

603 CURRICULUM DEVELOPMENT

{Note: Minn. Stat. § 120B.11 requires school districts to adopt certain policies and procedures regarding the review of curriculum, instruction, and student achievement. Model Policies 601, 603, and 616 address these policy requirements. In addition, Model Policies 613-615 and 617- 620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.}

I. PURPOSE

The purpose of this policy is to provide direction and guidance for review, implementation, and improvement related to planning for effective instruction to implement district curriculum, through the evaluation of the instructional impact across school sites and district performance levels.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the district's programmatic goals and objectives through the adoption of high quality instructional materials (HQIM), promotion of teacher effectiveness, and acceleration of student performance.

III. RESPONSIBILITY

A. The superintendent shall be responsible for directing a comprehensive assessment process to determine the school district's curriculum needs and establishing a long range curriculum implementation plan. The timelines for studies and review of each curricular area will be determined by the superintendent.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning, adoption, and improving curriculum and instruction that reflect state and district academic standards.
- B. The District Advisory Committee to the extent possible must reflect the diversity of the district and its school sites, including teachers, support staff, students, and provide translation, when necessary. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must accelerate the academic achievement and native literacy of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board:
 - 1. rigorous academic standards, student achievement goals, and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;
 - 2. district assessments;
 - 3. means to improve students' equitable access to effective and more diverse teachers;
 - 4. strategies to ensure the curriculum is rigorous, accurate, culturally responsive, and reflects the diversity of the student population;
 - 5. strategies to ensure that curriculum, learning, and classroom environments validate, affirm, embrace, and integrate the culture and community strengths of all students; and
 - 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team of teachers and administrators to study and implement effective practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement

at the school site. The site team must collaborate with other site teams and district administrators to provide feedback on the instruction and curriculum improvement plan that aligns curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

- A. Within the ongoing process of curriculum development, the following needs shall be addressed:
- a. Provide for articulation of courses of study from kindergarten through grade twelve.
 - b. Identify minimum objectives 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. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 - g. Meet all requirements of the Minnesota Department of Education and federal mandates.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

Minn. Stat. § 120A.20 (Admission to Public School)

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3 Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)
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)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education) 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBAIMASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBAIMASA Model Policy 613 (Graduation Requirements)
MSBAIMASA Model Policy 614 (School District Testing Plan and Procedure)
MSBAIMASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBAIMASA Model Policy 616 (School District System Accountability)
MSBAIMASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBAIMASA Model Policy 619 (Staff Development for Standards)
MSBAIMASA Model Policy 620 (Credit for Learning)
MSBAIMASA Model Policy 623 (Mandatory Summer School Instruction)