

INDEPENDENT SCHOOL DISTRICT 196
Rosemount-Apple Valley-Eagan Public Schools
Educating, developing, and inspiring our students for lifelong success.

Series Number 601 Adopted May 1983 Revised December 2024

Title **Educational Programs**

1. **Purpose**

- 1.1 District 196 provides an appropriate program of general education for all students and a program of special education for students with disabilities who qualify for services.
- 1.2 Equal Opportunity – All students have an equal opportunity to participate in courses, counseling services, cocurricular activities, athletics and use of school facilities. (For more information, refer to district Policy 503, Student Rights and Responsibilities.)

2. **Involvement of District Staff and Residents**

- 2.1 The superintendent and designees shall regularly provide for the involvement of staff members and residents in the review and development of educational programs, including implementation of state academic standards. The specific people to be involved and the type of involvement will vary with the nature of the program or issue being reviewed. (For more information on involvement, refer to Policy 805, Parent, Staff, Student and Community Participation in Shared Decision-Making, and Administrative Regulation 805AR, Shared Decision-Making Responsibilities.)
- 2.2 The School Board will appoint a district Curriculum and Instruction Advisory Council (CIAC) to ensure active community participation in all phases of planning and improving the curriculum and instruction affecting state and district academic standards.
 - 2.2.1 To the extent possible, the council will represent the diversity of the district and its learning sites.
 - 2.2.2 The council will meet regularly to carry out its responsibilities as defined in state law and district regulation.
 - 2.2.3 The council will provide input for the district’s Comprehensive Achievement and Civic Readiness summary report, goals and website in accordance with state statute.

3. **Curriculum** – Curriculum describes the learning priorities for the district – the knowledge and skills that the district’s professional educators and community agree are essential to student success after high school. It includes district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.

3.1 Curriculum Review and Development Process and Curriculum Evaluation Process

- 3.1.1 The curriculum review and development process provides direction and focus to the district’s educational programs.
- 3.1.2 Programs of study designed through the curriculum development process must focus on and be aligned with the district’s learning priorities, including state graduation requirements.
- 3.1.3 The district’s curriculum evaluation process ensures that each curriculum area will be reviewed on a regular basis.
- 3.1.4 An improvement plan will be developed and adopted, including a plan of action to address the strengths and weaknesses in the curriculum identified by the program evaluation.
- 3.1.5 The Instruction and Achievement Department will direct the district’s curriculum evaluation process.

- 3.2 The School Board retains the right to revise and adopt all curriculum and courses of study provided to the students of the district and shall carry out the requirements of Minnesota Statute 120B.11.
4. **Student Assessment** – Student assessment gathers data to help students, teachers and parents make decisions about student learning.
 - 4.1 A good assessment program uses measures that are aligned with what is being taught, collects timely information and provides meaningful interpretations to the people who will be making decisions.
 - 4.2 While the primary responsibility for student assessment lies with the classroom teacher it is also important to establish a districtwide student assessment program. The student assessment program supports decision-making by the classroom teacher as well as furnishing data for program evaluation and for student progress toward meeting district and state graduation requirements. This program shall include standardized norm-referenced tests, curriculum-referenced tests, ability tests, state-required tests and assessments, and other appropriate performance measures.
 - 4.3 Minnesota Standards-based Accountability Required Assessments – District 196 will administer state-required assessments to students in accordance with state laws and rules on academic standards. Specific assessments and grade level administration can be found in Administrative Regulation 601.4AR, Student Assessments.
 - 4.4 Record-keeping and reporting – The district will develop procedures for record-keeping and reporting of student assessments and achievement.
5. **Special Education/Section 504** – District 196 will abide by state and federal statutes and regulations to assure appropriate education for all students with disabilities with an individual education plan (IEP) and for students with a Section 504 plan (504 Plan).
 - 5.1 The child study process will be used for students with an IEP to provide systematic identification, assessment, program development, assurance of proper parental involvement, due process guarantees and, as needed, determine modifications or accommodations regarding district and state graduation requirements.
 - 5.2 The Section 504 process will be used for students with disabilities who have been found to have a disabling condition under Section 504 of the federal Rehabilitation Act of 1973. In addition to the process detailed in Administrative Regulation 503.6.1AR, Section 504 Process for Students, the Section 504 team will, as needed, determine the educational program and related aids and services for the student regarding district and state graduation requirements.
6. **English Language Development (ELD) Program** – The ELD Program supports learners in achieving the English language proficiency needed to succeed in the classroom and beyond, in accordance with state and federal ELD educational guidelines.
7. **Career Development Education** – The School Board endorses the concept of career development education in the district’s secondary schools and instructs the superintendent to plan and implement career development programs for the district in accordance with federal, state and local guidelines.
8. **Summer Programs** – Summer programming is provided for: students who receive special education and have extended school year needs as documented on the IEP; ELD learners who are new to the country; high school students who need to meet graduation requirements; elementary and secondary school students who have not or are at risk of not passing state-required assessments, and other programs which may be offered with School Board approval.
9. **Options for college credit** – The Post-secondary Enrollment Options Program (PSEO) was established by the Minnesota legislature to promote rigorous coursework and provide a wider variety of options to students.

Qualified high school students may apply to take one or more college-level or technical courses through PSEO. The School Board authorizes the superintendent or designee to facilitate student participation in PSEO in accordance with state law. Other options for college credit include Advanced Placement and dual enrollment courses.

10. **Alternative Educational Programs** – The School Board recognizes the desirability of community-based programs that meet the needs of individual students and are within the guidelines of state attendance regulations.
 - 10.1 The district shall provide an area learning center to meet the needs of high school students whose needs cannot be met in a traditional high school.
 - 10.2 The School Board authorizes the superintendent or his/her designee to adjust the length of the school day for individual students while maintaining compliance with the state attendance regulations.
 - 10.3 Eligible students will be encouraged to participate in the district’s Adult Basic Education (ABE) Diploma Program.
11. **Resources**
 - 11.1 The district will set aside sufficient resources (time, money and employees) to implement this policy.

- References:**
- Public Law 101-476, Individuals with Disabilities Education Act (IDEA)
 - Minnesota Statute 120A.22, subd. 9, Knowledge and skills
 - Minnesota Statute 120B.11, School district process for reviewing curriculum, instruction, and student achievement goals; Striving for comprehensive achievement and civic readiness
 - Minnesota Statute 120B.30, General requirements; statewide assessments
 - Minnesota Statute 124D.09, Postsecondary Enrollment Options Act
 - Minnesota Statute 124D.454, Access to Minnesota’s transition system for children with a disability
 - Minnesota Statute 125A.02, Child with a disability defined
 - Minnesota Statute 125A.03, Special instruction for children with a disability
 - Minnesota Rules, Chapter 3500, Public School Requirements
 - Minnesota Rules, Chapter 3501, Graduation standards
 - Minnesota Rules, Chapter 3505, Secondary vocational education
 - Minnesota Rules, Chapter 3525, Children with a disability
 - MSBA/MASA Model Policy 601
 - MSBA/MASA Model Policy 603