Education Programs

Curriculum and Program Review and Development

I. Purpose

The purpose of this policy is to provide direction for continuous review and improvement of the district's curriculum and programs.

II. General Statement of Policy

Curriculum and program review and development shall be directed toward the fulfillment of the goals and objectives of the district's educational program. The review may also require the modification or reduction of curriculum and programs. The enhancement of the school's curriculum and educational programs can be done through the development of new course offerings, special projects and piloted projects or through the reduction of courses or special projects.

III. Definitions

A. Course offering: A defined set of learner outcomes and standards that is completed through a course of study. This course offering may be elective or required for a student's graduation.

B. Special project: An innovative program, course offering or initiative that is creative in meeting the needs of a select student population or specific educational objectives of the school district. The value-added and sustainable funding sources of a special project must be defined.

C. Piloting: A one-year or two-year, administratively-approved course offering or special project that provides additional information prior to the development of a formal, recommended curriculum and/or program development.

D. Educational program: An instructional area of service for a select student population or specific educational objectives of the state of Minnesota or the school district.

IV. Review and Development Framework

A. The director of teaching and learning shall be responsible for curriculum and program review and development. The director shall keep the school board informed of all state-mandated curriculum changes, recommend discretionary changes, and periodically present recommended modifications for school board review and approval.

B. The review and development process will be completed through a four-year curriculum cycle and an eight-year program review cycle. The curriculum

design tasks, checklist and cycles can be found in Appendices I, II and III.

C. The review and development process shall:

1. determine the most effective way of conducting research;

2. provide the opportunity to design new or revised curriculum and programs; and

3. identify necessary reductions or eliminations in current curriculum and programs.

D. The district's student achievement committee shall provide assistance in the process. The committee's membership and responsibilities are defined in Policy 616 (School District System Accountability).

E. The administration shall access staff, consultants, parents, community members and students to assist in the process. The selection determination shall be based on the needs and demands of the curricular area or program under review within the cycle.

F. The review and development process will address the following:

1. Provide articulation of courses of study from kindergarten through grade twelve.

2. Identify learner outcomes and standards for each course and at each grade level.

3. Demonstrate appropriate student work and course rigor to meet objectives.

4. Provide continuing evaluation of programs for the purpose of obtaining school district objectives.

5. Provide a program for ongoing monitoring of student progress.

6. Provide for specific, particular and special needs of all members of the student community.

7. Meet all requirements of the Minnesota Department of Education and the federal Elementary and Secondary Education Act.

G. All district curriculum and program additions or reductions shall be approved by the school board. All district special projects shall be reviewed by the school board's teaching and learning committee and approved by the school board, as necessary.

H. All minor district curriculum and program adjustments or modifications to meet

course outcomes and assessment may be done with approval from the superintendent.

I. Special project and piloting development shall address the following:

1. Demonstration of the need, the purpose and the "value-added" for the special project or pilot

2. Identification of objectives or learner outcomes of the special project or pilot and an action plan for accomplishing the objectives or outcomes

3. Completion of a data-driven decision making study, as per the district's decision making process. The study would include impacts to:

    *   finances
    *   staffing
    *   facilities
    *   students
    *   time
    *   district curriculum
    *   district programs

4. Completion of a financial audit must be done. The director of business services and the superintendent will annually determine baseline expenses related to all special project or pilot expense.

5. Funding sources must be defined. The intent is to be financially self-supporting, recognizing initial start-up expenses may be required.

J. Modifications in the instructional delivery or approach to a program or course shall address the following:

1. Identification of rationale for modification, including added value and supportive data and research

2. Completion of an approval process as determined by the director of teaching and learning and the school principal

3. Completion of communication plan with students, parents and colleagues prior to beginning modification

4. Completion of financial audit prior to modification being approved

K. Curriculum/program reduction shall address the following:

1. Identify rationale for the reduction or elimination of an articulated course.

2. Identify the required standards that will be eliminated and what opportunities there are for students to complete the necessary coursework for graduation.

3. Identify a transition process for eliminating the course.

L. Within the ongoing process for special project reduction or elimination, the following needs shall be addressed:

1. Identify rationale for the reduction or elimination, including lack of available funding sources.

2. Identify a transition process for eliminating a special project.

Legal References:
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Reading and Mathematics)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition)
Minn. Rules Parts 3501.0505-3501.0635 (Academic Standards for Language Arts and the Arts)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:
Policy 605 (Alternative Programs)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan)
Policy 616 (School District System Accountability)
Policy 618 (Assessment, Grading and Reporting of Student Progress)
Policy 620 (Course Credit for Learning)
Policy 623 (Summer School Instruction)
Policy 624 (Online Learning Options)

Policy   INDEPENDENT SCHOOL DISTRICT 273
adopted: 6/22/09   Edina, Minnesota
amended: 11/8/10

Appendix I

CURRICULUM DECISION MAKING
CONTINUOUS IMPROVEMENT

Year One/Step One:
Context and Reality; Evaluation; Determine Options; Choice Making; Design

➢ Determine Study Team and Communication Links to department/sites/community (begin spring/summer).

➢ Develop and administer a Needs Assessment/Survey Instrument (teachers, parents, students, community and administrators) (begin spring/summer). Check how the area is applying/using:
  - Written/Planned/Delivered Curriculum
  - 21st Century Skills
  - RTI – Intervention/Acceleration and Enrichment
  - Formative Assessment
  - Reading in the Content Area
  - 6 Traits Writing Strategies
  - Technology
  - Instructional Strategies; Marzano, Differentiation, Flexible Grouping, etc.
  - Big 6 Research Skills
  - Diversity/Equity Awareness (including Gender)
  - Service Learning

➢ Create Power Standards (begin spring/summer)
  – Content Standards, Assessments, and State Mandates

➢ Conduct Gap Analysis; curriculum and student learning (begin spring/summer)

➢ Study Trends and Issues in the content area to be revised (experts, university partnership, speakers, review of research, literature reviews, site visitations, conferences, study groups, staff development, etc).

➢ Writing and validation of Beliefs and Direction Statements
  These are a written product of the implications of the Trends and Issues study and the Needs Assessment. In addition, information is collected about what practices should start, stop and stay in the areas of curriculum and instruction, assessment, materials and technology.

➢ Create Course Proposals as necessary (October)

➢ Assess Staff Development needs – based on student data & survey results

➢ Capital and training Budget Planning (December – February; 8-yr loop elem/sec)

➢ Curriculum Writing begins. Products for the Guide will include:
  – Develop Curriculum Framework (grade level/course focus)
  – Content Standards Identification and K-12 Alignment
  – Curriculum Mapping – Determine Learning Targets

- – Develop the Scope and Sequence/Specific Skills
- – Identify the Grade Level/Course Assessment Benchmark Content
- – Begin Assessment Design/Selection
- – Identify "Best Practice" Instructional Strategies

➢ Field Testing of selected materials, identification of criteria for selection of materials including intervention programs (Success Center, Spec Ed, ESL, etc), evaluation of Materials in field testing.

Year Two/Step Two:
Design; Implement; Refine

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➢ Finalize/revise capital and training Budget (July)

➢ Curriculum Writing continues (often summer project)

➢ Order Materials (major adoption focus is rotated between secondary and elementary on an eight–year loop) (July)

➢ Present Curriculum Study Package to the school board
- – Organizational Structure
- – Curriculum – Belief and Direction Statement, Content Standards, Content Standard K-12 Alignment matrix, Scope and Sequence/Specific Skills
- – Materials
- – Implementation Plan
- – Assessment Plan
- – Staff Development Plan

➢ Staff Development

➢ Pilot Curriculum Writing products

➢ Begin Implementation of materials, curriculum documents and assessments

➢ Ongoing Evaluation; revisions are results-driven

Year Three/Step Three:
Refine; Continuous Improvement

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➢ Continue Implementation and Staff Development

➢ Continue Evaluation; revisions are results-driven

➢ Continue Staff Development

Year Four/Step Four:
Prepare for Assessment; Internal RFP to Research

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➢ Implementation and Staff Development continue

➢ Assessment Results collected and reviewed

➢ Program Evaluation Begins (Needs Assessment, Gap Analysis)

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Appendix II to Policy 603
Curriculum Review Cycle

	Year	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-22	2022-23
Edina Curriculum Review Cycle*	**MDE Revision****	Physical Education	Fine Arts	Science	Language Arts (LA)	Social Studies	Math	Physical Education
	Steps I and/or II	K-5 Fr. Reading 6-12 Math ELL/ML World Languages		Art/Music	6-12 French LA FACS/Business Science/PLTW	K-5 Writing 6-12 LA	K-5 Reading K-5 French Writing Soc. Studies	K-5 Math
	Step III	K-5 Math Health	K-5 Fr. Reading 6-12 Math ELL/ML World Languages		Art/Music Reading Intervention	6-12 French LA FACS/Business Science/PLTW	K-5 Writing 6-12 LA	K-5 Reading K-5 French Writing Soc. Studies
	Step IV	K-5 French Writing PE***	K-5 Math Health	K-5 Fr. Reading 6-12 Math ELL/ML World Languages		Art/Music Reading Intervention	6-12 French LA FACS/Business Science/PLTW	K-5 Writing 6-12 LA
	Step V	K-5 Reading	K-5 French Writing PE***	K-5 Math Health	K-5 Fr. Reading 6-12 Math ELL/ML World Languages		Art/Music Reading Intervention	6-12 French LA FACS/Business Science/PLTW

*Adjustments to this cycle are made at times due to changes in standards review timelines from the MN Department of Education (MDE), or due to district budget adjustments.

**Unless otherwise noted, academic standards are reviewed by MDE in one content area per year and every 10 years thereafter. The timeline for Health, Career and Technical Education, and World Languages must be established locally.

***Carry-over from previous curriculum review cycle.

Curriculum Review Cycle
Step I: Budget and Review
Step II: Design
Step III: Implement
Step IV: Refine
Step V: Continuous Improvement

Reviewed: 4/2/2019