

**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 teachers, parents, support staff, students, community residents and administrative and School Board representation. 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 parents, 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 Systems Outcome Accountability Review Cycle.
- 5.2 Teachers and support staff will be involved throughout the entire curriculum review process.
- 5.3 Parent(s), school board and community residents' involvement will be encouraged in all phases of curriculum review for each discipline. Parent(s)/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 discovery phase that includes but is not limited to:
  - 6.2.1 Reviewing current student performance including sub-groups
  - 6.2.2 Soliciting broad input from key stakeholders (i.e., school board, parents, students, staff, post-secondary education, employers)
  - 6.2.3 Consulting external subject area experts and reviewing current literature
  - 6.2.4 Defining gaps between current curriculum and current state and national standards

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- 6.2.5 Identifying innovative courses, content, or pedagogy not currently used in Roseville Area Schools
  - 6.3 Provide for articulation of required and elective courses of study from kindergarten through grade twelve.
  - 6.4 Identify areas of cross-discipline needs and opportunities.
  - 6.5 Identify learning outcomes for each content area and each grade level that meet or exceed required state and national standards.
  - 6.6 Provide a system for ongoing monitoring of student academic progress.
  - 6.7 Assure that the academic content is culturally inclusive and addresses the different learning styles and needs of students with various backgrounds and abilities.
  - 6.8 Ensure that the curriculum advances the implementation of the District's Equity Vision.
  - 6.9 Meet or exceed all state and federal legal curricular requirements applicable to the discipline.
  - 6.10 Provide for continuing evaluation of instruction and curriculum effectiveness in meeting or exceeding school district outcomes.
  - 6.11 Identify instructional materials and a plan that support the defined curriculum based on the criteria in Policy IFAA: 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 Upon completion of the discovery phase 6.2; the review team will seek the School Board's endorsement to proceed to the next steps.
    - 7.1.2 After addressing the needs enumerated in 6.3 through 6.10
    - 7.1.3 After identification of and rationale for the instructional plan per section 6.11, the review team will seek the School Board's endorsement to proceed.
  - 7.2 A status report will be presented to the school board one year after implementation has begun.

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Legal References: Minn. Stat. § 120B.11 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Rule 3500.0550 (Inclusive Educational Program)

Adopted 12/11/07  
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