

Education Programs

Curriculum and Program Review and Development

I. Purpose

This policy provides direction for continuous review and improvement of the district's curriculum and programs.

II. General Statement of Policy

Curriculum and program review and development is 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.

III. Definitions

- A. Course offering: A defined set of learner outcomes and standards that is completed through a course of study. A 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 short term administratively approved 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 or the district.

IV. Review and Development Framework

- A. The teaching and learning director is responsible for curriculum and program review and development. The director will 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 curriculum cycle in alignment with the Minnesota Department of Education's curricular review cycle (see reference below). The curriculum design process can be found in Appendix I.

- C. The review and development process must:
 - 1. Use relevant data and research to inform the process.
 - 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 World's Best Workforce Committee will be updated in the review and development process.
- E. The administration has access to staff, consultants, parents, community members and students to assist in the review and development process. The selection determination is 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. Determine learner outcomes and align local, state and/or national 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 applicable requirements of the Minnesota Department of Education and the federal Every Student Succeeds Act.
- G. All district curriculum and program additions or reductions must be approved by the school board. All district special projects are 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 must 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. A financial audit must be completed. The director of business services and the superintendent will annually determine baseline expenses related to all special project or pilot expenses.
 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 must 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 must 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 must 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.
- M. Students identified as not reading at grade level or showing signs of dyslexia by the end of kindergarten through 5th grade as evidenced by screening and/or diagnostic assessments must be screened for characteristics of dyslexia.
- N. Students who do not meet or exceed Minnesota academic standards, as identified by the district and the state will 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 Minn. Stat. § 120A.20, subd. 1(c). A student's plan under this section continues while the student is enrolled.

Legal References:

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
 Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.12 (Reading Proficiency)
 Minn. Stat. § 120B.125(f) (Postsecondary Education and Employment)
 Minn. Rules Chapter 3501

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)

Minnesota Department of Education Curriculum Cycle:

<https://education.mn.gov/mde/dse/stds/>

Policy
 adopted: 6/22/09
 Amended: 11/8/10
 Revised: 7/18/22

INDEPENDENT SCHOOL DISTRICT 273
 Edina, Minnesota

Appendix I

In Edina, a core belief we share is “Professional Excellence.” This means that, “We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.” This is done through the use of “district design teams.”

Design teams follow a proven process to formally review programs, curricular materials and instructional practices. The review process has 6 phases, which ensure ongoing stakeholder input from staff, community, and school board.

The process is flexible, allowing for the district to respond to standard revisions, new technologies, or emerging promising instructional practices. The 6 phases are developed based upon the use of Implementation Science.

Review & Evaluation: In phases 1-2 we compare and contrast our current curriculum and instructional program to current best practice and establish expectations through a structured analysis of local, state and national standards.

Plan & Adopt (if necessary): In phases 3-4 we establish a plan to ensure consistent, effective implementation of standards through the use of adopted curriculum materials and/or instructional practices.

Implementation & Continuous Improvement: Phases 5-6 focus on implementation & continuous improvement. Collaborative teams and staff monitor goals and intended outcomes for program efficacy.

Curricular & program areas may move into the formal review stage for one or more reasons including:

- Minnesota State Standards Revision/New State Standards Released by MDE
- Updates to national or local standards
- Curriculum/Program is not meeting intended outcomes - district data suggests a need to review

***Phases 1-3 may be merged during a timeframe**

School Year	<i>MDE Full Implementation Date:</i>
2022-2023	Arts
2023-2024	Physical Education
2024-2025	Science
2025-2026	K-12 ELA
2026-2027	Social Studies
2027-2028	Math
District Determined	World Languages

Teaching and Learning will use a backwards mapping process to determine the start date of each Design Team

Reviewed: 11/08/10
Reviewed: 04/02/19
Revised: 07/18/22