

601.00 EDUCATIONAL PROGRAMMING AND ACHIEVEMENT

I. POLICY PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating comprehensive achievement and civic readiness for all students.

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.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Anti Racist” 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. “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, People of Color and LGBTQ+

communities who have been and continue to be harmed and erased through the education system.

- F. “Curriculum” means district or school adopted programs and written plans for providing 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 state and district academic standards and graduation requirements.
- K. “Performance measures” are measures to determine school district and school site progress in striving to create comprehensive achievement and civic readiness for all students 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 groups;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

IV. ACADEMIC STANDARDS (1)

1. The district will follow the Minnesota Academic Standards.
2. The district will implement high school and post-secondary preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.
3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.
4. The academic standards implementation committees will determine performance measures as well as, where, when, and in what instructional program all student achievement of standards will be assessed.

V. THE EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.
2. The district will use education effectiveness practices that:
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, anti racist, and culturally sustaining;
 - b. end institutional racism by ensuring that 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;
3. The educational program will be coordinated systematically through the district.

4. The school district will set clear expectations for what every student should know and be able to do and every student will be responsible for meeting these expectations.
5. The District provides instruction in all areas listed below, ensuring full alignment with Minnesota Academic Standards and age-appropriate benchmarks:
 - English Language arts
 - Mathematics
 - Science
 - Social studies, including history, geography, government, and Ethnic Studies
 - Health
 - Physical education
 - Arts education
 - Career and technical education; and
 - World languages
6. The basic instructional program shall minimally include all courses required for each grade level by the State of Minnesota Department of Education.
7. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.
8. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards.
9. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning, experiential learning, or work-based learning, may be developed and offered to meet the unique and changing needs of students.

VI. GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:
 - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
 - The state requirements for graduation as established by Minnesota law.
 - Successful completion of:
 - 86 total quarter credits at a regularly-scheduled (eight classes per quarter) high school

2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.
3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

VII. ACHIEVEMENT (4)

1. Academic achievement is based on the belief that all children can learn and that children have individual strengths, interests, and patterns of growth and learning.
2. Therefore, it is important that teachers have as much and as accurate knowledge of each student as is possible through ~~tests~~ summative and formative assessments and other classroom-based ways of assessing student learning and growth, including observations of students' achievement, social emotional skills, health-related needs, and life outside of school.
3. It is recognized that many factors which cannot be formally assessed may influence a student's success progress and achievement as much as content-area knowledge.
4. To ensure equity and promote success for all students, grading, assessment, and achievement shall be ~~judged~~ determined based upon:
 - a. Alignment with the accommodations, modifications, and goals outlined in a student's Individualized Education Program (IEP) or Section 504 Plan, ensuring grades reflect the student's progress toward rigorous standards with appropriate supports in place. and
 - b. The degree to which the student has demonstrated understanding of essential course content and District Standards, separate from behavioral factors such as attendance or compliance, and recognizing that learners progress at different rates and may require multiple opportunities to demonstrate proficiency.

LEGAL REFERENCES:

(1) Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
Minn. Stat. § 120B.11 Subd. 2 Adopting Policies

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Minn. Stat. § 120B.22 Elective Standards
Minn. Stat. § 120B.023 Benchmarks
Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
Minn. Rules § 3501.0200-3501.0290 Written Composition
Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts Minn. Rules §
3501.0900-3501.0955 Academic Standards in Science

(2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 123A.06 State-Approved Alternative Programs and Services
Minn. Stat. § 124D.09 Post Secondary Enrollment Options
Minn. Stat. § 124D.095 Online Learning Options
Minn. Stat. § 124D.50 Service-Learning and Work-Based Curriculum and Programs
Minn. Rule §3525 Children with a Disability Section 504 of the Rehabilitation Act of
1973, as amended 29 U.S.C. § 794 Title I of the Elementary and Secondary
Education Act
(3) Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.14 Advanced Academic Credit Minn. Stat. § 120B.16 Secondary
Credit for Students
Minn. Stat. § 122A.60 Staff Development Program
Minn. Stat. § 120B.024 Personal finance, civics, and ethnic studies

20 U.S.C. § 5801 – Purpose
20 U.S.C. § 6301 – ESSA CROSS

CROSS REFERENCES TO DISTRICT POLICIES:

Policy 421.00 Staff Development
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention