meaningful and engaging learning experiences that enable every student to meet and exceed state and district academic standards and graduation requirements.
- E. "Assessments" are multiple tools used to gather information about the student's performance on the standards taught.

- F. "Evaluation" is the process of making judgments based on established criteria about the level of students' understanding or performance, or about the effectiveness of a particular instructional program or strategy.
- G. "Core Instructional Materials" are items that are read, listened to, viewed, manipulated, or experienced by students as part of the instructional process. They may be consumable or non-consumable and may vary greatly in the kind of student response they stimulate. Instructional materials include but are not limited to: textbooks, teacher manuals, kits, games, computer software and other computer applications, electronic information sources, apparatus, media collections, and other print and non-print materials.
- H. "Supplemental Materials" are resources determined through a District process and used by teachers to support the core instructional materials and provide for different student needs as required to meet the intended student learning.
- I. "Differentiation" is the process teachers use to plan learning experiences that intentionally respond to the different needs of students.
- J. "Educational Program" is an instructional area of service for a select student population or specific educational objectives of the state or district.
- K. "Pilot" is an administratively approved course offering or special project that provides additional information prior to the development or adoption of a formal recommended curriculum or program.
- L. "Special Program or Project" is an innovative program, course offering or initiative that is creative in meeting the needs of a select student population or specific educational goal of the school district.
- M. "Scope and Sequence" is the breadth and depth of a specific curriculum. The scope is how much of the subject will be taught over the course of a semester or year. The sequence is the order in which the

IV. RESPONSIBILITY

The Superintendent or designee shall have discretionary authority to develop guidelines and directives to implement school board policy related to curriculum development and educational program review.

The Director of Curriculum and Instruction shall be responsible for implementing the Curriculum Development and Program Review process. This includes:

- A. Determining the most effective way of conducting research on the school district's curriculum and educational programming needs.
- B. Establishing timelines that will provide for periodic reviews of each curricular area or educational program.

- C. Providing staff development so that all teachers can successfully implement and differentiate new curriculum, instruction, programs and core instructional materials.
- D. Keeping the school board informed of all state mandated curriculum changes, as well as recommended discretionary changes.
- E. Periodically presenting recommended modifications for school board review and approval.

Curriculum alignment committees shall be established to conduct research on specific curriculum, best practice and program needs, and to propose improvements including recommendations for assessment, core instructional materials, supplemental materials, technology integration and professional development needs.

To the extent possible, the curriculum alignment committees shall be a reflection of the community and will include parent, teacher, support staff, student, community, and administration representation, and shall provide translation as appropriate and practicable. Whenever possible, parents and other community members shall comprise at least two-thirds of curriculum alignment committee members.

Teachers, under the supervision of the principals, shall be responsible for implementing the district's curricular and educational program plan and core instructional materials. Principals shall be responsible for assuring that all aspects of the district's curricular and educational program and core instructional materials are being used in the classroom with fidelity. If supplemental materials are considered for use at the school or classroom level, the materials must meet all selection criteria and receive prior approval from the Director of Curriculum and Instruction.

V. CURRICULUM DEVELOPMENT AND EDUCATIONAL PROGRAM REVIEW PROCESS

Curriculum and educational programs will be systematically evaluated using the Curriculum Development and Program Review process. The process will occur on a multi-year cycle for planning and budgeting purposes. Modifications may be made yearly as required by state mandated changes or local determination. Within the ongoing process of curriculum development and educational program review, the following needs shall be addressed:

- A. Provide for articulation of courses of study from Pre-kindergarten through grade twelve.
- B. Develop or revise the written curriculum or program plan for each course and at each elementary grade level.
- C. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
- D. Provide a program for ongoing monitoring of student progress.
- E. Provide for specific, particular, and special needs of all members of the student community.

- F. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
- G. Integrate required and elective course standards in the scope and sequence of the district curriculum.
- H. Develop the curriculum plan and select the core instructional resources for pilot, special project or new educational programs.
- I. Meet all applicable requirements of the Minnesota Department of Education and federal law.

Legal References:

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
 Minn. Rules Part 3500.0550 (Inclusive Educational Program)
 Minn. Rules Parts 3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 604 (Instructional Curriculum)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
 MSBA/MASA Model Policy 619 (Staff Development for Standards)