

## **SCHOOL DISTRICT OF NEW LONDON**

### **ADMINISTRATIVE GUIDELINE 334 – CURRICULUM CHANGES OF PROGRAMS**

#### **Step 1:** Establishing the Need for Change

The initial impetus for change may come from a variety of sources—teachers’ perceived lack of a specific offering in the current program of studies, a counselor’s difficulty in finding suitable offerings for a particular segment of the student body, department members’ and/or principal’s perception of a lack of offerings that line up with emergent demands, feedback from students currently in attendance, or feedback from recent graduates.

The need for change may also come from changes in the student population, from educational reform driven by local, state, or national initiatives, or from state and federal mandates, or finally, from a cost/benefit analysis driven by emergent financial conditions in the district.

To verify that a need which is locally driven is truly valid, some information gathering is important—a survey of interest from current or past students for example. A review of the pathways being followed by juniors and seniors in line with post high school intentions is another important database on which to determine the extent of the need for an addition or other change to the program of studies.

**Timeline:** September and October

**Responsibility of:** Teachers, Department Members, Principal, Counselor; or District Administrator, Director of Teaching and Learning, and/or Director of Business Services (Determined by basis of need for change.)

#### **Step 2:** Drafting the Change Proposal

If a need has been determined based on local conditions as perceived by teachers, counselor, and principal, a written draft should be shared by the building personnel as a collaborative effort. The draft should then be shared with the Director Team for feedback and response based on the proposal’s fit with general curriculum reform and other changes initiatives at other program levels.

**Timeline:** November

**Responsibility of:** Teacher(s), Counselor, Principal, and Director of Teaching and

Learning; or Director of Teaching and Learning and Appropriate Administrative Personnel.

**Step 3:** The final draft of the proposed curriculum program changes should be presented to the District Administrator and Board Instructional Committee and should include the following information:

- A. If based on building level perceived needs, verified by information gathered . . .

**For a Course Added: Course Title, Length of Course, Credit, and Prerequisites (when applicable)**

**Need for Course:** Include all data that supports the decision.

**Intended Student Population to be Served:** This relates to the need statement and identifies a specific segment of the student body that is underserved.

**Staffing Impact Statement:** Is there sufficient staff time currently available or will additional staff time be needed: What certification (license) will be needed? How many current staff members are certified to teach the course? Will the students who take this course likely reduce membership in other course offerings or will this course simply provide additional opportunity for students to continue pursuing studies in a particular discipline.

**Budget Impact Statement:** What will be the cost of the addition—start up and continuing? Is there sufficient money in the regular annual budget or will this require additional money or the shifting of funds from other areas?

**Evaluation Follow-Up:** What evidence will be gathered to demonstrate whether the addition is meeting the described need and whether there is a need to change, adjust, or improve the new course offering? Who will be responsible to gather the evidence?

**Timeline:** December Board of Education Meeting

**Responsibility of:** Director of Teaching and Learning

**For a Course Dropped: Course Title, Length of Course, and Credit**

**Impact on Student Population:** What alternative opportunities will exist in the program of studies for those students formerly served by the course being eliminated?

**Staffing Impact Statement:** How will the available staff time created by the

course dropped reassigned?

**Budget Impact Statement:** What is the anticipated cost savings, if any; will additional staff time and materials be needed elsewhere due to students having to make other program choices?

**Timeline:** December Board of Education Meeting

**Responsibility of:** Director of Teaching and Learning

- B. If change is driven by state or federal mandates or by local financial conditions . . .

**For a Course Added:** Course Title, Length of Course, Credit and Prerequisites (When applicable)

**Need for Course:** Include detailed statement of state or federal requirement which determines need.

**Intended Student Population to be Served:** This will include a description of the target population as directed by state or federal mandate. Are all students in the target population required to take the course or is the course mandated to be offered for those students?

**Staffing Impact Statement:** Is there sufficient staff time currently available or will additional staff time be needed? What certification (license) will be needed? How many current staff members are certified to teach the course? Will the students who take this course likely reduce membership in other course offerings or will this course simply extend opportunities for students?

**Budget Impact Statement:** What will be the cost of the mandated addition, both initial and continuing? What budget adjustments will be required to accommodate the new course? Is there outside money—grants, entitlements, etc.—available to reduce the impact on the local budget?

**Timeline:** December Board of Education Meeting

**Responsibility of:** Director of Teaching and Learning

- C. If based on financial conditions:

**For a Course Dropped:** Course Title, Length of Course, and Credit

**Need for Change:** Include statement of financial need for change and cost analysis as basis for change decision.

**Impact on Student Population:** What alternative program opportunities are available with the elimination of this offering from the program of studies.

**Staffing Impact Statement:** How will staff time made available with the elimination of this offering be reassigned?

**Budget Impact Statement:** What is the potential short and long-term impact on the local budget including the impact on state aide for the district?

**Timeline:** December Board of Education Meeting

**Responsibility of:** Director of Teaching and Learning

ADOPTION DATE: February 10, 2020

REVISION DATE(S):

REVIEW DATE(S): March 23, 2023

CROSS-REFERENCE: Policy 334 Curriculum Changes of Programs

LEGAL REFERENCE: