SOUTH WASHINGTON COUNTY SCHOOLS
Independent School District 833
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601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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 comprehensive achievement and civic readiness. ~~builds coherence between the Minnesota Graduation Standards, federal Every Student Succeeds Act (ESSA), Minnesota Achievement and Integration Plan (A and I), and World's Best Workforce Plan (WBWF).~~

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 and for which all school district learners should be held accountable.

~~Students' academic success and learning in South Washington County Schools is based on effective implementation of the interrelated components of standards, assessment, curriculum and instruction. Successful implementation of these systems results in a continuous improvement cycle of instruction, assessment of clearly defined learning objectives, and equity of access and opportunity for every student.~~

III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area. ~~defines expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a guide for the local adoption and design of curricula.~~

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 know and be able to do by the end of the grade level or grade band.

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 resources, materials, and written plans aligned to national, state, and/or district academic standards which provide students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

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 national, state and/or district academic standards and graduation requirements.

K. "Performance measures" are measures to determine school district and school site progress in striving ~~to create the world's best workforce~~ for comprehensive achievement and civic readiness and must include at least the following:

1. 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 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 Minn. Stat. § 120B.30, Subd. 1.

~~2. the size of the academic achievement gap and rigorous course taking, including the size of the academic achievement gap by student subgroup;~~

~~F. "World's best workforce" means striving to accomplish the following goals:~~

~~1. All children are ready for school.~~

~~2. All third graders can read at grade level.~~

~~3. All racial and economic achievement gaps between students are closed.~~

~~4. All students are ready for career and college.~~

~~5. 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 striving for comprehensive achievement and civic readiness and ~~creating the world's best workforce. School District District Improvement Plans~~ will include the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;

2. a process to assess and evaluate each student's progress toward meeting national, state and/or local academic standards, assess and identify students for participation in gifted and talent development programming and accelerate their instruction, adopt procedures for early admission to kindergarten 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 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, Subd. 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, Subd. 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 Black, Indigenous, and children of color 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, rigorous curriculum, technology
   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 ~~develops and supports~~ teacher quality, performance, and effectiveness; and;

7. an annual budget for continuing to implement the school district plan; and

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.

~~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:~~

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 aligns with the district's Profile of a Graduate, and 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 a 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 every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals.

~~no later than the end of grade 3 and teachers provide comprehensive, evidence-based reading instruction, including instructional practices and materials that are based on valid, replicable research showing that, when the practices and/or materials are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include:~~

~~a. comprehensive instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension);~~

~~b. instructional strategies for continuously assessing and evaluating reading progress (including screening for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified);~~

~~c. process to communicate the student's reading progress and needs; and~~

~~d. alternate instructional strategies under Minn. Stat. § 125A.56, Subd. 1. A, while the student is in the regular classroom, when a student is identified as having a reading difficulty. Minn. Stat. §~~

~~125A.56, Subd. 1. A.~~

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)~~ (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)
~~Minn. Stat. § 124D.861~~
~~Minnesota Statutes, § 124D.862~~
~~Minnesota Rules, part 3535.0110 to 0180 School Desegregation/Integration~~
~~Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)~~
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:
~~Minnesota Department of Education Academic Standards K-12~~
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)
~~U.S. Department of Education PUBLIC LAW 114-95~~

POLICY ADOPTED: February 17, 2009
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