



## **603 CURRICULUM DEVELOPMENT AND REVIEW**

### **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. DEFINITIONS**

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- C. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

### **IV. RESPONSIBILITY**

The **director of teaching and learning and 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 **director of teaching and learning and the superintendent** that will provide for periodic reviews of each curriculum area.

### **V. CURRICULUM ADVISORY COMMITTEE**

- A. The school board must establish a **curriculum** advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

- B. ~~The curriculum 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, must shall~~ reflect the diversity of the district and its school sites, and ~~shall~~ include teacher, parent, support staff, student, and other 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. The Curriculum District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement 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 Curriculum District Advisory Committee.
- E. The Curriculum 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, antiracist, culturally sustaining, and reflects the diversity of the student population;
  5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  6. program evaluations.
- F. School sites may expand upon district evaluations of instructions, curriculum, assessments, or programs.

## VI. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness 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 include an equal number of teachers and administrators and at least one parent. The site team advises the board and the curriculum advisory committee about

developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

## VII. CURRICULUM DEVELOPMENT PROCESS

~~Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.~~

- A. The curriculum development process is outlined in ISD 200 Policy 606.1PR Curriculum Development and Review;
- B. The director of teaching and learning and 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 presenting all recommended modifications for school board review and approval.
- C. The director of teaching and learning and 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.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)*  
*Minn. Stat. § 120B.12 (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 Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)*  
*Minn. Rules Part 3501.0700-3501.0745 (Academic Standards for Mathematics)*  
*Minn. Rules Part 3501.0820 (Academic Standards for the Arts)*  
*Minn. Rules Part 3501.0900-3501.0955 (Academic Standards in Science)*  
*Minn. Rules Part 3501.1200-3501.1210 (Academic Standards for English Language Development)*  
*Minn. Rules Part 3501.1300-3501.1345 (Academic Standards for Social Studies)*

*Minn. Rules Part 3501.1400-3501.1410 (Academic Standards for Physical Education)*  
*20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)*

**Cross References:** *ISD 200 Policy 604 (Instructional Curriculum)*  
~~*ISD 200 Policy 605 (Alternative Programs)*~~  
*ISD 200 Policy 613 (Graduation Requirements)*  
*ISD 200 Policy 614 (School District Testing Plan and Procedure)*  
*ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)*  
*ISD 200 Policy 616 (School District System Accountability)*  
*ISD 200 Policy 620 (Credit for Learning)*  
*ISD 200 Policy 623 (Mandatory Summer School Instruction)*

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