

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 district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness that are used 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
- supplemental resource materials
- common assessments
- differentiation suggestions
- media and technology resources as appropriate

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
- English language arts
- math
- music
- physical education
- science
- health
- social studies

G. The middle schools will offer the following:

- visual, media, and performing arts
- English language arts
- math
- music
- physical education
- science
- health
- social studies
- career and technology education
- world languages
- family and consumer sciences

H. The high school will require forty-three (43) credits for graduation pursuant to district policy. Starting with the class of 2028, the high school will require forty-four (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. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (READ Act Goal and Interventions)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
20 U.S.C. § 5801, *et seq.* (Goals 2000: Educate America Act)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
Minnesota K-12 Academic Standards in Arts Education

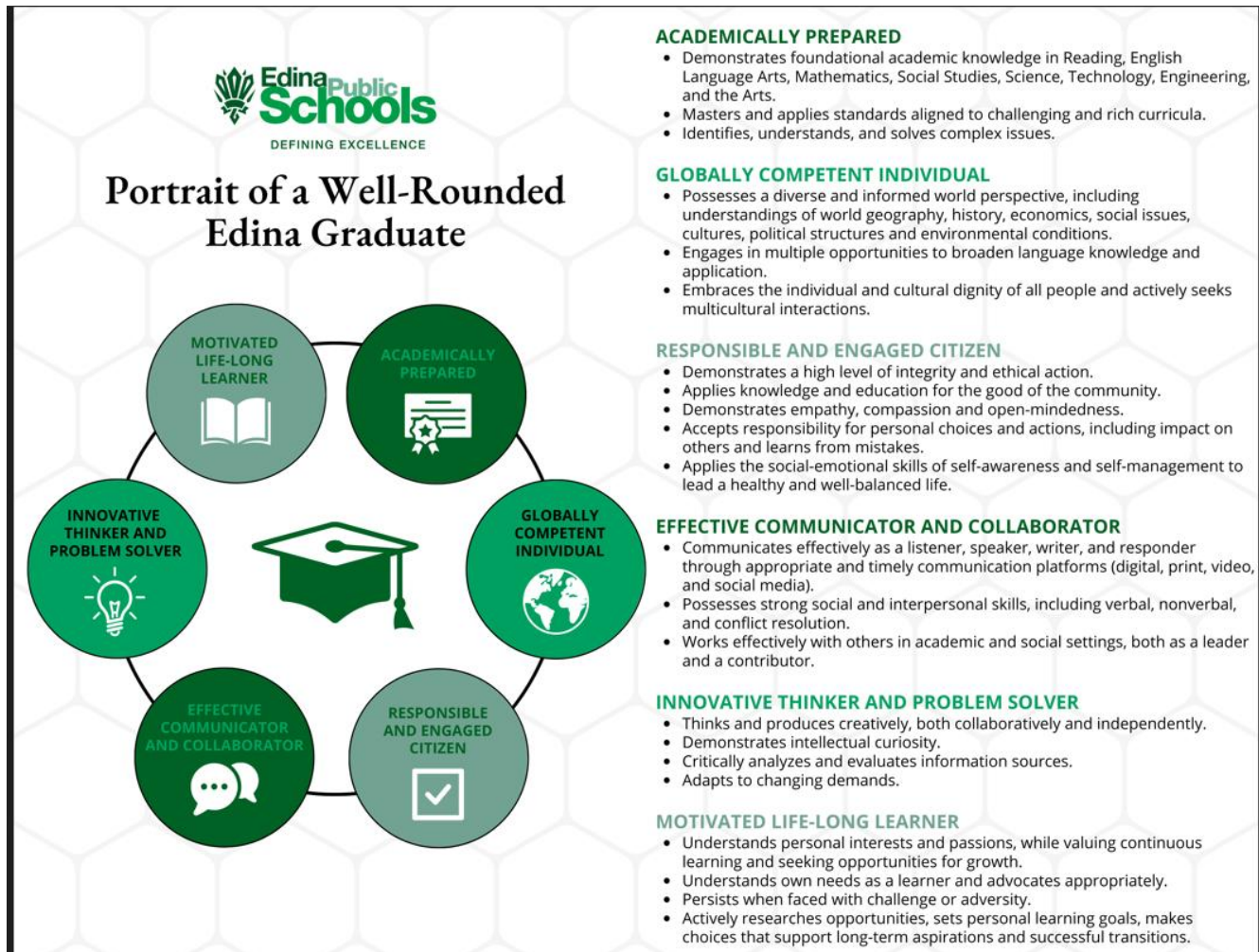
Cross References:

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)
EPS 2020-2030 Strategic Plan

Policy
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INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 601



Appendix

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K-12 Talent Development Framework

In addition to serving students already demonstrating high performance, Talent Development in Edina is Gifted Education and more. It takes a broader, more inclusive, and proactive approach. It focuses on nurturing potential in all students by providing opportunities, support, and meaningful challenges that match each learner's readiness. The Edina Talent Development Framework provides four learning opportunities to nurture the potential in all students. The framework aligns with the vision of the Portrait of a Well-Rounded Edina Graduate, ensuring that each and every student has the opportunity to grow at accelerated rates in enriching learning environments.

Opportunity	Vision What	Description Why	Examples
Enrichment	Enrichment happens in the regular classroom setting for all students led by the licensed classroom teacher. Enrichment is integrated into the curriculum and the instructional 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	Extended Learning happens in the regular classroom setting led by the licensed classroom teacher for some students who are consistently performing above grade level. Extended learning happens when students show teachers they have mastered content in a specific area and teachers find flexible	Builds learner confidence in a talent area Recognizes students' knowledge and skills Promotes development of higher order thinking skills Offers content depth and complexity Increases rigor and knowledge	Extending the standards beyond what is required for all

	time to provide students with additional challenging opportunities.		
Acceleration	Acceleration happens in a different classroom with a licensed Talent Development teacher for some students who are significantly above grade level. Acceleration is providing learning at a faster pace so that there is substantial additional time to introduce students to new content and deepen learning.	Reinforces learner commitment in a talent area Recognizes students' knowledge and skills Offers content at a faster pace Provides above-level content Increases rigor and knowledge Ensures strong student engagement and optimal academic and social and emotional growth	Accelerated pacing beyond the typical learning sequence Compacted courses College-level courses
Authentic Learning	Authentic learning happens in the regular classroom setting for all students led by the licensed classroom teacher. These opportunities engage students in real-world application of strengths and talents	Recognizes and responds to students' talent area expertise Provides opportunities for learners to apply their strengths and interests in real-world inquiry or production Promotes high intellectual performance and production	Provide real-world opportunities for students to apply their strengths and interests in specific talent areas 3-5 STEAM Cornerstone projects integrated

Appendix

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