



601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTIONAL GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum **and instructional** parameters for the school district that encompass the Minnesota Academic Standards, state and federal laws, and are aligned with **creating** comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for creating comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable. Whenever available, **instructionally sound and outcomes-focused** curriculum will be used ~~and. Instructionally sound and outcomes-focused curriculum shall be~~ **will be** supported with ongoing professional development to ensure it is ~~implemented~~ **implementation** with integrity and alignment.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. **“College and Career Readiness” means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.**
- E. “Comprehensive Achievement and Civic Readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain college and career readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- F. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- G. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and college and

career readiness.

- H. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

IV. CURRICULUM AND INSTRUCTIONAL GOALS

- A. Quality Curriculum and Instructional Materials: Curriculum and instructional materials will be outcomes-focused, high quality and research-based;
- B. Alignment with Academic Standards: Curriculum must align with Minnesota K-12 academic standards and benchmarks, and the districts’ established academic standards and benchmarks, and provide consistent scope and sequence that provides a coherent progression of knowledge and skills across grade levels to support vertical and horizontal alignment ensuring consistency across content areas;
- C. Comprehensive Achievement to Increase Proficiency: Curriculum and instruction must promote mastery of academic standards, development of critical thinking skills, and increase proficiency in core academic subjects (reading, math, and science) as measured by state and district assessments;
- D. Clear Learning Objectives: Curriculum and instruction must define what students should know and be able to do at the end of each unit or course using SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound);
- E. Civic Readiness: Curriculum and instruction must foster the development of students’ knowledge, skills, and the dispositions necessary to be responsible, informed, and productive citizens;
- F. Opportunity, Access and Excellence: Curriculum and instruction must provide rigorous, high-quality learning experiences and access to necessary support for all students, ensuring learners, including those with disabilities and English learners, have the opportunity to achieve academic success and reach their full potential;
- G. Continuous Improvement: The school district’s process for ongoing curriculum and instructional review and improvement, will be informed by data, educational research, best practices, and community input. Curriculum and instructional practices will be supported with ongoing professional development to ensure implementation with integrity and alignment;

- H. Accountability: Student performance data will be regularly reviewed to measure progress toward achieving curriculum and instructional goals, with necessary adjustments made to ensure comprehensive achievement and civic readiness for all learners.

V. IMPLEMENTATION

- A. The superintendent and the director of teaching and learning are responsible for overseeing the development, implementation, and evaluation of curriculum and instructional practices in alignment with this policy.
- B. The administration will provide regular reports to the school board on curriculum effectiveness, instructional improvements, student achievement, and civic readiness initiatives.
- C. The district is committed to ensuring that instruction is delivered consistently and in alignment with the curriculum adopted by the school board. A guaranteed and viable curriculum is essential to ensuring student success. Classroom instruction and instructional speech are carried out on behalf of the school district. Personal opinions and viewpoints of staff shall not supplant, omit, or modify the established curriculum content or instructional delivery. Implementation of the adopted curriculum with integrity is a professional obligation and ensures consistency in student learning across the district. If a teacher believes that modifications are necessary, prior approval must be obtained from the director of teaching and learning through the curriculum modification review process.

VI. PERFORMANCE MEASURES

Measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness must include at least:

- A. The size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;
- B. Student performance on the Minnesota Comprehensive Assessments;
- C. High school graduation rates; and
- D. College and career readiness under Minnesota Statutes, section 120B.307.

VII. COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS PLAN

- A. The school board, at a public meeting, must adopt a comprehensive achievement and civic readiness plan to support and improve teaching and learning that is aligned with Minnesota Statutes, section 120B.11 subdivision 2 which includes:
 - 1. Clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in Minnesota Statutes, section

120B.35, subdivision 3, paragraph (b)(2);

2. A process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early admission procedures for admission to kindergarten or first grade consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward college and career readiness and leading to comprehensive achievement and civic readiness;
 3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5;
 4. Strategies for improving instruction, curriculum, and student achievement, including English and, where practicable, the native language development and the academic achievement of English learners;
 5. A process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. Education effectiveness practices that:
 - a) Integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; and
 - b) Provide a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.
 7. An annual budget for continuing to implement the school district plan; and
 8. Identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in the Comprehensive Achievement and Civic Readiness plan or report required under Minnesota

Statutes, section 120B.11, except with regard to the academic achievement of English learners.

- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the READ Act).

D. Reporting

1. Consistent with requirements for school performance reports under Minnesota Statutes, Section 120B.11 subdivision 5, the school board shall publish the district's comprehensive achievement and civic readiness plan in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website.
2. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school.

Legal References: *Minn. Stat. § 120B.018 (Definitions)*
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Intervention)
Minn. Stat. § 120B.15 (Gifted and Talented Students Programs and Services)
Minn. Stat. § 120B.25 (Ethnic Studies)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, et seq. (National Education Goals)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)
Garcetti v. Ceballos, 547 U.S. 410 (2006)

Cross References: *ISD 200 Policy 613 (Graduation Requirements)*
ISD 200 Policy 614 (School District Testing Plan and Procedures)
ISD 200 Policy 615 (Basic Standards Testing)
ISD 200 Policy 616 (School District System Accountability)
ISD 200 Policy 621 (Literacy and the READ Act)

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This statement signifies that the current policy fully integrates all mandatory components outlined in the (Mandatory) MSBA Model Policy 616.