

Adopted: May 22, 2017 [Mandatory Policy/MSBA Model Policy Modified] (NEW)
Revised: May 29, 2018
Revised: November 25, 2019 [Mandatory Policy/MSBA Model Policy Modified/Routine Review]
Review: January 11, 2021 [Review/Safe & Supportive Schools Plan/NO CHANGE]
Board Information: June 13, 2022 [Revised]
Board Approval: June 27, 2022 [Revised]

Contact Person: Executive Director of Learning and Teaching or Designee

POLICY 603 CURRICULUM DEVELOPMENT

I. PURPOSE

To provide direction for continuous review and improvement of the District's curriculum.

II. GENERAL STATEMENT OF POLICY

- A. Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the District. Students must be provided with the opportunity to pursue educational progress by engaging in appropriate opportunities with diligence, creativity, and dedication. The requirements for promotion and graduation are based upon student proficiency of standards, represented by the completion of required and elective credits, and progress toward the students' Personal Growth Plan (PGP) goals.
- B. The Superintendent will establish and maintain regulation that:
- Defines relevant terminology
 - Designates responsibility for curriculum development

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REGULATION 603 CURRICULUM DEVELOPMENT

I. DEFINITIONS

- A. “Credits” or “Course Credits” is equivalent to a student’s successful mastery of the applicable standards as determined by the District.
- B. “Standards” refers to the knowledge, concepts and skills that every student should acquire to be successful in the 21st Century. Content standards are adopted by the Minnesota Department of Education as well as the District.

“Benchmarks” refers to the specific expectations of knowledge or performance related to a standard at a grade level or within a grade level band.

“Priority Benchmarks” refers to a subset of the total list of benchmarks that students must know and be able to do in order to be prepared for the next grade level or course. All staff must use summative assessments to evaluate the student’s degree of learning related to the priority benchmarks. In order to receive credit for the course, the student must demonstrate proficiency of the priority benchmarks.

- C. “Accredited” private, non-public schools are those K-12 institutions, which have sought and gained recognition by the Minnesota Nonpublic Education Council approved accrediting agency or the Commissioner of Education.
- D. “Curriculum” is a written plan with alignment of state standards and benchmarks to create courses.
- E. “Core instructional materials” are resources recommended through the district review processed by teachers to provide required common content for students.
- F. “Supplementary materials” are resources determined by teachers and administrators which supplement the core materials.

II. RESPONSIBILITY

- A. The superintendent or designee shall be responsible for curriculum development, determining the most effective way of conducting research on the District's curriculum needs, and establishing a long-range curriculum development plan. The superintendent or designee will establish timelines that provide for periodic reviews of each curriculum area.
- B. The following procedures shall be applied in the areas of curriculum development:

New Curriculum:

1. Form and lead a team to develop proposed new needed curriculum.
2. The Executive Director of Learning and Teaching, in consultation with the team, will recommend a proposed new curriculum to the Superintendent.
3. The Superintendent will take action on the recommendation.

Review of existing Curriculum:

Establish a cycle/calendar identifying when curriculum should be reviewed. The cycle/calendar should consider the schedule approved by the State legislature when the State Standards are revised.

Continuous Improvement of existing Curriculum:

The Executive Director of Research, Evaluation, and Assessment (REA) will research data to identify curriculum that may need to be reviewed and improved outside the established cycle/calendar.

- C. The Pathways Advisory Committee shall provide assistance at the request of the superintendent or designee. The Pathways 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.
- D. Within the ongoing process of curriculum development, the following needs shall be addressed:
 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 2. Identify benchmarks for each course and at each elementary and secondary grade level.

3. Ensure evaluation of curriculum and programs to provide feedback for continuous improvement of both.
 4. Provide a program for ongoing monitoring of individual student progress.
 5. Provide for specific, particular, and special needs of all members of the student community.
 6. Integrate required and elective courses in the scope and sequence of the District curriculum.
 7. Consider and meet all applicable requirements of federal and state laws and regulations, including World's Best Workforce.
- E. The superintendent or designee shall be responsible for keeping the School Board informed of all state-mandated changes in academic standards, as well as recommended discretionary changes, and for periodically presenting recommended modifications for School Board review.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement School Board Policy relating to curriculum development.
- G. Supplementary materials being used for classroom instruction shall be in accordance with district policies.