

# NEW HEIGHTS SCHOOLS, INC.

## POLICY 603

### CURRICULUM DEVELOPMENT

#### POLICY MANAGEMENT

*Adopted: 11/2010*

*Reviewed/Revised\*: 12/15\*, 2/19, 2/22, 2/25*

*Mandatory: Yes*

*Frequency: Every 3 years*

*Distribution: Not specified*

**[NOTE: Minnesota Statutes, section 120B.11 requires charter schools to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]**

#### **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.

#### **III. RESPONSIBILITY**

The principal shall be responsible for curriculum development and for determining the most effective way of conducting research on the school's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the principal that will provide for periodic reviews of each curriculum area.

#### **III. CHARTER SCHOOL ADVISORY COMMITTEE**

A. The school board will establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and charter school academic standards.

B. The Charter School Advisory Committee, to the extent possible, must reflect the diversity of the charter school and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.

**Commented [1]:** I think this is the key phrase...

**Commented [2]:** Do we want to add something about a specific number of people our committee would include?

- C. The Charter School 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 charter school may establish site teams as subcommittees of the Charter School Advisory Committee.
- E. The Charter School 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. charter school assessments;
  3. means to improve students' equitable access to effective and more diverse teachers;
  4. provide for continuing evaluation of programs for the purpose of attaining school objectives;
  5. provide for specific, particular, and special needs of all members of the student community;
  6. integrate required and elective course standards in the scope and sequence of the school's curriculum;
  7. Meet all applicable requirements of the Minnesota Department of Education;
  8. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  9. 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
  10. program evaluations.
- F. School sites may expand upon charter school evaluations of instruction, curriculum, assessments, or programs.

Commented [3]: How does NHS do that?

#### IV. 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 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 charter school academic standards and instruction.

**Commented [4]:** I'm not sure how this is different from the Advisory Committee? It feels like it's more teacher-driven, but still needs one parent.

## V. CURRICULUM DEVELOPMENT PROCESS

**[NOTE: In light of changes in Minnesota law regarding curriculum, MSBA encourages charter schools to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]**

- A. 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.
- B. The principal 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.
- C. The principal shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

### **Legal References:**

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for the World's Best Workforce 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)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)  
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 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

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:***

MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School)