

EDUCATIONAL PROGRAMS
LEADERSHIP COUNCIL
GUIDELINES
(E.P.L.C.)

Adopted 1996
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THE GROSSE POINTE
PUBLIC SCHOOL SYSTEM

EDUCATIONAL PROGRAMS LEADERSHIP COUNCIL

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THE GROSSE POINTE PUBLIC SCHOOL SYSTEM

Education Programs Leadership Council Mission Statement

The mission of the Grosse Pointe Public School System's Education Programs Leadership Council is active leadership in the development, coordination, support, and assessment of student-centered education through

- a collegial and community decision-making process
- a continuous review of curriculum, instruction, student assessment results, and program evaluation
- a research and investigation based structure to support the development of the educated person.

WHAT IS THE EDUCATION PROGRAMS LEADERSHIP COUNCIL

The Council is a collaborative decision-making group of teachers, administrators, parents, community members, and students of the Grosse Pointe district. Formed in 1986 as the Curriculum Coordinating Council (CCC) by representatives of the school community, the Council has been charged with the responsibility of serving as an informed advocate of educational excellence. The Council is composed of members on a rotating basis.

Organization of the Council process involves a systematic flow of ideas, discussion, and action to current and future curriculum and instructional needs. This system balances teacher creativity, school autonomy and central coordination. The Council determines substantive guidelines necessary for students to meet Grosse Pointe standards for an educated person, and the procedures necessary for constructing such an educational experience. The subcommittees give instructional staff and parents a voice in shaping the curriculum for grade levels and courses. Individual teachers and principals retain responsibility for curriculum as they translate it into instructional practices. The decisions about methods of instruction for effective delivery of the curriculum, content, learning activities, and instructional resources are left primarily to them.

The decisions made about curriculum are influenced by judgments at the district, building and classroom levels, as well as student, parent and community member input. The system is one that is interactive, neither top-down nor bottom-up. The Council will communicate all of its actions through minutes, emails, website and School Board presentations.

The Council's scope **may include**, but is not limited to issues such as:

- Proposals for new courses or major course revisions
- Broad curriculum revision or change
- New requirements for courses, graduation, etc.
- Grading policy
- Assessment and evaluation
- Instructional materials selection
- Preliminary budget proposal for material or equipment needs

The following issues **lie outside** of the scope of the Council's process and should be addressed in other ways:

- Contractual issues
- Student disciplinary procedures
- Community education
- Personnel issues

THE EDUCATIONAL PROGRAM REVIEW CYCLE

The educational program review cycle schedules subject area reviews across a five-phase cycle to assure fiscal prudence. If necessary, these five phases can be compacted to ensure maintenance of student learning results or response to district/state level initiatives. An EPLC Phase I and II study will be initiated when there is sufficient evidence from research, departmental requests, public testimony/concern, or requests from administration or the Board of Education that there is need for revision of existing practice.

To maintain the review process, all of the following Young5-12 content areas will use the “rolling review” concept: Art, Business/Inter-Departmental Technology, World Language, English Language Arts, Library Studies, Math, Music, Performing Arts [Drama, TV, and Dance], Physical Education, Science, Social Studies and Special Education. This review would include an annual status report to the EPLC in May. For content areas in Phase I or II, a semi-annual presentation will be given to the EPLC in January and May.

To ensure that the implementation of curricular revisions is staggered, only one of the four fundamental content areas (English Language Arts, Math, Science, and Social Studies) and no more than three of the remaining content areas should have study committees in Phases I or II simultaneously.

Phases I and II will have a targeted timeline of no more than 2 years, ending with resource and program selection. If the committee needs more time, they may ask for an extension. If the committee fails to complete the study within the allotted time, the EPLC committee will be disbanded, and all remaining decisions will be submitted to the Superintendent for completion of the task and resolution of remaining issues. Budget allocations and purchases are made just prior to the end of Phase III. Phase III work should be limited to not more than one year following EPLC acceptance of the report unless a substantive reason for a delayed implementation schedule is presented to, and approved by the EPLC. Following the two-year EPLC committee study in Phases I and II, committee members will have concluded their responsibilities and the committee will be disbanded. All remaining phases (III, IV, and V) will follow a multi-site review process, with the department chairperson(s), coordinators and/or liaisons presenting an annual report to the EPLC in May. Implementation, Phase IV, and V might take three or four years. Throughout the cycle, study and feedback take place, with special emphasis just prior to the construction of goals and objectives.

The schedule is reviewed annually to update the phases of each instructional area in its cycle and determine if any phase change is necessary.

EXAMPLE:

	2015-2016	2016-2017	2017-2018	2018-2019
Phase 1: Study	Math Science Art Counseling PE/Health Inter-Departmental Tech TV Production	ELA Lifeskills Drama	Performing Arts World Language	
Phase 2: Construct goals/objectives and programs/ professional development	Adolescent Health	Math Science Art Counseling PE/Health Inter-Departmental Tech TV Production	ELA Math Science Lifeskills Drama PE/Health Inter-Departmental Tech	Performing Arts World Language PE/Health Inter-Departmental Tech
Phase 3: Professional Development, Purchase of resources	Library Media Social Studies	Adolescent Health	Art Counseling TV Production	ELA Math Science Lifeskills Drama
Phase 4: Implementation/ Support/Professional Development		Library Media Social Studies	Adolescent Health	Art Counseling TV Production
Phase 5: Evaluation and review			Library Media Social Studies	Adolescent Health

Rationale:

The district must be responsive to changes in information, communication, technology, as well as new research about teaching and learning that impact the curriculum development and instructional design process. Hence a cycle, assuring subject area reviews and updating at least every five years, is necessary. Implementing this phased process assures a high quality program that aligns curriculum, instruction, assessment and evaluation. It also assures that curriculum is implemented and is achieving the desired goals and objectives.

Phases are:

Phase 1 - Study: The strengths and weaknesses of the current curriculum are assessed. Current best practices and technologies in the field are researched or investigated and discussed.

Phase 2 - Construction of goals/objectives and programs/professional development: Subject area goals, objectives and standards are written. Units of study, instructional resources, and model assessment procedures are determined, followed by presentation to EPLC, then BOE.

Phase 3 - Professional Development, Purchase of Resources: Purchase of necessary instructional resources and appropriate professional development activities set the stage for implementation. Model differentiated units are prepared.

Phase 4 - Implementation/Support/Professional Development: The curriculum is implemented, examined, monitored and adjusted within the classroom, and given appropriate assistance and support.

Phase 5 - Evaluation and Review: Student learning results and the Grosse Pointe curriculum are examined to see if the goals and objectives are being met.

Any portion of the curriculum may be modified during **any** phase of the cycle upon endorsement of the appropriate subcommittee and the Council. Substantive changes are presented to the Superintendent and Board of Education for approval. Recommendations and dissenting opinions will be reviewed at the end of each phase. During August, chairpersons schedule each subject area on the cycle, and prepare time lines, forms, and operating details for the next school year.

Appropriate professional development is determined for each phase in the cycle by staff and administrators. The professional development plan is updated annually.

Selection of Instructional Resources

Three principles guide the selection of instructional resources. (1) Courses and programs of the same designation should share some commonality, assuring students share some broadly based experiences so that consistency of purpose exists across the school district. (2) Shared curricular goals should not impinge on the expertise, initiative and creativity of individual staff members. The district encourages staff members to use the core resources and supplement them with other materials deemed appropriate. (3) The balance between the public's right to be informed and to question the rationale for curriculum on the one hand, and the assurance of academic freedom on the other, safeguards the free expression of ideas and allows for accountability and community participation in the selection of instructional resources.

Board Policy 2510-Adoption of Textbooks and 2521- Selection of Instructional Materials and Equipment will determine procedures for selection of classroom instructional materials.

PROFESSIONAL DEVELOPMENT GUIDELINES

The various phases of the curriculum and instructional review cycle require corresponding professional development programs. Rather than being one-time events, these professional development sessions are planned with adequate time for preparation for implementation, reflection, and evaluation. Teachers, along with others from outside the district, are encouraged to participate in the planning and conducting of the professional development sessions.

Committees and groups of teachers from different subject areas are encouraged to meet together, particularly during Phase II and III, to coordinate curriculum and instruction.

Staff who are new to the Grosse Pointe Schools are assisted in understanding the curriculum and procedures for implementation by experienced teachers and department members.

During Phase 1, subject area committees and departments discuss current curricular issues, national standards in the field, current best practices, recent research in the subject areas, and assessment data. In Phases II and III, committees write subject area goals and objectives, review and revise sequences of study, write grade level and course goals and objectives, pose focus questions, and design differentiated units and assessments in order to achieve the intended outcomes of the curriculum. Throughout Phases III and IV, time is provided to consider and provide solutions to problems that arose when teaching the curriculum, to evaluate student achievement, and to share ideas and instructional practices. Assessment tools are refined during professional development sessions and used to collect student achievement data.

The professional development programs enable teachers to appropriately mesh the curriculum and the needs of individual students by making sound instructional decisions. The sessions also help teachers deliver and monitor the program during each of the phases of the cycle.

FUNCTION AND PROCEDURES:

- (1) The Council holds regular monthly meetings, but may meet more frequently, if needed.
- (2) The chairperson checks proposals for study for form and completeness and distributes copies of each proposal to Council members no less than one week prior to the meeting date.
- (3) If, in the judgment of the Council, the proposal for study is incomplete or needs more information, it is returned to the proposer with suggestions for possible revision.
- (4) If the proposal for study is complete, it is introduced to the Council which must determine whether or not to accept it. The Council votes on the proposal at their next meeting following the presentation. The Council reserves the right to waive this procedure and vote at the same meeting at which the proposal is presented.
- (5) If the proposal for study is accepted, an announcement of the forthcoming study is sent to the staff with an application form which solicits membership of those interested in serving on the EPLC Committee.
- (6) Monthly minutes and other information as needed, which summarizes the status of proposals received and acted upon is posted on the district website after approval by the Council.
- (7) The Department of Curriculum and Instruction coordinates the formation of EPLC Committees with appropriate buildings and offices.
- (8) All the meetings of the Educational Programs Leadership Council are open.
- (9) Council members are encouraged to
 - (a) serve as liaison with individual EPLC committees especially at the beginning and end of the committee process;
 - (b) contribute to the research update component of the Council process;
 - (c) assist with the preparation of a newsletter to communicate Council business to the school staff
 - (d) assist with the preparation of an end-of-year summary report which would serve as a compendium of Council results and direction.
 - (e) assist with the planning of a Council budget and record keeping.
- (10) The Council will hold a meeting at the beginning of each school year for the purposes of such long and short-range issues as:
 - a) orientation of new and alternate members;
 - b) update on all outstanding Council issues;
 - c) study of all Board-adopted goals;

- e) goal-setting for the review cycles;
 - f) assignment of Council membership responsibilities and roles;
 - g) review of suggested studies needed;
 - h) follow-up on the evaluation cycle for programs/courses implemented in prior years as appropriate. (Phases 4 & 5)
- (13) A quorum of 60% of the Council membership is required to conduct business. (no proxy votes)
- (14) Any member who does not attend two consecutive meetings or three total meetings over a school year, without prior approval from the Curriculum Directors, will be asked to step down from their position. The position will be assigned to the standing alternate. If the standing alternate is unable or unwilling to serve as the new member, the opening will be posted. Once the position is filled, a new alternate will be selected for the remainder of the term. Extenuating circumstances for difficulties with attendance will be considered by the chairpersons in taking any action on this provision.

COMPOSITION OF THE EDUCATION PROGRAMS LEADERSHIP COUNCIL

Teacher Members (9 - *with alternates**)

- 3 elementary school staff members (one from each elem. school cluster)
- 3 middle school staff members (one from each middle school)
- 2 high school staff members (one from each high school)
- 1 special education staff member

Administrative Members (3 – *with alternates*)

- 2 high school administrator
- 1 middle school administrator
- 1 elementary school administrator

Permanent Members (3)

- 2 director(s) of curriculum
- 1 director of special education
- 1 director of instructional technology

Parent members (3)

- 1 PTO council president (or designee)
- 1 North end parent
- 1 South end parent

Student members (2) (*Selected by High School Staff*)

- 1 North High School student
- 1 South High School student

Ex-Officio members

- 1 Superintendent
- 1 Deputy Superintendent of Education
- 1 GPEA President
- 1 Data Analyst**
- 1 Instructional Coach**

* Alternates must be named for each elected teacher and administrator.
(alternates may attend meetings but do not vote)

** Positions, if applicable

Council Chairpersons

The Education Programs Leadership Council is co-chaired by the Curriculum Directors.

SELECTION AND TERM OF OFFICE

- (1)
 - a. Middle and high school administrators, working collaboratively with staff, will identify prospective EPLC teacher representatives at the middle and high school level.
 - b. Elementary administrators, working collaboratively with staff, will identify prospective EPLC representatives at the elementary school level.
 - c. Elementary, middle school, and high school administrators, working collaboratively with the Curriculum Director(s), will identify an EPLC representative from their respective level.
 - d. High school administrators of each school, working collaboratively with the appropriate staff (teachers, counselors, student activities, etc.), will each identify a student to serve as an EPLC representative on a 2-year rotating basis, assuring that there is always a junior and a senior representative.
 - e. The director(s) of curriculum, working collaboratively with administrators, and staff, will identify no less than two (2) parent representatives, preferably one from each end of the district.
- (2) If no staff member from a grade level is willing to serve, the GPEA President, working collaboratively with Curriculum Director(s) and Administrators, will assist in recruiting staff for Council service.
- (3) Traveling teachers are considered members of the building where they have been assigned a home base and nominate and vote as a member of that building.
- (4) The term of office for Education Programs Leadership Council members is three years with the exception of the student term, which is two years. Terms are on a rotational basis with 1/3 of the membership revolving each year.
- (5) Council members do not succeed themselves unless they are permanent or ex-officio members.
- (6) PTO Council President (or designee) is a three-year term or the length of their leadership.

THE COMMITTEES (Charged by EPLC)

The Structure of Committees:

The structure of committees is determined according to grade levels and areas impacted by the study. For example: committees may be elementary, middle or high school, or Young5-12, 1-8, 6-12, and/or Interdisciplinary.

Committees fall into three categories. Young5-12 Study Committees, Ancillary Study Committees, and Course Study Committees. Ancillary Study Committees are defined as any committee established for a one time or frequent review of a curriculum related issue (e.g. Character Education, Graduation Requirements).

- A limit shall be set of no more than three ancillary study committees to be active at any one time, unless necessary to do so.

Function and Procedures:

- (1) Receives proposals from the Education Programs Leadership Council.
- (2) Reviews proposals--plan, documentation, reasoning--and debates the pros and cons of proposals.
- (3) Conduct a needs assessment
- (4) Establishes a time line for committee action and submits it to the Education Programs Leadership Council.
- (5) May apply to the Education Programs Leadership Council for one time extension.
- (6) Elects committee chairpersons by majority vote.
- (7) May call in resource people and consultants for assistance as non-voting participants.
- (8) The committee chairperson provides the necessary liaison to the Education Programs Leadership Council. The Council may also assign one of its members to a committee for support.
- (9) Young5-12 studies may begin with a conversation with Board of Education members at their monthly meeting.
- (10) May choose to extend committee membership to additional staff, the number added not to exceed the number in the category of committee membership to which the addition is related.
- (11) May recommend pilot programs, the details of which, will be developed by the administration and other appropriate staff. If recommended by the committee and endorsed by the Council and Superintendent, a pilot program may be established before

the full implementation of a proposal is agreed upon.

- (12) Develops recommendation for appropriate professional development training in cooperation with the Office of Professional Development.
- (13) Consults with the Department of Instruction to recommend evaluation criteria and procedures needed to determine the success of endorsed proposals. This is done prior to the establishment of a pilot program or the full implementation of a proposal.
- (14) Prepares a written report to be presented to the Education Programs Leadership Council by the committee chairperson. If opinion is mixed, a minority report may be appended to the recommendation. A standard report format will be used which includes the 8 Critical Success factors, suggested evaluation guidelines, and suggested guidelines for preparing a cost/benefit analysis.
- (15) When the recommendation is for a required course or unit of study, additional information must be given on the form provided.
- (16) Submits a final evaluation report to the Education Programs Leadership Council.
- (17) Communicates with staff about issues related to the study.
- (18) Conducts public hearings to communicate with parents and community.

Endorsing Proposals:

- Proposals are endorsed according to the following procedures:
- Issues are resolved by 2/3 of those present and voting. Abstentions are not votes and do not count in the computation of the 2/3 vote.
- Voting privileges are established on the basis of a minimum 70% attendance record of committee members.
- Electronic votes may be submitted by qualified committee members who are unable to attend a meeting.

Selection and Term of Office of Committee Members

- (1) The Education Programs Leadership Council solicits staff and parent volunteers interested in reviewing proposals. This is to be done by means of a membership application accompanying the announcement of the proposal study.
- (2) Principals are to be responsible for seeing that announcements and applications are distributed to staff and parent members in their buildings.
- (3) In the event of multiple staff applicants/nominees, an election is conducted by the appropriate staffs and departments at the building level.

- (4) The term of committee membership continues until the proposal under study has been evaluated and final action determined.
- (5) A committee may either be organized as an ad hoc committee to making a recommendation covering a single issue or may be assigned the task of making recommendations for related issues.
- (7) The Committee chairperson has the authority to replace a non-participating member by going back to the original applications and selecting a new member.

Committee Membership Structure

Young5-12 Committees will have the following structure:

Category	Number Needed For Y5-12 Committee
Parents	4 2 elementary 1 middle school 1 high school (Geographical representation is encouraged)
Students	2-3 1 from each high school 1 middle school student (optional)
Teachers/Counselors	13-14 6 elementary 3-4 middle school 4 high school (Both grade and geographical representation is encouraged)
Administrators	5-6 1 elementary 1 middle school 1 high school 1-2 central office 1 special education

- Alternative structures may be approved by EPLC at the time of committee formation.
- Committees may begin work as soon as 70% of the designated positions have been filled as long as efforts continue to locate representatives for the remaining slots.

PROCEDURAL ISSUES

EPLC Standing Committees

Membership, procedures and duties subcommittees will meet as needed during the year and provide a yearly update to the EPLC on issues and recommendations.

Service on Committees

The Council will provide either released time with substitutes or provision for district professional development credit for those who serve on these committees.

Evaluation of Implemented Proposals

The Department of Curriculum and Instruction, in collaboration with the proposers and the related committee, will assist in the development of appropriate evaluation instruments and procedures. Although the committee will submit a preliminary structure for Phase 5: Review and Evaluation as part of its Phase 2 report, evaluation will be an ongoing process throughout the Matrix of EPLC committees.

The Matrix of EPLC committees will include specific points at which input is requested from all stakeholders. This will include parent forums, parent, staff and student surveys, analysis of test data, interviews with focus groups, and other appropriate evaluation methods.

Development of the Review Cycle

The development of the review cycle is the responsibility of the Department of Curriculum.

Who May Make a Proposal?

Any group of four community residents or school employees

What is required in a Proposal?

- The addressing of an appropriate issue
- Use of the proper form with the signatures of the proposer and three supporters
- Submission of the form at least two weeks prior to the regular monthly meeting of the Education Programs Leadership Council

Proposals for Pilot Programs

Information is to be provided to the EPLC in a timely way so members are aware of these district improvement efforts.



Curriculum Template Essential Components

Component	Definition
Content Area	Refers to a defined domain of knowledge and skill in an academic program. A method that districts use to organize knowledge, teaching, and academic programming; such as, Math, ELA, Science, Social Studies, etc.
Unit of Study	Represents a series of lessons in a course, across days or weeks.
Diversity Statement	This would include empowering learners where all students are able to identify with material being presented within a culturally responsive environment.
Targeted Standards/Content	Content Standards are the state and national benchmarks/standards (i.e. Common Core, Michigan Science Standards, C3 etc.) that teachers must integrate into daily lessons/units of study.
Student Learning Targets	Performance Standards are concrete ‘I can’ statements of what students will master in daily lessons based on the content standards.
Checking for Understanding/Assessments	The differentiated opportunities we provide students to demonstrate their understanding of content and the skills they have acquired. List the assessments (diagnostic, formative and summative) you used to gather evidence of student learning. They may include demonstrated proficiency in the classroom through participation and discussion, presentations, and completed projects as well as additional test quiz and homework assignments. Assessments are: observable and measurable, directly aligned to standards, varied to address different learning styles.
Key Concepts	Should be highly pertinent to the topic of the unit and appropriate to the development level of students. Key concepts should be powerful ideas of major significance to a discipline, not simply new vocabulary terms. They are central ideas of the unit – the ones the teacher intends students to understand and use for a lifetime.
Essential Questions/Intellectual Processes & Skills-- <u>Depth of Knowledge</u> and <u>Webb’s Depth of Knowledge with CCSS</u>	Engagement, questioning, and thinking/problem solving strategies during the unit a study. This would include empowering learners where all students are able to identify with material being presented within a culturally responsive environment.
Exit Skills	Strategy requires students to write responses to questions you pose at the end of class. Exit Slips help students reflect on what they have learned and express what or how they are thinking about the new information.



Grosse Pointe Public Schools Curriculum Template

Content Area:	Grade Level:
Unit of Study:	
Diversity Statement:	

Targeted Standards/Content: <ul style="list-style-type: none">•	Student Learning Targets: <ul style="list-style-type: none">•
Key Concepts: <ul style="list-style-type: none">•	Checking for Understanding/Assessments: <ul style="list-style-type: none">•

Essential Questions/Intellectual Processes & Skills - Depth of Knowledge and Webb's Depth of Knowledge with CCSS:
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Exit Skills:

Content area and date