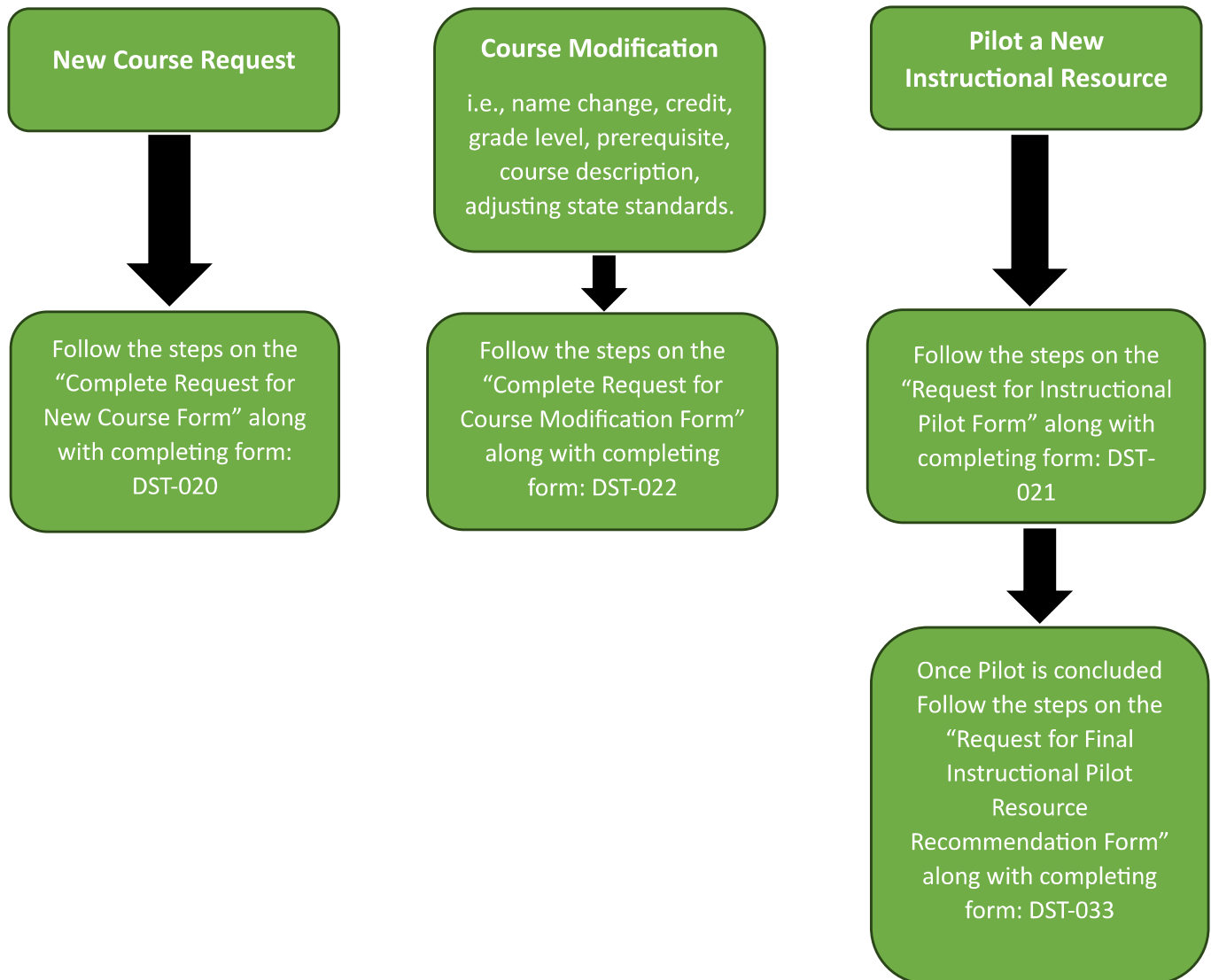




GUIDE TO CHOOSING THE CORRECT FORMS AND PROCEDURES FOR CURRICULUM

What are you looking to do?



Before completing any form, discussions must be held with your building administrator, department, and all pertinent district department chairs at all levels.

All forms being completed for the Special Education Program must be forwarded to the Special Education Director.



Steps to Complete Request for New Course Form: DST-020

1. Prior to beginning the process to request a new course, please have the building department chair discuss the proposed change with the building principal.
2. Access the Staff Portal for Request for New Course Form – DST-020
3. Send completed form electronically to the District Department Chair for your subject area. The District Department Chair will distribute the proposal to all administrators, appropriate teachers, and fellow subject area district chairs for their review and signature. Any comments should be directed to the District Department Chair within **3 school days**.
4. The District Department Chair emails the comments and reviews with appropriate departments, grade level, and building department chairs within **3 school days**. The District Department Chair will bring the request to the Curriculum Renewal Council (CRC).
5. District Department Chair sends request to Assistant Superintendent of Teaching and Learning.
6. Assistant Superintendent will take the request to the District Department Chair Council (DDCC). Person requesting new course (or designee) will present at DDCC meeting. District Department Chair Council will discuss and vote.
7. Assistant Superintendent will bring new course request to the Teaching and Learning Board of Education sub-committee.
8. Assistant Superintendent of Teaching and Learning will bring course request to Board of Education for approval.
9. Changes that need to be reflected in the Curriculum Handbook or At-a-Glance brochures for scheduling purposes must meet the following timeline:
 - a. High School –
 - i. by June 1 requests must be submitted to the building subject area department chair who in turn will submit the request directly to the building principal and CRC chair.
 - ii. September CRC meeting: Presentations from all departments must come from the building department chair of the respective department.
 - iii. October DDCC meeting: Presentation of request is given to the full DDCC group.
 - b. Middle School – All requests must be submitted to building principal by October.
 - c. Elementary – Does not pertain.

September 18, 2023



District Department Chair Council REQUEST FOR NEW COURSE/PROGRAM

Date: May 6, 2025		To: District Department Chair Council	
From: (Person & Building) LOHS ELA Department		H.S. CR Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	DDCC Approval <input type="checkbox"/> Yes <input type="checkbox"/> No
		Board Sub. Committee Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	Board of Ed. Approval <input type="checkbox"/> Yes <input type="checkbox"/> No

DISTRICT DEPARTMENT CHAIR COUNCIL RESULTS	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Revision Necessary	Recommendation:
High School Signature:	Date:
Middle School Signature:	Date:
Elementary School Signature:	Date:
Other Department Consulted:	Date:

New ideas and different ways of doing things will be encouraged when ideas are clear and planning is consistent. The questions that follow are designed as a guide for planning a request for proposal. If further assistance is needed, please contact the Assistant Superintendent of Teaching and Learning.

Rationale for New Course	
The strengths and weaknesses of the current curriculum are assessed. The best practices and technologies in the field are researched. State and national standards are reviewed. The record of past student performance is analyzed (i.e. data such as MSTEP/PSAT/SAT results, common assessment results, state standards, surveys and visitations to other programs/schools).	
Course Name: Senior Composition: Writing for Self, Community, and the World	Grade: 12 Credit: 0.5
Prerequisite: Successful completion of ELA 11 or AP 11	
Graduation Requirement	Students who are not in AP English must take at least one of the Senior Literature offerings (0.5 credits) + Senior Composition (0.5 credits)
Course Description	Senior Composition will address the skills and strategies needed for composing various text types. This course develops students' writing skills through real-world, purpose-driven projects that prepare them for college, careers, and civic engagement. Students will explore narrative, informative, and argumentative writing. Students will refine their ability to craft compelling narratives, analyze and synthesize research, and communicate effectively for diverse audiences through reflective letters, personal statements, feature profiles, brochures, persuasive letters, and/or multimedia projects. Career readiness is embedded throughout, with opportunities to engage in professional writing, conduct interviews, and create work for authentic audiences.
Content Expectations: State of Michigan Language Arts Standards for Writing W.11-12.1-10	
Rationale The restructuring of our senior ELA courses will allow more flexibility for our students. For example, students could take Senior Composition and Senior Literature concurrently. Additionally, the courses can be taken in any order, which should increase flexibility during the scheduling process. For students who are ambitious, they could choose to take 3 or 4 terms of senior ELA by enrolling in multiple Senior Literature courses. Conversely, for students who may not pass a course the first time, they could immediately retake the course in a subsequent term. Lastly, we will also offer these courses as blended, blocks, and skinnies.	
Strong writing skills are essential for success in college, careers, and civic life. Senior Composition provides students with the opportunity to develop their ability to communicate effectively across multiple genres and real-world contexts. By engaging in narrative, informative, and argumentative writing, students will learn to craft compelling stories, analyze complex ideas, and persuade diverse audiences. The course emphasizes research, critical thinking, and revision, ensuring that students can synthesize information and produce polished, purposeful writing. With a focus on career readiness, students will practice professional communication, conduct interviews, and create work for authentic audiences, preparing them to navigate the demands of the modern workplace and higher education.	

Who else was consulted in the creation of the new course?		
Kelly Day, Megan Ferguson, Kate DiMeo, Drew Towler, the HS ELA Department, Alicia Conner, Steve Tighe		
How will you evaluate the effectiveness of this new course?		
<p>What evaluative instruments and methods will be used?</p> <p>We will review the level of student interest based on scheduling requests. Additionally, we will review the curriculum map each year to update course materials, units of study, etc.</p>		
Timeline		
New course begins on date: Fall 2026	New course ready for review after date: January 2027	
Reason for choosing this date: This is the earliest we can run the course. The review date is after the course will have run 1-2 times.		
Budget: (Please Note: A new course can be approved without funding)		
<ul style="list-style-type: none"> Professional Development/Training List all funding sources 	<ul style="list-style-type: none"> Personnel Facilities 	<ul style="list-style-type: none"> Materials (ie, text, software, manipulatives, technology)
Specify detailed budget below:		
<p>\$220-\$330 -- We will need a total of 2-3 release days during the 2025-26 school year (1 day each for 2-3 teachers to co-plan with instructional coach)</p> <p>\$540-\$810 -- We will also need summer curriculum work during summer 2026 for any teacher who will teach the class in 2026-27 (1 day each for 2-3 teachers).</p>		