

**ROSEVILLE AREA SCHOOLS**  
Independent School District No. 623

Policy 604 – Curriculum Development

1.0 Purpose

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

2.0 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 and shall be consistent with all district policies related to curriculum.

3.0 Definitions

3.1 Curriculum includes district or school adopted academic programs and written plans for providing all students with learning experiences that lead to expected knowledge and skills in discipline areas

4.0 Responsibility

4.1 The Superintendent shall have the discretionary authority to develop guidelines and directives to implement School Board policy relating to curriculum development in order to:

4.1.1 Determine the most effective way of conducting research on the school district's curriculum needs

4.1.2 Establish a long-range curriculum development program

4.1.3 Develop timelines for a curriculum review cycle that will provide for periodic reviews of each curricular area

4.1.4 Identify and encourage appropriate innovative fields of study in existing courses and innovative or experimental new courses and fields of study, in response to our rapidly changing world

4.1.5 Prepare periodic reports to the School Board for endorsement as defined by 7.0

4.1.6 Keep the School Board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and periodically present recommended modifications to the School Board for review and approval

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### 4.2 The School Board shall:

Establish a District 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. It will consist of at least 75% community representation. 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 learning sites. It shall include representation from teachers, families, support staff, students, community residents and administrative and the School Board. This advisory committee shall be a forum for dialogue and will recommend to the School Board rigorous academic standards, student achievement goals and measures, assessments and curriculum evaluations.

### 5.0 The School Board believes that families, teachers, support staff, students, and community residents need to have a substantive role in curriculum development. To that end the following shall occur:

5.1 There will be a curriculum review team for each discipline per the Curriculum and Program Review Cycle.

5.2 Teachers and support staff will be involved throughout the entire curriculum review process.

5.3 Families and community residents' involvement will be encouraged in all phases of curriculum review for each discipline. Families and community residents will serve on review teams in the discovery phase as defined in 6.2 and all others as practical.

### 6.0 Within the ongoing process of curriculum development, the following needs shall be addressed:

6.1 Develop a continuous cycle of curriculum review for all required and elective discipline areas.

6.2 Begin the curriculum review process with a Program Evaluation Phase that includes but is not limited to:

6.2.1 Examining and summarizing the current program.

6.2.2 Reviewing current student performance including sub-groups

6.2.3 Completing the Educational Equity Analysis Framework.

6.2.4 Soliciting broad input from key stakeholders (i.e., school board, families, students, staff, post-secondary education, employers).

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- 6.2.5 Consulting external subject area experts and reviewing current literature
- 6.2.6 Defining gaps between current curriculum and current state and national standards
- 6.2.7 Identifying innovative courses, content, or pedagogy not currently used in Roseville Area Schools
- 6.3 Develop a purpose statement and program goals.
- 6.4 Identify the outcomes to measure the curriculum, instruction, and program effectiveness.
- 6.5 Design a program that describes:
  - 6.5.1 an articulation of required and elective courses of study from kindergarten through grade twelve that ensures a guaranteed and viable curriculum;
  - 6.5.2 areas of cross discipline needs and opportunities;
  - 6.5.3 power standards for each content area and each grade level in alignment with required state and national standards;
  - 6.5.4 a system for ongoing monitoring of student academic progress;
  - 6.5.5. how the curriculum advances the implementation of the District's Equity Vision by articulating how the new program design will address the concerns raised through the Equity Analysis Framework completed in Phase I;
  - 6.5.6 how the curriculum meets or exceeds all state and federal legal curricular requirements applicable to the design;
  - 6.5.7 the instructional and curricular plan that would address the specific needs of all students.
- 6.6 Develop the criteria for curricular material evaluation that is based on content specific needs.
- 6.7 Develop the criteria and plan for continuing evaluation of instruction and curriculum effectiveness in meeting or exceeding District outcomes.
- 6.8 Develop a plan for evaluation of implementation.
  - 6.8.1 Teachers, under the supervision of Principals, shall be responsible for implementing the District's curricular and educational program,

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plan and core instructional materials. Principals shall be responsible for assuring that all aspects of the District's curricular and educational program and core instructional materials are being used in the classroom as intended.

6.9 Identify instructional materials and a plan that supports the defined curriculum based on the criteria in 6.6 as well as Policy 616: Materials Selection.

### 7.0 Reports to the Board

7.1 Written and/or oral summaries of work to date will be presented to the school board.

7.1.1 After completion of elements 6.1 through 6.4 the Review Team will seek school board consultation and input for the curriculum area or program.

7.1.2 After identification of and rationale for the instructional plan per section 6.9, the Review Team will seek School Board approval via the Consent Agenda to proceed to the Implementation Cycle.

7.2. An annual report will be presented to the School Board describing the current status and ongoing work in each curricular/program area.

Legal References: Minn. Stat. § 120B.11 (School District Process)  
Minn. Rule 3500.0550 (Inclusive Educational Program)

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