

PORTAGE PUBLIC SCHOOLS CURRICULUM INSTRUCTION COUNCIL

BYLAWS

(Membership updated April 2014)

I. DEFINITION OF THE CURRICULUM INSTRUCTION COUNCIL

The Portage Public Schools' Curriculum Instruction Council, the CIC, in support of student learning, is a representative group of district personnel and community members that reviews all proposals and initiatives concerning district PreK-12+ curriculum, instruction, instructional technology, and assessment. Recommendations from the CIC regarding proposals and initiatives proceed to the District Curriculum Office and then to the Superintendent.

II. DISTRICT VISION STATEMENT

An exceptional, continuously improving learning culture, committed to all!

III. DISTRICT MISSION STATEMENT

Portage Public Schools will educate all students to achieve their potential

IV. PURPOSE OF THE CURRICULUM INSTRUCTION COUNCIL

The purpose of the CIC is to design, implement, and communicate a district-wide system that will facilitate on-going research into and development of standards, competencies, assessments, vertical/horizontal coordination, and professional development of curriculum and instruction. (Adopted 1993.)

V. THE CIC PROCESS

A. STEP 1: THE PROPOSAL:

- ⇒ A proposal is a formal request to alter existing Board approved curriculum, instruction, assessment, or instructional supports.
 - ⇒ An appropriate proposal for instructional supports is that which requests supports to meet the standards, benchmarks, objectives, and/or outcomes of PPS.
 - ⇒ A proposal must be routed to appropriate grade level/ department leaders, site based and SET teams, and administrators prior to submitting it to the curriculum office.
1. Any individual or group wishing to initiate a proposal regarding curriculum, instruction, assessment, or instructional supports shall complete the appropriate CIC proposal form. In order for any proposal to be placed on a CIC agenda, completed proposal forms must be returned to the District Curriculum Office no later than the third Friday of any month (August through April).
 2. Proposers will receive notification acknowledging the receipt of proposals in the District Curriculum Office, the agenda time and place of a proposal's review, and whether or not the presence of the proposer at this review is required.
 3. After a proposal is presented, it cannot be voted on until the next CIC meeting.

B. STEP 2: THE EXECUTIVE LEADERSHIP TEAM (ELT) REVIEW
(Membership includes the superintendent, directors, assistant directors, and coordinators)

1. Proposals received in the District Curriculum Office will be placed on ELT's weekly agenda for review.
2. The ELT may make any of the following recommendations and explanations regarding a proposal:
 - ⇒ Is a CIC Issue.
 - ⇒ Is not a CIC issue.
 - ⇒ Is incomplete and requires more information to process.
3. Proposers shall be notified by the District Curriculum Office regarding the ELT's recommendation and explanation of the proposal to the CIC.
4. If the proposal is deemed by the ELT to be incomplete or not to be a CIC issue, the proposer may provide a written response to CIC and forward it to the Curriculum Office.

C. STEP 3: THE CIC REVIEW

1. Copies of the original proposals, the recommendations and explanations of the ELT, and any proposers' written responses to the ELT's recommendations shall be sent to each member of the CIC. Every attempt shall be made to distribute materials at least five (5) school days prior to a monthly CIC meeting, barring mitigating circumstances.
2. The CIC shall deal with curricular and instructional proposals in a timely manner.
3. The CIC will vote on each of the proposals at the subsequent CIC meeting.
4. Proposals shall be distributed to building administrators, affected department/grade levels, and site-based teams after initial presentation to the CIC.
5. The CIC may take any of the following courses of action regarding ELT recommendations:
 - a.) Accept the proposal as written
 - b.) Accept the proposal with modifications
 - c.) Reject the proposal
 - d.) Refer the original proposal back to the ELT or to a designated CIC Subcommittee, group, or person for further review, consideration, and recommendation.
6. CIC members may move that a proposal that has been deemed not to be a CIC issue or that has been deemed to be incomplete be considered a CIC issue if passed by a vote.
7. Proposers and, inasmuch as possible, all affected parties and district personnel, shall be notified by the District Curriculum Office as to the action taken by the CIC pertaining to proposals.
8. Any proposals considered by the CIC are to be reviewed against existing Portage Board of Education policies.
9. There shall be a moratorium of one year from the date of CIC action before any identical or similar proposal may be resubmitted or submitted to the CIC for consideration.

D. STEP 4: DEVELOPMENT OF APPROVED PROPOSALS

1. Implementation of the curricular or instructional proposal must be done with the knowledge and, if necessary, assistance of the District Curriculum Office, the District Technology Department, and the appropriate administrators, CIC grade group/team leaders, and PreK-12+ core, encore, and/or extended curriculum teams. Appropriate district administrators are responsible and accountable for seeing that CIC proposals are implemented.

2. Prioritization and implementation of the proposal are the responsibility of the appropriate district administrator or designee. Until fully implemented, an annual status report shall be given to CIC and to the proposer.

VI. PILOT PROGRAMS:

A pilot program is one that is designed to “test” an instructional support, a course, a program and/or an instructional strategy with a sample population of teachers and students to determine its effectiveness prior to full scale adoption.

- A. According to Administrative regulation, no curricular or instructional pilot programs shall exceed two (2) years. The CIC may recommend adoption or termination of a pilot program. If the CIC determines that the situation warrants, the CIC may extend the life of a pilot beyond two years with the confirmation of the Superintendent or designee.
- B. No pilot course or curricular or instructional program may be instituted at any district site without approval of the CIC and the Superintendent or designee.
- C. To make proposals to the CIC requesting the institution of pilot programs, proposers shall use the appropriate CIC form.
- D. No pilot program shall become a regular district curricular offering or instructional strategy without the approval of the CIC and the Superintendent or designee.
- E. Staff members responsible for managing any curricular or instructional pilot programs approved by the CIC shall submit reports to the District Curriculum Office on the progress and status of the pilot programs.
 1. First-year pilot managers shall report to the CIC in September and shall use the appropriate CIC form available in the District Curriculum Office on the progress and status of the pilot programs.
 2. Second-year or extended-year pilot managers shall report to the CIC by completing the appropriate CIC form and submitting it to the District Curriculum Office.
- F. The District Curriculum Office shall forward all reports to the CIC for its review.

VII. CIC MEMBERSHIP

- A. CIC members, in support of student learning, shall consider with objectivity all curriculum, instruction, and assessment proposals and initiatives brought before them by regarding as their primary goal the District Mission Statement as established by the Board of Education
- B. The membership of the CIC, in support of student learning, shall be representative of the certified staff employed by the district, parents, students, and building/district administrators.
- C. CIC members shall represent all students in a PreK-12+ perspective.
- D. Staff members wishing to be considered for membership in the CIC shall submit applications following the posting of open positions and shall follow regular Portage Public Schools’ contract procedures.
- E. Membership of staff in the CIC shall be determined by the Superintendent or designee following appropriate application and contract procedures.
- F. The Superintendent or designee shall appoint willing staff members to the CIC when no staff members make formal application for open positions on the CIC.
- G. Each PTO shall appoint and replace or waive the right to parent membership on the CIC.

- H. Membership replacements or additions to the CIC may be made at any time by the Superintendent or designee in order to maintain appropriate membership representation.
- I. A member of the curriculum instruction council may be dismissed at the discretion of the Superintendent or designee. Considerations for dismissal:
 - a. Persistent absenteeism
 - b. Consistent violation of group norms and procedures
 - c. Failure to observe the CIC bylaws

Concerns about participation should be reported to the CIC chair.

VIII. PROVISIONS CONCERNING CIC MEMBERS

- A. **TERMS:** Team Leaders will serve three years and may reapply for consideration for subsequent terms. Parent Representatives will serve one year and may reapply for consideration for subsequent terms.
- B. **COMPOSITION AND REPRESENTATION:** Member selection, in support of student learning shall assure that all constituencies are represented.
- C. **CHAIRPERSON:**
 - 1. The District Curriculum Director or his/her designee will chair the regular or any special CIC meetings.
 - An administrative representative from the elementary, middle school or high school may be designated to facilitate the regular or any special CIC meetings.
 - 2. The Chairperson of a CIC meeting shall be a voting member only in the instance of a tie vote.

D. VOTING MEMBERS: Voting members of CIC will consist of the following:

Director and Consultant for Curriculum and Instruction (Chair)	
Director of Special Education / At Risk (or Administrative Designee)	1 vote
Director of Technology Systems	1 vote
Assistant Superintendent of Instruction	1 vote
High School Administrator	1 vote
Community High School Teacher	1 vote
Early Childhood Team Leader	1 vote
Young 5's Grade Team Leader	1 vote
Kindergarten Grade Team Leader	1 vote
1st Grade Team Leader	1 vote
2nd Grade Team Leader	1 vote
3rd Grade Team Leader	1 vote
4th Grade Team Leader	1 vote
5th Grade Team Leaders	1 vote
6-8 Language Arts Team Leader	1 vote
9-12+ Language Arts Team Leader	1 vote
6-8 Math Team Leader	1 vote
9-12+ Math Team Leader	1 vote
6-8 Science Team Leader	1 vote
9-12+ Science Team Leader	1 vote
6-8 Social Studies Team Leader	1 vote
9-12+ Social Studies Team Leader	1 vote
K-12+ Art Team Leader	1 vote
6-12+ Business/Computer Dept./Tech. & Applied Science Team Leader	1 vote
PreK-8 Counseling Team Leader	1 vote
9-12+ Counseling Team Leader	1 vote
6-12+ World Languages Team Leader	1 vote
6-12+ Family and Consumer Science Team Leader	1 vote
PreK-12+ Instructional Media Team Leader	1 vote
Prek-5 Elementary Music Arts Team Leader	1 vote
6-12+ Music Arts Team Leader	1 vote
PreK-5 Physical Education Department Team Leader	1 vote
6-12+ Physical Education Department Team Leader	1 vote
9-12+ International Baccalaureate Team Leaders	1 vote
Reading Specialist	1 vote
PreK-12+ Gifted & Talented Team Leader	1 vote
PreK-12+ Technology Integration Specialist	1 vote
Title 1 Team Leader	1 vote
Special Education Team Leaders (Elementary & Secondary)	2 votes
NHS Student Representative	1 vote
CHS Student Representative	1 vote
Community Representative	1 vote
Parent Representatives (one from each school)	(up to 14 votes)

Non-Voting Members:
Board of Education Liaison

Votes Tie Only:
Director and Consultant for Curriculum and Instruction

If more than one person holds a single CIC position, only one designated vote is permitted.

If one person holds more than one CIC position, only one designated vote is permitted.

E. EX OFFICIO MEMBERS: Non-voting, *ex officio* members of the CIC may be added to the membership. *Ex officio* members are encouraged to participate in discussions and to act as resources to the CIC. *Ex officio*

members may not make or second motions. *Ex officio* members will consist of, but not be limited to, the following:

- The Superintendent of Schools

IX. RESPONSIBILITIES OF CIC MEMBERS

- A. All members shall act in an advisory capacity to facilitate the development, alignment, and coordination of district PreK-12+ subject area curricula and assessments.
- B. Team Leaders and administrators shall provide guidance, support, and feedback to subject area PreK-12+ Curriculum Development Teams, Grade Groups, and Departments.
- C. Parents and community members shall provide an additional perspective.
- D. Members shall serve as a communication link between stakeholders and the Curriculum Instruction Council.
- E. When necessary, members shall be asked by the CIC chairperson to serve on CIC subcommittees as part of their duties
 1. Members shall participate in all regular and, as needed, special meetings of the CIC.
 2. Members shall participate in all regular and, as needed, special meetings of CIC Subcommittees to which they are assigned.
 3. Members shall observe the CIC Group Norms at all CIC and CIC Subcommittee meetings.
 4. Members shall establish and maintain communication between the CIC and their constituencies and provide such communication at PreK-12+ Team, Grade Group/Department meetings, and/or PTO meetings.
 5. Members shall consider, with impartiality and fairness, all matters brought to the CIC for deliberation in order to support the District Vision and Mission Statements.
 6. Members shall complete, in timely fashion, all assignments and responsibilities assigned to them.
 7. Members shall attend and participate in any scheduled orientation sessions, workshops, presentations, study groups, or professional development sessions designated for CIC members.

X. MEETINGS

- A. GENERAL PROCEDURES:
 1. The CIC shall meet during the school year for the purpose of carrying out its functions. Monthly meeting dates will be established for the school year and noted on a district calendar.
 2. At the beginning of the school year, all district staff will be informed of all regular CIC meeting dates.
 3. Special meetings may be called or regular meetings may be cancelled by the Curriculum Coordinator or by a majority of CIC voting members. Except for extenuating circumstances, notification of any special meetings shall be given at least five (5) school days prior to the meeting.
- B. DECISION MAKING
 1. All decisions shall be made following basic principles and tenets of *Roberts' Rules of Order, Newly Revised*.
 2. Prior to entertaining a motion, members will have a discussion opportunity.

3. A quorum of the voting members of the CIC (51% of the voting members) must be present in order to make final decisions.
4. A majority of the voting members present will rule.
5. Decisions shall be made by voice or by hand vote unless a voting member calls for a secret ballot or roll call vote.
6. No absentee voting or voting by proxy is permitted.

C. AGENDA DEVELOPMENT AND PROCEDURES

1. Any member of the Portage Public School staff or the public may submit agenda items or other communications to the District Curriculum Office for CIC consideration.
2. Agenda items shall be received by the District Curriculum Office by the third Friday of each month (August through April) for the upcoming month's CIC agenda.
3. Except under extenuating circumstances, the agenda and notification of the meeting shall be distributed to CIC members at least five (5) working days prior to the scheduled meeting.
4. The chair of the CIC may bring forth informational and/or process items that are not included in the agenda packet.

D. MAINTENANCE AND COMMUNICATION OF MEETING RECORDS

1. Minutes of all regular and special CIC meetings shall be distributed by and maintained in the District Curriculum Office for reference purposes.
2. Minutes of all regular monthly PreK-12+ Team and Department meetings shall be forwarded to the District Curriculum Office within five (5) days following each meeting by facilitators designated by PreK-12 or Grade Group/Department Team Leaders.
3. Minutes of monthly CIC and PreK-12+ Team or Grade Group/Department meetings shall be regularly communicated by the District Curriculum Office to CIC members, the Superintendent, and district staff members.

E. REVIEW OF CIC PURPOSE STATEMENT AND BYLAWS

1. The CIC Purpose Statement and the CIC Bylaws shall be subject to regular review each March by the CIC Bylaws and Review Committee.
2. CIC members may propose changes in the CIC Purpose Statement, Bylaws, or Appendix documents by submitting a proposal to the District Curriculum Office no later than March 1 of any school year.
3. Any changes to the CIC's Purpose Statement or to its Bylaws recommended by the Bylaws and Review Committee shall be presented to the CIC as an information item at its regular April meeting and voted upon as an action item at its regular May meeting.

XI. STANDING COMMITTEES OF PORTAGE PUBLIC SCHOOLS

A. Portage Public Schools shall convene adhoc subcommittees as needed:

1. The CIC Bylaws and Review Committee
2. The Elementary Committee
3. The Middle School Committee
4. The High School Committee
5. The Human Growth and Development Committee
6. The Cultural Diversity Committee

- B. CIC Standing Committees are permanent subcommittees that meet on a scheduled basis, as deemed appropriate by the chair.
- C. The district administrators determine membership of Standing Committees.
- D. Standing Committees shall address in a timely fashion any proposals, issues, or initiatives referred to them or that naturally fall within their areas of concern.
- E. Chairpersons of Standing Committees, when necessary or when called upon to do so, shall provide reports to the CIC at its monthly meetings.
- F. Standing Committees may establish Study Committees to review research and information and/or Task Forces to develop Plans of Action in which they are involved.
- G. PreK-12+ Teams shall hold regular meetings as established by the District calendar.
 - 1. Agendas of monthly meetings are to be sent by the CIC Grade Group and Department Team Leaders to the District Curriculum Office not later than the third Wednesday of the month preceding the Grade Group/Department meetings.
 - 2. Minutes are to be taken at monthly Grade Group/Department meetings and shall be sent to the District Curriculum Office within seven (7) working days following the monthly Grade Group/Department meetings.

XII. STUDY COMMITTEES AND TASK FORCES

- A. The ELT and the CIC or any standing committee may authorize the formation of Study Committees and Task Forces.
- B. The purpose of a *Study Committee* is to research available information regarding specific proposals or initiatives and to make a report of its findings.
- C. The purpose of a *Task Force* is to develop and to present a Plan of Action deemed necessary by the CIC or by a Standing Committee.
- D. A Study Committee or Task Force shall be disbanded upon the completion of its assignment and subsequent submission of its report or Plan or Action.
- E. Chairpersons of Study Committees or Task Forces shall be appointed by the Chairperson of the CIC or by the Chairperson of the authorizing Standing Committee in collaboration with the Chairperson of the CIC.
- F. Chairpersons of Study Committees or Task Forces, in collaboration with the Chairperson of the CIC or with the Chairperson of the authorizing Standing Committee, shall determine the size and membership of the Study Committee or Task Force. Requirements for membership shall be primarily determined by individual expertise and the requirements of the assignment.
- G. Chairpersons or members of Study Committees and Task Forces are not required to be members of the CIC.
- H. Chairpersons of Study Committees and Task Forces, upon request, shall provide updates to the CIC or to the authorizing Standing Committee.
- I. Proposers who are CIC Committee members may vote on their own proposals.

XIII. CURRICULUM REVIEW

A. Research and Analysis Phase

1. The purpose of this phase is to synthesize from best practices (those strategies, activities, or approaches which have been shown through research and evaluation to be effective) and filter through experience understandable curriculum expectations for each grade level and content area. The primary resources will be current educational research; State, National, and International standards; and local expectations. This phase will allow for the identification of discrepancies between what should be and what currently exists in practice
2. Parents, community, and student input will be collected and shared with the PreK-12+ review committee membership for consideration.

B. Development- Phase I

1. The purpose of this phase is to revise the PreK-12+ standards and benchmarks and link them, through review and/or development, with appropriate assessments.
 - a. Standards are statements that identify the essential knowledge and skills that should be taught and learned in school. They also identify behaviors and attitudes related to success outside of school. (i.e., responsibility, lifelong learner, etc.)
 - b. Benchmarks are an interpretation of a performance standard, according to age, grade, and developmental level. They are the “indicators” that describe exactly what is involved in achieving a specific standard (i.e., what knowledge, what level of understanding, and which skills and levels of skill attainment)
 - c. Assessment planning for the systematic collection of meaningful information that provides feedback for improving teaching and learning.
2. Curriculum Instruction Council and Board of Education approval will be sought at the conclusion of this phase if major adjustments are proposed to learning expectations and/ or structures.

C. Development- Phase II

1. The purpose of phase II of Development is to further develop the PreK-12+ curriculum in the content area. Additional recommendations and model assessments will be developed or chosen in order to ensure that the benchmarks are sequenced in both content and context.
 - a. Scope: coverage of every course and subject
 - b. Sequence: taught in order and increasing difficulty across grade levels
 - c. Alignment:
 - 1.) Content: topics taught
 - 2.) Context: format/situations taught
2. Curriculum Instruction Council approval may be sought at the conclusion of this phase if major adjustments are proposed to learning expectations and/ or structures that were not already adopted.

D. Development - Phase III

1. Prioritize necessary instructional supports
2. Develop implementation phase budget
3. Rank top choices for broader review (staff, community, parents)
4. Review staff development plan- adjust if necessary
5. Develop formal proposals for instructional support and appropriate staff development, with budget Projections for CIC
6. Communicate with parents, PTO's, and any other appropriate stakeholder

E. Implementation/Evaluation Phase

1. Curriculum Implementation and Evaluation
2. Monitor curriculum implementation (principals and teachers)
3. Collect feedback from teachers concerning successes and necessary adjustments
4. Collect feedback from principals on perceived success and necessary adjustments
5. Collect feedback from students on perceived success and necessary adjustments
6. Collect feedback from parents on perceived success and necessary adjustments
7. Collect and analyze assessment data from norm referenced and criterion referenced standardized tests, district-wide assessments, and individual teacher designed assessments
8. Evaluate curriculum implementation with appropriate stakeholders