

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the district's curriculum and programs in order to provide a guaranteed and viable curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum review and development shall be directed toward the fulfillment of the goals and objectives of the district strategic plan as it relates to the education program and student achievement.

III. RESPONSIBILITY

- A. The primary goal of the curriculum review and development process is to develop a district curriculum that ensures all students are career and college ready. The superintendent, or designee, shall be responsible for overseeing curriculum development and ensuring that a continual curriculum review cycle is in place for all content areas. The review process will include Building Content Representatives, teacher collaboration, students, parent/community member input, reflective inquiry, and decision making based on best practices, current research, student data, and state or federal mandates. The School Board will be notified of any changes to the established curriculum review cycle and changes in legislative mandates.
- B. A district advisory committee shall provide assistance in the curriculum review and development process. The 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 representation, and shall provide translation and interpretation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members. The purpose of the committee is to receive meaningful input to inform the work of the curriculum and review process.

- C. 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 objectives for each course and at each elementary grade level.
 3. Provide for continuing evaluation of programs for the purpose of attaining school district goals.
 4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular and special needs of all members of the student community.
 6. Develop a local literacy plan to have every child who begins Kindergarten in our district 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 the law.
 7. Provide ongoing, meaningful staff development opportunities to support curriculum implementation.
 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
 9. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 10. Ensure all resources are culturally relevant.
 11. Financial planning must ensure that funding is budgeted for the curriculum development process.
- D. The superintendent, or designee, 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.
- E. The superintendent, or designee, shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.
- F. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- G. 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 Stat. §

120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.

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 3501.0640-3501.0655 (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

3501.1200-3501.1210 (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:

Board Policy 604 (Instructional Curriculum)

Board Policy 605 (Alternative Programs)

Board Policy 613 (Graduation Requirements)

Board Policy 614 (School District Testing Plan and Procedure)

Board Policy 616 (School District System Accountability)

Board Policy 617 (School District Assurance of Preparatory and High School Standards)

Board Policy 618 (Assessment of Student Achievement) Board Policy 620 (Credit for Learning)

Board Policy 623 (Mandatory Summer School Instruction)

BOARD POLICY 603

St. Cloud Area School District 742

St. Cloud, Minnesota

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