




## SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS


POLICY:	601
ADOPTED:	04/01/02
REVISED:	10/24/22



### I. Purpose

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and the federal law and are aligned with comprehensive achievement and civic readiness ~~creating the~~  world's best workforce.

### II. General Statement of Policy

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed ~~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. "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.

~~"Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.~~

- D. "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 career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "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.

- F. “Curriculum” means district or school adopted programs, materials and written plans for providing students learning experiences that lead to expected knowledge and skills.
- G. “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- 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. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J. “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.
- K. “Performance measures” are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness ~~to create the world’s best workforce~~ and must include at least the following:
  - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
  - 2. student performance on the Minnesota Comprehensive Assessments;
  - 3. high school graduation rates; and
  - 4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.¶

~~“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.~~

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L. ~~“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 ~~striving for comprehensive achievement and civic readiness~~ ~~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 student categories identified in ~~Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);~~ ~~state and federal law;~~
  2. a process 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 early-admission procedures consistent with Minnesota Statutes, section 120B.15~~ ~~adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,~~ and identify 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 ~~comprehensive achievement and civic readiness~~ ~~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 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 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 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 teacher;

~~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; and,~~

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6. education effectiveness practices that
    - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
    - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
    - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
  7. an annual budget for continuing to implement the school district plan.
  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 a plan or report required under this section, 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 the school district's Literacy and the Read Act Policy.

~~¶~~  
~~School district site and school site goals shall include the following: ¶~~

~~¶~~  
~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. \* These skills include the following: ¶~~

~~¶~~  
~~\*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program ¶ (IEP) or Rehabilitation Act Section 504 Accommodation plan. ¶~~

~~¶~~  
~~a. reading, writing, speaking, listening, and viewing in the English language; ¶~~

~~¶~~  
~~b. mathematical and scientific concepts; ¶~~

~~¶~~  
~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving) ¶~~

~~¶~~  
~~d. creative and critical thinking, decision making, and study skills; ¶~~

~~¶~~  
~~e. work readiness skills; ¶~~

~~¶~~  
~~f. global and cultural understanding. ¶~~

~~¶~~  
~~2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to: ¶~~

~~¶~~  
~~a. live as a responsible, productive citizen and consumer within local, ¶ state, national, and global political, social, and economic systems; ¶~~

~~¶~~  
~~b. bring many perspectives, including historical, to contemporary ¶ issues; ¶~~

~~¶~~  
~~c. develop an appreciation and respect for democratic institutions; ¶~~

~~¶~~  
~~d. communicate and relate effectively in languages and with cultures ¶ other than the student's own; ¶~~

~~¶~~  
~~e. practice stewardship of the land, natural resources, and ¶~~

environment;

f. use a variety of tools and technology to gather and use information; enhance learning, solve problems, and increase human productivity.

3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.

4. School practices and instruction will be directed toward developing within each student a positive self-image and sense of personal responsibility for:

a. establishing and achieving personal and career goals;

b. adapting to change;

c. leading a healthy and fulfilling life, both physically and mentally;

d. living a life that will contribute to the well-being of society;

e. becoming a self-directed learner;

f. exercising ethical behavior.

5. Students will be given the opportunity to acquire human relations skills necessary to:

a. appreciate, understand, and accept human diversity and interdependence;

b. address human problems through team effort;

c. resolve conflicts with and among others;

d. function constructively within a family unit;

e. promote a multicultural, gender fair, disability sensitive society.

C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the

~~programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

- ~~1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~
- ~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with:
  - ~~a. dyslexia, using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist, or~~
  - ~~b. convergence insufficiency disorder.~~~~
- ~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.~~
- ~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
  - ~~a. the student's reading proficiency as measured by a locally adopted~~~~

assessment; ¶

¶  
b. ~~reading-related services currently being provided to the student~~ ¶  
~~and the student's progress; and~~ ¶

¶  
c. ~~strategies for parents to use at home in helping their students~~ ¶  
~~succeed in becoming grade-level proficient in reading English and~~ ¶  
~~their native languages.~~ ¶

¶  
~~This provision may not be used to deny a student's right to a special~~  
~~education evaluation.~~ ¶

¶  
7. ~~For each student who is not reading at or above grade level, the school~~ ¶  
~~district shall provide reading intervention to accelerate student growth~~ ¶  
~~and reach the goal of reading at or above grade level by the end of the~~  
~~current grade and school year. If a student does not read at or above~~  
~~grade level by the end of grade 3, the school district must continue to~~  
~~provide reading intervention until the student reads at grade level.~~  
~~Intervention methods shall encourage family engagement and, where~~  
~~possible, collaboration with appropriate school and community programs.~~ ¶

**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 Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
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)  
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)

**Cross References:**

Policy 104 - School District Mission Statement  
Policy 603 – Curriculum Development  
Policy 604 – Instructional Curriculum

Policy 606 – Textbooks and Instructional Materials  
Policy 613 - Graduation Requirements  
Policy 614 - School District Testing Plan and Procedure  
Policy 616 - School District System Accountability  
Policy 618 Assessment of Standard Achievement



## CURRICULUM DEVELOPMENT

POLICY:	603
ADOPTED:	04/02/02
REVISED:	10/24/22

### I. Purpose

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### II. General Statement of Policy

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### III. Definitions

“Curriculum” means district adopted or approved programs and written plans for providing students learning experiences that lead to expected knowledge and skills.

### IV. Responsibility

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district’s curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall be established to provide assistance. ~~The district advisory committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include parent and/or guardian, teacher, support staff, student, community residents, post secondary and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and/or guardians and other community residents shall comprise at least two-thirds of advisory committee members.~~
- C. The district advisory committee shall be consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.
- D. The district may establish site teams as subcommittees of the district advisory committee.

- E. The superintendent or designee shall recommend to the school board.
  - 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes section 120B.11, subdivision 1a; section 120B.022, subdivisions 1a and 1b; and section 120B.35,
  - 2. district assessments,
  - 3. means to improve students' equitable access to effective and more diverse teachers, and
  - 4. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

**V. Curriculum Development Process**

- ~~G. Within the ongoing process of curriculum development, the following needs shall be addressed:~~
  - ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
  - ~~2. Identify minimum objectives for each course and at each elementary grade level.~~
  - ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
  - ~~4. Provide a program for ongoing monitoring of student progress.~~
  - ~~5. Provide for specific, particular and special needs of all members of the student community.~~
  - ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with the law.~~
  - ~~7. Integrate required and elective content standards in the scope and sequence of the district curriculum.~~
  - ~~8. Meet all applicable requirements of the Minnesota Department of~~

~~Education and federal law.~~



- ~~H.~~ Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.
- A†. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student’s plan under this section shall continue while the student is enrolled.
- B†. It shall be the responsibility of the superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes.
- CK. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:**

- Minn. Stat. § 120A.20 (Admission to Public School)
- Minn. Stat. § 120B.10 - Findings; Improving Instruction and Curriculum
- Minn. Stat. § 120B.11 - School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness
- Minn. Stat. § 120B.12 Read Act Goal and Interventions (~~Reading Proficiently no Later than the End of Grade 3~~)
- Minn. Rule 3500.0550 - Inclusive Educational Program
- ~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~
- Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)
- ~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
- Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical

Education) 20 U.S.C. 6301, et seq. Every Student Succeeds Act

***Cross References:***

Policy 601 – School District Curriculum and Instruction Goals

Policy 604 - Instructional Curriculum

Policy 605 - Alternative Programs

Policy 606 – Textbooks and Instructional Materials

Policy 613 - Graduation Requirements

MSBA/MASA Policy 614 - School District Testing Plan and Procedure

MSBA/MASA Policy 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students

Policy 616 - School District System Accountability

MSBA/MASA Policy 617 - School District Assurance of Preparatory and High School Standards

MSBA/MASA Policy 618 - Assessment of Student Achievement

MSBA/MASA Policy 619 - Staff Development for Standards

Policy 620 - Credit for Learning

MSBA/MASA Policy 623 – Mandatory Summer School Instruction