

# INDEPENDENT SCHOOL DISTRICT #877 POLICY

## Buffalo-Hanover-Montrose

INDEX TITLE Education Programs SERIES NO. 600  
School District  
POLICY TITLE Curriculum and Instruction Goals CODE NO. 601

### I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and ~~the~~ federal ~~No-Child Left Behind Act~~ law and are aligned with creating the world's best workforce.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "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.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. ~~student performance on the National Assessment of Educational Progress where applicable;~~
  2. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, ~~international baccalaureate~~, postsecondary enrollment options including concurrent enrollment, other ~~statutorily recognized~~ rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
  3. student performance on the Minnesota Comprehensive Assessments;
  4. high school graduation rates; and
  5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; 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 career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “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.

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement ~~for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;~~
  2. a process ~~for assessing and evaluating~~ to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identifying the strengths and weaknesses of instruction in pursuit of student and school

success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

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 Minn. Stat. § 123B.147, Supd. 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 Minn. Stat. § 120B.35, Supd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
4. strategies for improving instruction, curriculum, and student achievement including the 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 low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and 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.

B. District and site goals shall consider the following:

1. The school district's mission statement: *"Making a difference by preparing all students for a successful future in a changing world."*
2. All goals shall be in alignment with the district's core values:
  - a. We foster an environment that develops and cares for the whole child.
  - b. All students can learn, though at different rates and in different ways.
  - c. We are dedicated to lifelong learning.
  - d. All learning requires innovation, risk-taking, and the commitment to continuous improvement.
  - e. All staff have a critical role in enhancing student development.
  - f. In all aspects of the district, we adhere to honesty, integrity, fairness, and ethics.

3. Measures assessing the effectiveness of district and site goals shall be measured against the school board adopted key **expectations** of:
  - a. Each student explores strengths and passions through varied educational opportunities.
  - b. Each student demonstrates academic growth and success.
  - c. Student learning and engagement are optimized through high-quality and innovative instructional strategies.
  - d. Everyone in our schools experiences a safe, comfortable, and caring environment.
  - e. The district operates efficiently and effectively.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
 Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
 Minn. Stat. § 120B.11 (School District Process)  
**Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)**  
 Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
 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)  
 20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)  
 20 U.S.C. § 6301, *et seq.* (~~No Child Left Behind Act~~) **Every Student Succeeds Act)**

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
 MSBA/MASA Model Policy 613 (Graduation Requirements)  
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
 MSBA/MASA Model Policy 616 (School District System Accountability)  
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

**Administrative Offices**  
**Buffalo, Minnesota 55313**

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