

RICHFIELD PUBLIC SCHOOLS

SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law requires a consistent level of accountability for the school district. Accordingly, the school district has established a system to adhere to the Minnesota Academic Standards to ensure that each individual will learn, grow and excel and to uphold the level of academic content required to qualify courses for state course credit requirements for graduation. The school district will maintain a system to review and improve instruction, curriculum, and assessment which includes substantial input by students, parents or guardians, and local community members. The school district is accountable to the public and the state through annual reporting. The school board shall receive public input and comment and shall review this policy at least annually.

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 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. "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. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. The goals of Richfield Public Schools will be clearly articulated in the Strategic Plan (Policy 101: Strategic Planning). Incorporated in these goals are the

1 graduation and education standards contained in the Minnesota
2 Academic Standards and federal law. The broad goals shall be
3 reviewed annually by the school board.
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- 5 2. Advisory Committees will be established by the Board to ensure active
6 community participation in all phases of development, implementation,
7 and assessment of school district goals. Advisory Committees will
8 also provide review and oversight of the specific tactics employed in
9 support of strategic goals. The school district-wide improvement goals
10 should address recommendations identified through the Advisory
11 Committee process. School district goals may also be developed
12 through an education effectiveness program, an evaluation of student
13 progress committee, or through some other locally determined
14 process.
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- 16 3. The school district's goal setting process will include consideration of
17 individual school site goals as well as goals of departments within
18 school sites. However, all operational units within the school district
19 should have strategic goals that clearly and intentionally align with
20 district-wide goals.
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- 22 4. The superintendent or designee shall communicate progress
23 measurements and participation to the school board throughout this
24 process.
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26 **B. Implementation of Standards through Instruction and Curriculum**
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- 28 1. Incorporated in the process will be analysis of the school district's
29 progress toward implementation of the Minnesota Academic
30 Standards. Instruction and curriculum shall be reviewed and
31 evaluated by taking into account strategies and best practices, student
32 outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd.
33 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or
34 122A.41, Subd. 5. This process is described in full in Policy 610
35 Selection and Reevaluation of Instructional Resources and Guideline
36 610.1 along with Policy 612 Curriculum Development and Guideline
37 612.1 and Policy 601 Academic Standards and Instructional
38 Curriculum.
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- 40 2. The superintendent or designee shall communicate progress
41 measurements and participation to the school board throughout this
42 process.
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44 **C. Implementation of Graduation Requirements**
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46 The Advisory Committees shall also advise the superintendent on
47 implementation of the state and local graduation requirements, including K-
48 12 curriculum, assessment, student learning opportunities, and other
49 related issues. Recommendations of the Advisory Committees shall be
50 published to the community. . Graduation Requirements are described in

1 full in Policy 521 Graduation Requirements and accompanying guidelines
2 521.1 and 521.2.

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4 D. Evaluation of Student Achievement

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6 1. The superintendent shall annually review and determine if student
7 achievement levels at each school site meet federal expectations. If
8 the superintendent determines that student achievement levels at a
9 school site do not meet federal expectations and the site has not made
10 adequate yearly progress for two consecutive school years, the
11 superintendent or designee shall work with the school site to adopt a
12 plan to raise student achievement levels to meet federal expectations.
13 This process shall include parental input and collaboration with
14 Advisory Committees. The superintendent or designee may seek
15 assistance from the Commissioner of the Minnesota Department of
16 Education (MDE) (Commissioner) in developing a plan which must
17 include parental involvement components.

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19 2. The educational assessment system component utilized by the
20 superintendent to measure individual students' educational progress
21 must be based, to the extent annual tests are administered, on
22 indicators of achievement growth that show an individual student's
23 prior achievement. Indicators of achievement and prior achievement
24 must be based on highly reliable statewide or districtwide
25 assessments. The superintendent will utilize models developed by the
26 Commissioner for measuring individual student progress. The
27 superintendent must coordinate with MDE in evaluating school sites
28 and continuous improvement plans, consistent with best practices.

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30 3. The superintendent or designee shall communicate progress
31 measurements and participation to the school board throughout this
32 process.

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34 E. Scope and Authority of Advisory Committees

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36 1. Advisory Committees will meet multiple times yearly to advise and
37 assist the school district in the implementation of the school district
38 system accountability and comprehensive continuous improvement
39 process.

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41 2. Advisory Committees will continue to provide active community
42 participation and ongoing input and feedback in a variety of areas
43 including:

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45 a. Reviewing the school district instructional and curriculum plan,
46 with emphasis on implementing the Minnesota Academic
47 Standards;

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49 b. Identifying annual instruction and curriculum improvement goals
50 for recommendation to the superintendent;

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- c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Advising the superintendent about development of the annual budget.
3. Advisory Committees shall meet the following criteria:
- a. Advisory Committees shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. Advisory Committees shall make recommendations to the superintendent on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by Advisory Committees in the instruction and curriculum review process.
4. Advisory Committees shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, Advisory Committees shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Advisory committees shall also deliberately be comprised to represent diverse perspectives and viewpoints. Possible advisory composition could include:
- a. Leadership (school board member, district representative, building administrator)
 - b. Students
 - c. Staff (Representation from different bargaining groups)
 - d. Parents (Representation from different school buildings)
 - e. Community Members (without school age children)

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- f. Local Business Representatives (representing diverse areas of expertise)
 - g. Others as appropriate
5. Translation services should be provided to the extent appropriate and practicable.
6. Advisory Committees shall meet according to a published calendar of scheduled gatherings. Schedules shall ideally be published on the district website in the yearly calendar and communicated directly to all families via electronic or written communication methods. Notes and documentation shall be maintained by advisory committees and routinely published on the district website.
7. Advisory Committees may include but not be limited to the following list. The descriptions of the advisory committees are included for illustrative purposes and are not intended to be permanent directives.
- a. Athletics & Activities: This committee reviews and works collaboratively toward providing students, families and the Richfield community with great opportunities for learning and participation beyond the classroom. The committee works with the District, booster clubs, coaches and others to cooperate and coordinate together.
 - b. Community Education: This committee advises the staff and board on matters of planning, growth, development and evaluation of Community Education. The committee addresses programs and services for early learning, youth, teens, adults and families.
 - c. Curriculum: The purpose of this committee is to advise and support the District in their implementation of the curriculum. The committee shares instructional practices, assessment results and district plans to engage in feedback and conversation.
 - d. Finance: The purpose of this committee is to provide advice and counsel to the superintendent in areas of budget and finance related planning. The reoccurring task each year is to help prepare and review the next year's fiscal plan, which is the basis for budget development and staffing.
 - e. Fundraising: This committee creates guidelines and processes for any group associated with Richfield Public Schools that does any fundraising or asking for donations, such as booster groups, PTOs, clubs, student groups, etc.
 - f. Health, Wellness & Safety: This committee identifies and reviews efforts regarding policies and programs as well as facility and

- 1 maintenance improvements to ensure a safe workplace and
2 healthy place to learn.
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- 4 g. Indian Education: This committee serves in an advisory role for
5 the American Indian Education program and helps plan and
6 organize family events for the community.
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- 8 h. Licensure: The purpose of this committee is to facilitate the
9 continuing education and relicensure process of teachers in the
10 district.
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- 12 i. Special Education: This committee's purpose is to keep the
13 connection between families and the special education
14 department. Meetings include updates on current special
15 education topics and how the information relates to services for
16 students.
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- 18 j. Strategic Planning: This committee provides the opportunity for
19 students, families, and residents to provide input for the strategic
20 plan of the District.
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- 22 k. Safe & Supportive Schools: The work of this committee is
23 focused around providing a welcoming, healthy, supportive, safe
24 and caring environment. This group works together to develop
25 clear communication, policies and practices around student
26 attendance and behavior expectations.
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- 28 l. Student Work Experience: This committee's mission is to advise
29 the Richfield Public School's work-based learning program,
30 empowering students to create plans for their futures and
31 develop skills to excel as members of society.
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- 33 m. Technology: This team provides input on technology
34 infrastructure, K-12 digital and media literacy standards, digital
35 learning model, and more.
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- 37 8. Of the committees listed above, the following are currently required by
38 statute:
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- 40 a. Community Education (Minn. Stat. § 124D.19 and Minn. Stat. §
41 124D.13)
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- 43 b. Curriculum (Minn. Stat. § 120B.11)
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- 45 c. Health, Wellness, & Safety (42 U.S.C. § 1758(b) [Healthy,
46 Hunger-Free Kids Act of 2010] and Minn. Stat. § 182.676)
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- 48 d. Indian Education (Minn. Stat. § 124D.78)
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- 50 e. Special Education (Minn. Stat. § 125A.24)

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2 E. Reporting

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4 1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the superintendent
5 or designee shall publish a report in the local newspaper with the
6 largest circulation in the district, by mail, or by electronic means on
7 the school district website. The school board shall hold an annual
8 public meeting to review and revise, where appropriate, student
9 achievement goals, local assessment outcomes, plans, strategies,
10 and practices for improving curriculum and instruction and cultural
11 competency and efforts to equitably distribute diverse, effective,
12 experienced, and in-field teachers, and to review school district
13 success in realizing the previously adopted student achievement
14 goals and related benchmarks and the improvement plans leading to
15 the world's best workforce. The superintendent must transmit an
16 electronic summary of its report to the Commissioner in the form and
17 manner the Commissioner determines. The school district will also
18 annually report progress on its Strategic Plan goals through vision
19 cards presented at public school board meetings.

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21 2. The school performance report for a school site and a school district
22 must include performance reporting information and calculate
23 proficiency rates as required by the most recently reauthorized
24 Elementary and Secondary Education Act.
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27 **Legal References:**

- 28 Minn. Stat. § 120B.018 (Definitions)
29 Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
30 Minn. Stat. § 120B.11 (School District Process)
31 Minn. Stat. § 120B.35 (Student Achievement Levels)
32 Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
33 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
34 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
35 Minn. Stat. § 123B.04 (Site Decision Making Agreement)
36 Minn. Stat. § 123B.147, Subd. 3 (Principals)
37 Minn. Stat. § 124D.13
38 Minn. Stat. § 124D.19
39 Minn. Stat. § 124D.78
40 Minn. Stat. § 125A.24
41 Minn. Stat. § 182.676
42 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
43 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
44 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
45 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
46 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
47 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
48 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)
49 42 U.S.C. § 1758(b) (Healthy, Hunger-Free Kids Act of 2010)
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1 **Cross References:**

2 Policy 101 Strategic Plan

3 Policy 521 & Guidelines 521.1 and 521.2 Graduation Requirements

4 Policy 610 & Guideline 610.1 Selection and Reevaluation of Instructional Resources

5 Policy 612 & Guideline 612.1 Curriculum Development

6 Policy 601 Academic Standards and Instructional Curriculum

7 Policy 620 & Guideline 620.1 Credit for Learning

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11 9/5/2023

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