



School Policies

IGF-R - CURRICULUM REVIEW

MSCS curriculum will be reviewed by administrators, teachers, School Accountability Committee members and meeting attendees (known as “stakeholders”) as needed, using the following curriculum development/review process:

A. INITIAL STAGE

A review of current or a new area of need for curriculum resources has been identified. Prior to beginning the review:

1. All stakeholders will be informed of the initiation of the process and how communication will continue through the process of review.
2. Determination of who will be involved in the review and identification of the roles of those involved.
3. Selection of the method of compensation for those involved, if applicable (e.g. stipend, release-time, graduate credit, or other).
4. Preparation of a preliminary timeline.

B. CURRENT CURRICULUM AND NEW CURRICULUM MATERIALS REVIEW STAGE

1. Conduct a comprehensive analysis of data collected in preceding years and studying issues identified by stakeholders.
 - a. **STRENGTHS ANALYSIS:** Qualities, conditions, or circumstances that contribute to the curriculum’s ability to address standards and deliver content.
 - b. **WEAKNESS ANALYSIS:** Characteristics, conditions, or circumstances that restrict or prevent the meeting of standards, including gaps and redundancies.
2. Review research, trends, and best practices for the new curriculum.
3. Identify student expectations; what will students be able to do as a result of the curriculum?
4. Identify essential components for curriculum including content and teaching strategies.
5. Determine the sequence of materials selection activities.
6. Review of curriculum materials
 - a. Review standards for the curriculum in light of best pedagogical practices and our mission and vision. Analysis should include, but not be limited to, Waldorf and

PSD curriculum choices, social, political, demographic, economic, and technological. Survey alternative materials.

- b. Narrow possibilities.
 - c. Conduct faculty discussion regarding curriculum.
 - d. Conduct on-site trials at multiple levels.
 - e. Assess on-site trials.
 - f. Select materials to be recommended for purchase or development
 - g. Identify critical issues, including available money, space, support, and maintenance.
 - h. Seek appropriate approval.
 - i. Plan staff development for the implementation of selected materials.
7. Assess the review stage.

C. IMPLEMENTATION STAGE

The school administration and teachers are responsible for implementing the processes and procedures of the curriculum review cycle.

1. Select appropriate implementation process:
 - a. Several classrooms may use material in order to determine modifications prior to school-wide implementation.
 - b. If the implementation is not complicated, it may be possible to move to full implementation immediately.
2. Refine student expectations.
3. Refine assessment tools; gather baseline data on student achievement.
4. Assess initial implementation, identify areas of concern, and modify as needed.
5. Initiate program monitoring procedures including a review date.
6. Repeat this process as needed.

Adopted by Board: May 26, 2020

Revised/Reviewed by Board: May 24, 2022

(continue adding Revised/Reviewed dates)