

Education Programs

Educational Competencies, Academic Standards, and Instructional Curriculum

I. Purpose

This policy defines the school district's educational competencies, instructional curriculum, academic standards, and K-12 talent development framework, including state and federal educational requirements.

II. General Statement of Policy

The school district is committed to providing a comprehensive educational experience for students that is defined by educational competencies and academic standards and implemented through an aligned instructional curriculum for early childhood through grade 12. The district will deliver the standards and curriculum at identified grade levels through classes and/or courses.

III. Definitions

For purposes of this policy, the definitions included in this section apply.

- A. "Academic standards" mean a state-prescribed or locally-adapted set of content standards that the school district must offer and certify for a student to be eligible to receive a high school diploma.
- B. "Curriculum" means an instructional area of study for early childhood through grade 12 that is required to meet the academic standards of the State of Minnesota or the district.
- C. "Educational competencies" mean the articulated skills and literacies that learners need to have social, emotional, academic, and professional success in a rapidly changing, global world.
- D. "K-12 Talent Development Framework" means (1) servicing students demonstrating high performance and cultivating potential in each and every student; (2) providing early intervention and development opportunities ensuring all students have opportunities to grow; and (3) providing learning experiences that are independent of students' background or economic status.

IV. Educational Competencies/Portrait of a Well-Rounded Edina Graduate

- A. The school district places a high value on the holistic view of the learner. The view is responsive to the district’s mission, which seeks to “deliver educational excellence and prepare all students to realize their full potential.”

These competencies/Portrait of a Well-Rounded Edina Graduate are intended to help guide a learner along their educational journey, striving to become:

- Academically Prepared
- A Globally Competent Individual
- A Responsible and Engaged Citizen
- An Effective Communicator and Collaborator
- An Innovative Thinker and Problem Solver
- A Motivated Lifelong Learner

- B. The educational competency descriptors/Portrait of a Well-Rounded Edina Graduate are located in Appendix I.

- C. The district administration is responsible for embedding the educational competencies/Portrait of a Well-Rounded Edina Graduate into the learning experience and curriculum. This responsibility includes using the competencies as a framework for:

- Professional learning
- Curriculum development with courses and at grade levels
- Student assessment
- Staff evaluation

V. Academic Standards, Instructional Curriculum, Resources, and Experience

- A. The director of teaching and learning will be responsible for the implementation of the school district’s academic standards and instructional curriculum.

- B. The district has defined academic standards, a comprehensive instructional curriculum, and common summative assessments for the following content areas:

- English language arts
- social studies
- ethnic studies
- math
- physical education
- music
- health
- business education
- financial literacy (applicable starting with 2028 graduates)
- science
- media literacy
- technology/engineering
- world languages

- family and consumer sciences
 - visual, media, and performing arts
- C. Each curricular content area will have a guide that includes:
- mission
 - grade-appropriate standards
 - curriculum materials
 - resource materials
 - common assessments
 - differentiation and personalization suggestions
 - media and technology materials
- D. Each curricular content area will be reviewed and revised on a cyclical basis as per Policy 603 (Curriculum and Program Review and Development).
- E. The academic standards and instructional curriculum will align with those established by the Minnesota Department of Education or by local adoption as provided in statute.
- F. The elementary schools will offer the following:
- visual, media, and performing arts
 - integrated English language arts
 - math
 - music
 - physical education
 - science
 - health
 - social studies
- G. The middle schools will offer the following:
- visual, media, and performing arts
 - integrated English language arts
 - math
 - music
 - physical education
 - science
 - health
 - social studies
 - technology education
 - world languages
 - family and consumer sciences
- H. The high school will require 43 credits for graduation pursuant to district policy. Starting with the class of 2028, the high school will require 44 credits for graduation.

- I. The K-12 Talent Development Framework (see Appendix II) consists of enrichment, extended learning, acceleration, and authentic learning opportunities.
- J. The school board will approve all academic standards and instructional curriculum revisions at least as frequently as prescribed by Minnesota Department of Education’s K-12 Academic Standards Review Schedule as approved by state law.
- K. The district will provide professional learning opportunities to advance employees’ knowledge, skills, and abilities in effectively delivering the standards, competencies, and curriculum through instruction.

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
- Minn. Stat. § 120B.024 (Credits)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- 20 U.S.C. § 5801, *et seq.* (Goals 2000: Educate America Act)
- 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

- Policy 105 (School District Mission, Vision, Strategic Direction and Plan)
- Policy 603 (Curriculum and Program Review and Development)
- Policy 613 (Graduation Requirements)
- Policy 614 (Assessment Plan)
- Policy 616 (School District System Accountability)
- Minnesota K-12 Academic Standards in Arts Education
- EPS 2020-2030 Strategic Plan

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revised:	11/10/25 (correction under quick review)	

Appendix I to Policy 601



Portrait of a Well-Rounded Edina Graduate



ACADEMICALLY PREPARED

- Demonstrates foundational academic knowledge in Reading, English Language Arts, Mathematics, Social Studies, Science, Technology, Engineering, and the Arts.
- Masters and applies standards aligned to challenging and rich curricula.
- Identifies, understands, and solves complex issues.

GLOBALLY COMPETENT INDIVIDUAL

- Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures and environmental conditions.
- Engages in multiple opportunities to broaden language knowledge and application.
- Embraces the individual and cultural dignity of all people and actively seeks multicultural interactions.

RESPONSIBLE AND ENGAGED CITIZEN

- Demonstrates a high level of integrity and ethical action.
- Applies knowledge and education for the good of the community.
- Demonstrates empathy, compassion and open-mindedness.
- Accepts responsibility for personal choices and actions, including impact on others and learns from mistakes.
- Applies the social-emotional skills of self-awareness and self-management to lead a healthy and well-balanced life.

EFFECTIVE COMMUNICATOR AND COLLABORATOR

- Communicates effectively as a listener, speaker, writer, and responder through appropriate and timely communication platforms (digital, print, video, and social media).
- Possesses strong social and interpersonal skills, including verbal, nonverbal, and conflict resolution.
- Works effectively with others in academic and social settings, both as a leader and a contributor.

INNOVATIVE THINKER AND PROBLEM SOLVER

- Thinks and produces creatively, both collaboratively and independently.
- Demonstrates intellectual curiosity.
- Critically analyzes and evaluates information sources.
- Adapts to changing demands.

MOTIVATED LIFE-LONG LEARNER

- Understands personal interests and passions, while valuing continuous learning and seeking opportunities for growth.
- Understands own needs as a learner and advocates appropriately.
- Persists when faced with challenge or adversity.
- Actively researches opportunities, sets personal learning goals, makes choices that support long-term aspirations and successful transitions.

Appendix
adopted: 03/04/24
reviewed: 01/06/25

Appendix II to Policy 601

K-12 Talent Development Framework

In addition to serving students already demonstrating high performance, talent development services cultivate potential in students whose strengths are not yet tapped or readily observable in typical classroom environments. By fostering talent development Edina ensures that each and every student has the opportunity to grow at accelerated rates in enriching learning environments.

Opportunity	Vision	Description	Examples
Enrichment	Rigorous and enriching opportunities for all learners to discover their unique interests and strengths integrated into the core curriculum and culture of the school	Sets a foundation for talent development Provides new experiences and information that expands background knowledge Offers rigorous, inquiry-based experiences Fosters critical, reflective, and creative thinking Allows student strengths and talents to emerge	Lessons focused on critical, reflective, and creative thinking within the standards Inquiry-based learning Problem-solving activities
Extended Learning	Opportunities provided to some students to engage with grade-level content at a deeper level during flexible times throughout school day or year	Builds learner confidence in a talent area Recognizes students' knowledge and skills Promotes development of higher order thinking skills Offers content depth and complexity	Extending the standards beyond what is required for all
Acceleration	Opportunities for some students to compact grade-level standards and be exposed to higher grade-level standards at a faster pace	Reinforces learner commitment in a talent area Recognizes students' knowledge and skills Offers content at a faster pace Provides above-level content	Accelerated pacing beyond the typical learning sequence Compacted courses College-level courses
Authentic Learning	Opportunities provided to all	Recognizes and responds to students' talent area	Provide real-world opportunities for students to

	students to engage in real-world application of strengths and talents	<p>expertise</p> <p>Provides opportunities for learners to apply their strengths and interests in real-world inquiry or production</p> <p>Promotes high intellectual performance and production</p>	apply their strengths and interests in specific talent areas
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Appendix

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