



## **606.1PR CURRICULUM DEVELOPMENT AND REVIEW**

### **I. THE PURPOSE OF CURRICULUM REVIEW**

Curriculum review is not merely about evaluating our curricular options; it's about fully understanding the meaning and complexity of the standards we are working with. We need to ensure both vertical and horizontal alignment to establish a guaranteed and viable curriculum for our students. This will take time, in fact recommendations from MDE suggest at least a 2-3 year timeline to conduct this work fully, from deconstructing standards, selecting/adapting/creating curriculum, to implementation.

We will spend considerable time deconstructing the anchor standards and immersing ourselves in the benchmarks. This work will also include crafting a clear vision for our departments. It is essential to recognize that without a deep understanding of the standards, the depth of knowledge and skill development required of students, and the vertical alignment of benchmarks, any curriculum review will be isolated and lack the proper focus on transfer skill development.

### **II. CURRICULUM DEVELOPMENT AND REVIEW**

- A. The Director of Teaching and Learning is responsible for curriculum and program review and development. The Director will keep the school board informed of all state-mandated curriculum changes, and periodically present recommended discretionary changes for board review and approval.
- B. The review and development process will be completed through a curriculum cycle in alignment with the MDE curricular review cycle. The review and development process will:
  - 1. Use relevant data and research to inform the process;
  - 2. Provide the opportunity to purchase, design new or revise curriculum and programs; and
  - 3. Identify necessary reductions or eliminations in current curriculum and programs.

### **III. CURRICULUM ADVISORY COMMITTEE**

- A. The Curriculum Advisory Committee will be updated in the review and development process. Additionally, staff, parents/guardians, community members, students, and where appropriate, consultants, will assist in the review and development process. The selection determination will be based on the needs and demands of the curricular area or program under review within the cycle.

- B. The review and development process will address:
1. Review and articulation of courses of study within the content area (typically grades K-12)
  2. Determine learner outcomes and align local, state, and/or national standards for each course at each grade/content level
  3. Determine continuing evaluation of program(s) implementation with students and teachers, including a program for ongoing monitoring of student progress
  4. Provide for specific, particular, and special needs of all members of the student community
  5. Meet all applicable requirements of the Minnesota Department of Education and the federal Every Student Succeeds Act and all applicable state and federal laws.
- C. All district curriculum and program additions and reductions will be approved by the school board, after being given sufficient time for review. All minor adjustments/modifications to meet course outcomes and assessment may be done with the approval from the superintendent.
- D. Funding sources will be defined, ensuring that the program(s) are financially supported including the implementation and ongoing support for teacher development and student materials and curricular material replacement.
- E. Modification in the instructional delivery to a program or course will address the following:
1. Identification of the rationale for modification, including added value and supportive research/data;
  2. Completion of an approval process determined by the Director of Teaching and Learning and the site principal; and
  3. Communication of the modification to the Superintendent for approval.
- F. Curriculum/program reduction will address:
1. Rationale for reduction or elimination;
  2. Identification of the required standards that will be eliminated and what opportunities exist for students to complete these standards where applicable; and
  3. Identify the transition plan for elimination of the course/curriculum.

#### IV. CURRICULUM REVIEW PHASES

Phase	Key Actions
Phase 1 - Self Study of the Current State	<ul style="list-style-type: none"> <li>● Identify current core curricular materials</li> <li>● Identify current supplemental materials</li> <li>● Analyze the materials <ul style="list-style-type: none"> <li>○ Do they represent all students?</li> <li>○ How have the materials been successful in meeting the needs of students in meeting the standards? What data can you pull to review?</li> <li>○ What is missing from the current materials?</li> </ul> </li> <li>● Identify potential professional development needs</li> </ul>
Phase 2 - Standards and Curriculum Review	<ul style="list-style-type: none"> <li>● Analyze updated standards <ul style="list-style-type: none"> <li>○ Deconstruct standards</li> <li>○ Understand benchmark learning progressions</li> </ul> </li> <li>● Create program purpose statement</li> <li>● Create a prioritized list of needs and wants for new curricular materials</li> <li>● Create a review tool for potential curricular material review/creation</li> <li>● Review curricular samples (if applicable) <ul style="list-style-type: none"> <li>○ Include feedback on curricular material choices from EL and special education</li> </ul> </li> <li>● Purchase curricular materials, or, create curricular materials</li> <li>● Receive purchases</li> <li>● Create professional development and implementation plan</li> </ul>
Phase 3 - Curriculum Implementation	<ul style="list-style-type: none"> <li>● Initial training on curricular materials (if applicable)</li> <li>● Update course descriptions (info on what students will be expected to learn, read, and write and how their work will be assessed)</li> <li>● Progress monitor implementation using identified tools</li> <li>● Receive additional professional learning in an implementation year both proactive and reactive</li> <li>● Identify what tools and information department will utilize to determine effectiveness of the curriculum throughout the next 5 years of implementation</li> <li>● Identify professional learning needs</li> </ul>
Phase 4 - Curriculum Progress Monitoring	<ul style="list-style-type: none"> <li>● Progress monitor the implementation of the curriculum utilizing the tools and data identified</li> <li>● Professional learning in areas identified through implementation</li> </ul>

Refer to Minnesota Statutes 120B.022 subd. 1 and 120B.021 subd. 1 (E).

## V. ISD200 CURRICULUM REVIEW CYCLE\*

Phase	Process	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Phase 1	Self Study of the Current State	K-12 Math					
Phase 2	Standards and Curriculum Review	5-12 Social Studies 6-12 ELA K-4 Science	**K-12 Social Studies K-12 Math	K-12 Math	K-4 Science		
Phase 3	Curriculum Implementation	K-5 ELA 5 Science	6-12 ELA K-4 Science	K-12 Social Studies	K-12 Math		
Phase 4	Curriculum Progress Monitoring		K-5 ELA 5 Science	K-12 ELA K-4 Science	K-12 ELA K-12 Social Studies K-4 Science	K-12 ELA K-12 Social Studies K-12 Math K-4 Science	K-12 ELA K-12 Social Studies K-12 Math K-4 Science

\*Pre-K Curriculum Review will be added in consultation with pre-k staff.

\*\*K-4 Social Studies will convene a team to join 5-12 in the 25-26 school year.

## VI. STATE STANDARDS REVIEW SCHEDULE BY MDE

Department	MDE Revision Year	MDE Implementation Year
PE	2016-17	2023-24
Arts	2017-18	2023-24
Science	2018-19	2024-25
ELA	2019-20	2025-26
Social Studies	2020-21	2026-27
Math	2021-22	2027-28

## VII. FAQ

- A. If my department is not on a cycle does that mean we will not receive funds for any new curriculum?

*We are prioritizing those content areas where new standards are being published by MDE. We know we have to balance this with the reality of curriculum needs in the district. This cycle was built mainly on the MDE review cycle while we continue to evaluate our current materials and needs. As we determine additional needs we will determine the budget prioritization and work with the departments to conduct a review.*

- B. What is the budget for purchasing new materials?

*There is not one set budget for a department or grade level. Instead of a budget to work from, we are utilizing a needs based approach through our cycle work. We do have a budget ceiling each year that we will have to stay within. Each department has unique needs that come with varying levels of budgetary requirements. We must be equitable with our budget to meet these needs.*

- C. Will all teachers in a department be involved in the Curriculum Review process?

*All teachers will be involved in Phase 1 and components of Phase 2. We will utilize representatives to engage in the full review process of purchased materials, however we will solicit feedback from all teachers who teach that content as well. All teachers will be involved in Phases 3 and 4.*

*Cross Reference: ISD 200 Policy 606 (Textbook and Instruction Materials)*

*Reviewed: 05.02.2025*