

I. PURPOSE

The purpose of this policy is to focus public education on a process that promotes higher academic achievement for all students and ensures broad based community participation in decisions regarding the implementation of Minnesota K-12 Academic Standards and the federal law.

II. GENERAL STATEMENT OF POLICY

The curriculum, instruction, assessment and program evaluation shall be directed toward the fulfillment of the district mission and student achievement goals. The school district established a process to review and improve curriculum, instruction and assessment which includes input by students, parents or guardians and local community members. The school district will be accountable to the public and state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school district must offer and certify that students complete to be eligible for a high school diploma.
- C. "Comprehensive achievement and civic readiness" 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; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**A. School District Goals**

The School Board has established student achievement policies (Ends) that provide broad direction for the school district. These policies are monitored annually and approved by the Board.

B. System for Reviewing All Instruction and Curriculum

The district Superintendent shall maintain a curriculum review cycle that consists of two parts. First, the major review of a curriculum area is aligned with the state release of new standards. Second, a “just in time” or monitoring of curriculum areas is completed annually.

C. The School Board shall approve an advisory committee as submitted by the Superintendent on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities. Recommendations of this committee shall be published annually to the community.

1. The committee will be known as the **Learning & Innovation Advisory Worlds' Best Workforce Advisory Council. (WBWF)**
2. The committee shall, **to the extent possible**, include parents, teachers, support staff, students and other community residents. ~~It also shall~~ and reflect the diversity of the district and its learning sites, to the extent possible.
3. ~~The By Oct. 1st of each year the Advisory~~ Committee ~~(WBWF)~~ will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process:
4. ~~The WBWF (ad hoc) shall review and/or make~~ making recommendations to the Superintendent or designee regarding the following:
 - a. Rigorous state and local academic standards
 - b. Student achievement goals and measures
 - c. Assessments (local, state, national, and international)
 - d. Program evaluations

D. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision 1, the School Board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and

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in-field teachers and ~~to review~~ ~~to review~~ school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The School Board must transmit an electronic summary of its report to the Commissioner in the form and manner ~~the Commissioner~~ ~~the Commissioner~~ determines. The school district shall periodically survey affected ~~constituents~~ ~~constitutes~~ in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Adopted: 9/25/2012

Revised: 8/26/2019; 7/25/2022; 8/28/2023; 9/23/2024; 1/26/2026