




STANDARDS AND RESOURCE REVIEW CYCLE

This document outlines the district's standards and resource review cycle in all the content areas. A key is provided to help with understanding the coding system and the terminology included within the chart.

Board of Public Education [Website](#)


OPI's Revision Schedule ([Link](#))

Helena Public Schools' Revision Schedule and Policies - included below and in the [Curriculum, Instruction, and Assessment Handbook](#).

 -The OPI's revised standards have been adopted by the Board of Public Education. Although expected implementation years are noted on the website, HPS will begin work before the expected date, ensuring teams are comfortable with the implementation timeline. This is considered "Year 0" in the review cycle.

 -Resource Adoption means we have changed the resources we use for that content area.

 -Resources Updated means we are using the same resource that was adopted.

 -Representative teams are assembled to engage in DISTRICT curricular work (enhance, rectify problems with the resource, address issues teachers are encountering, align resources to standards, work on assessments, etc.). The **respective Curriculum Administrator will arrange group leaves and teams** in collaboration with building principals.

Helena Public Schools will pull content area working groups, at a district level, every five (5) years for review of resources with representative teams. This work will be facilitated by the respective **Curriculum Administrator and/or District Curriculum TOSA(s)**. It is during these meetings that teams will be informed of standards revision schedules, engage in research for practices within that content area, identify supplementary resources that everyone can use/access, update the Scope, Sequence, and Pacing Documents, etc. Groups will be encouraged to check in on a yearly basis.

Building principals and/or Title and Instruction Support Specialists (TIS) will arrange for PLCs and check-ins with grade level teams during years 1-5. Changes, needs, or problems will be communicated to the Curriculum Director. If a district team is in need of professional release days outside of the Year 0 work schedule, the lead for that content area and/or grade level will communicate with the Curriculum Director and co-organize the work session agenda(s).

For years 1-5, communication to district-wide teams will occur for each setting as follows:

- **Elementary**- Grade Level Meetings. These occur twice a year for the duration of one half-day.
- **Middle School**- Teams will utilize feedback protocol within buildings and across the district. One PLC each month is outlined for cross-town collaboration. Buildings are responsible for coordinating schedules and any make-up of time. An administrator, TIS, and/or identified content area lead and administrator are encouraged to be present.
- **High School**- Teams will utilize feedback protocol within buildings and across the district. One PLC each month is outlined for cross-town collaboration. Buildings are responsible for coordinating schedules and any make-up of time. An administrator, TIS, and/or identified content area lead and administrator are encouraged to be present.

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After teams complete their district-level work, they will move into an “annual review” status. The content area/department/grade work will happen within buildings; building leadership oversees the work. Check-ins will be summer work days and EOY PIR days. Documentation and updates are required. Any new changes or adoptions, this is considered an implementation year.

YEAR 1
OR
YEAR 6

Teams continue their “annual review” status. The content area/department/grade work will happen within buildings and building leadership must oversee work. Check-ins will be summer work days and EOY PIR days. Documentation and updates are required and provided to the building principal and Curriculum Director. Curricular changes from Year 1 or 6 should have been implemented and practices should be revisited and reflected on. Minimal changes should be needed.

YEAR 2
OR
YEAR 7

Teams continue their “annual review” status. The content area/department/grade work will happen within buildings and building leadership must oversee work. Check-ins will be summer work days and EOY PIR days. Documentation and updates are required and provided to the building principal and Curriculum Director. Curricular practices should be in the refinement stage and fully developed.

YEAR 3
OR
YEAR 8

Teams continue their “annual review” status. The content area/department/grade work will happen within buildings and building leadership must oversee work. The Curriculum Director will meet with the teams during summer work days to develop a working group for the next year. Curricular practices should be in the refinement stage and fully developed; teams should be prepared to offer updates, suggestions for changes, review standards, and more during year 5/10.

YEAR 4
OR
YEAR 9

STANDARDS REVISION - YEAR 0 OR 5 YEAR DISTRICT REVIEW

District curriculum groups will meet every 5 years (year 5 or year 10) to review the status of curriculum. These meetings should align with the 10 year state standards review cycle. If there is a need to meet prior to the scheduled cycle, the Curriculum Director will be notified and provided with rationale and a purpose.

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