



**POLICY NUMBER:** 601

**POLICY NAME:** SCHOOL CURRICULUM AND INSTRUCTION

APPROVED: 12/16/2014

UPDATED: 12/10/2024

## **I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal 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. "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. "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.
- E. "Curriculum" means school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Stat. § 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.
- 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.

- H. "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.
- I. "Instruction" means methods of providing learning experiences that enable students to meet state and school academic standards and graduation requirements.
- J. "Performance measures" are measures to determine school progress in striving to create the world's best workforce and must include at least the following:
  - 1. student performance and growth on district-identified and authorizer-approved assessments
  - 2. the size of the academic achievement gap by student subgroups;
  - 3. student performance on the Minnesota Comprehensive Assessments;
  - 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- K. "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.

#### **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 student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2).
  - 2. a process for assessing and evaluating each student's progress toward meeting state and local academic standards 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 Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented 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 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;
  - 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
  - d) an annual budget for continuing to implement the school district plan.

B. School 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:



- 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.

### **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 the World's Best Workforce)*

*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)*