Education Programs

Curriculum and Program Review and Development

I.   Purpose

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

II.   General Statement of Policy

Curriculum and program review and development is are 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

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

A.   "Course offering:" means A 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:" means Aan 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 will be defined.

C.   "Piloting:" means A 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:" means A 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 director of 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 Legal rReferences below). The curriculum design process can be found in Appendix I.

C. The review and development process ~~must~~ will:

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~~ Comprehensive Achievement and Civic Readiness Committee will be updated in the review and development process.

E. The administration has access to staff, consultants, parents/guardians, 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. Use strategies that validate, affirm, embrace, and integrate the strengths of all cultural groups.

8. 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~~ will 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 will 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~~ will be completed. The director of ~~business services~~ finance and operations and the superintendent will annually determine baseline expenses related to all special project or pilot expenses.

5. Funding sources ~~must~~ will 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~~ will 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 a communication plan with students, parents/guardians, and colleagues prior to beginning modification.

4. Completion of a financial audit prior to the modification being approved.

K. Curriculum/program reduction ~~must~~ will address the following:

1. Identify a 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~~ will 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~~ in grades K-12 ~~must~~ will ~~be screened for characteristics of dyslexia.~~

~~N~~M. Students who do not meet or exceed Minnesota academic standards, ~~as identified by the district and 1nrolled.~~ as measured by the Minnesota Comprehensive Assessments that are administered during high school, 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 Minnesota Statues, Section 120A.20, subdivision 1 (c). A student's plan under this section shall continue while the student is enrolled.

Legal References:
20 U.S.C. § 6301~~, et seq.~~ (2015) (Every Student Succeeds Act)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)
Minn. Stat. § 120B.12 (~~Reading Proficiency~~ READ Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Rules Chapter 3501 (Graduation Standards)
Minnesota Department of Education Curriculum Cycle:
https://education.mn.gov/mde/dse/stds/

Cross References:
Policy 605 (Alternative Programs and Services)
Policy 613 (Graduation Requirements)
Policy 614 (~~School District Testing~~ Assessment Plan)
Policy 616 (School District System Accountability)
Policy 618 (Assessment, Grading, and Reporting of Student Progress)
Policy 620 (Receiving Course Credit for Learning)

Policy 623 (Summer School Instruction)
Policy 624 (Online Learning Options)

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, the community, and school board.

The process is flexible, and may not always be linear, 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 & and 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~~

MDE Full Implementation Timeline:

School Year:	~~MDE Full Implementation Date:~~ Content Area:
~~2022-2023~~ 2023-2024	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 ~~D~~design ~~T~~team.

Reviewed: 11/08/10
~~R~~reviewed: 04/02/19
~~R~~revised: 07/18/22
revised: __/__/24