

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 creating the World's Best Workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "World's Best Workforce" 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. "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 master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous and People of Color communities.
- E. "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.
- F. "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.
- G. "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.

- H. “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.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. “Performance measures” are measures to determine school district and school site progress in striving to create the World’s Best Workforce and must include at least the following:
 - 1. the size of the academic achievement gap, 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 Minnesota Statutes, section 120B.30, Subdivision 1.
- K. “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. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the World’s Best Workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2);

2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying 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 Minnesota Statutes, section 123B.147, Subdivision 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 Minnesota Statutes, section 120B.35, Subdivision 3(b)(2) and teacher evaluations under Minnesota Statutes, section 122A.40, Subdivision 8 or 122A.41, Subdivision 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 children in low-income families, children in families of People of Color and children in American Indian families 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, technology and curriculum that is rigorous, accurate, antiracist and culturally sustaining; and
 - 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 teacher quality, performance and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. 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.

The criteria for acceptable performance in skill areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Plan or Section 504 Accommodation plan.

2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that 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.

6. Alexandria Portrait of a Graduate components support the skills described above. Our Portrait of a Graduate characteristics include:
 - a. Creative Thinker
 - b. Civically & Globally Engaged
 - c. Critical Thinker
 - d. Collaborator
 - e. Communicator
 - f. Self-Directed

- 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 pursuant to Policy 621.

Legal References:

Minn. Stat § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction and Student Achievement; Striving for the World’s Best Workforce)

Minn. Stat. § 120B.12 (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 before Assessment Referral)

20 U.S.C. § 5801, *et. seq.* (National Education Goals)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

Policy 104 (School District Mission Statement)

Policy 613 (Graduation Requirements)

MSBA Model Policy 614 (School District Testing Plan and Procedure)

Policy 615 (Testing Accommodations, Modifications and Exemptions for IEPs, Section 504 Plans and English Learner Students)

Policy 616 (School District System Accountability)

Policy 618 (Assessment of Student Achievement)

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Alexandria Public Schools - No. 206

Alexandria, Minnesota