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Saint Paul Public Schools Policy 602.00

602.00 CURRICULUM, INSTRUCTION, AND ACCOUNTABILITY

I. Policy Purpose

The purpose of this policy is to establish a rigorous, transparent, and continuous framework for the development, implementation, evaluation, and improvement of the District's educational program. Through alignment with Minnesota state standards, evidence-based instructional practices, and ongoing stakeholder engagement, the District seeks to ensure that all students receive equitable access to high-quality learning experiences that prepare them for post-secondary success, career readiness, civic engagement, and lifelong learning.

II. Statement of Policy

It is the policy of the District to maintain a comprehensive system of accountability governing curriculum development, instructional practices, student assessment, and program evaluation. The District is committed to providing an educational program that is academically rigorous, research-based, inclusive, culturally responsive, and responsive to the diverse learning needs, identities, experiences, and aspirations of all students.

The District further commits to ensuring that curricular and instructional decisions are guided by educational best practices, fiscal responsibility, continuous improvement processes, and meaningful collaboration with students, families, staff, and community stakeholders.

III. Definitions

- A. **Curriculum:** The formally adopted written plans, instructional frameworks, learning standards, and educational resources designed to provide students with the knowledge, skills, and learning experiences necessary to achieve District and State academic standards and graduation requirements.
- B. **Instruction:** The pedagogical methods, professional practices, learning environments, and instructional strategies used to deliver curriculum and support student learning, engagement, achievement, and growth.

- C. **Assessment:** The systematic collection and analysis of student performance data through formative, summative, standardized, and performance-based measures used to monitor progress, inform instruction, evaluate programs, and support continuous improvement.

IV. Standards for Systems Accountability

1. **Stakeholder Engagement:** The District shall maintain a continuous system for reviewing and improving curriculum, instruction, assessment, and educational programming that incorporates meaningful feedback and participation from students, parents/guardians, staff and community members.
2. **Public Reporting:** The District shall remain accountable to the public and the State of Minnesota through transparent reporting of student achievement, educational progress, assessment outcomes, and program effectiveness as required by law and District practice.
3. **District Curriculum Advisory Committee:** The Superintendent or designee shall establish and maintain a District Curriculum Advisory Committee that reflects the diversity of the District and includes parents/guardians, teachers, support staff, students, administrators, and community representatives. The committee shall assist in reviewing, advising, and evaluating curriculum priorities, instructional goals, and student achievement initiatives.
4. **Continuous Improvement and Program Evaluation:** The District shall utilize data-informed decision-making processes to evaluate educational programs, instructional effectiveness, and student outcomes. Program evaluation practices shall support continuous improvement, equitable outcomes, and strategic planning.

V. Curriculum Development and Instructional Standards

1. Continuous Improvement
 - The District shall implement a long-range and cyclical curriculum review process designed to ensure instructional coherence, fiscal responsibility, alignment with state standards, and continuous improvement across all grade levels and content areas.
2. Instructional Quality Standards
 - Curriculum development and instructional practices shall:
 - Provide clear and articulated learning expectations for all students.

- Align with Minnesota academic standards, graduation requirements, and applicable federal and state laws.
 - Utilize evidence-based instructional strategies and best practices.
 - Support differentiated instruction and varied learning needs.
 - Promote critical thinking, problem-solving, communication, creativity, and collaboration.
 - Include culturally responsive, inclusive, equitable, and non-discriminatory perspectives and materials.
 - Foster learning environments that are safe, engaging, and supportive of student growth and belonging.
 - Incorporate appropriate instructional technologies and digital learning resources.
3. Monitoring Student Learning
- The District shall regularly monitor student progress and instructional effectiveness through multiple measures of assessment and data analysis to inform instructional decisions and support academic achievement for all students.

VI. Selection and Review of Materials

1. **Professional Review Process**
The District shall maintain established procedures for the professional review, evaluation, selection, adoption, and reconsideration of instructional and library materials. Instructional materials shall:
 - Support District educational goals and curriculum standards;
 - Reflect diverse perspectives and experiences;
 - Be age-appropriate, academically relevant, and educationally sound;
 - Promote equitable access to learning;
 - Comply with legal requirements and Board policies; and
 - Remain fiscally responsible and sustainable.
2. **Community Input:** The review and selection process shall include opportunities for stakeholder input and community engagement, as appropriate.
3. **Requests for Review or Reconsideration:** The District shall maintain a formal process through which students, parents/guardians, staff, or community members may express concerns regarding instructional or curricular materials and request a review consistent with established administrative procedures.

VII. Curricular Flexibility and Assessment

1. **Adaptive Programming:** The District retains the authority to add, revise, suspend, or discontinue courses, programs, instructional models, or curricular offerings based on student enrollment patterns, educational priorities, workforce demands, fiscal considerations, staffing, facility capacity, legal requirements, or changes in state and federal mandates.
2. **Comprehensive Evaluation:** The District will maintain a balanced and comprehensive assessment system that includes standardized assessments, formative assessments, performance based measures, summative testing and other evaluation tools to monitor student learning, inform instruction and evaluate program effectiveness.
3. **Equity in Assessment Practices:** Assessment practices and evaluation procedures shall be reviewed regularly to identify and address disparities in student outcomes among student groups. The District shall use assessment data to support equitable access to instruction, intervention, remediation, enrichment, acceleration, and student support services.
4. **Use of Assessment Data:** Assessment results shall be used to guide instructional planning, curriculum improvement, resource allocation, professional development, and strategic decision-making while maintaining appropriate student privacy protections in accordance with state and federal law.

LEGAL REFERENCES:

(1) Minn. Rule § 3501.0160 District Reporting Requirements
Minn. Stat. § 120B.11 Subd 3 District Advisory Committee
(2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
Minn. Stat. § 120B.023 Benchmarks
Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.10 Findings; Improving Instruction and Curriculum
Minn. Stat. § 120B.11 Subd 1 and 2 School District Process for Reviewing Curriculum, Instruction, and Student Achievement
Minn. Stat. § 120B.22 Elective Standards
Minn. Rule § 3500.0550 Inclusive Educational Program
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
(3) Minn. Stat. § 120A.22 Subd 9 Curriculum
(4) Minn. Stat. §120B.11 Subd Biennial Evaluation; Assessment Program
Minn. Stat. § 120B.35 Student Academic Achievement and Growth 20 U.S.C. § 5801
- Purpose 20 U.S.C. § 6301 – No Child Left Behind

CROSS REFERENCES:

Policy 601.00 Educational Programming
Policy 602.01 Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and
Disability Fair Education
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention