

601 SCHOOL CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school that encompass the Minnesota Graduation Standards and other statute-based stipulations that pertain to school accountability requirements.

II. GENERAL STATEMENT OF POLICY

The policy of Southside Family Charter School is to establish learning goals toward which all curriculum and instruction in the school should be directed and for which all students should be held accountable.

III. DEFINITIONS

- A. “Instruction” means methods of providing learning experiences that enable students to meet state and school academic standards and graduation requirements.
- B. “Curriculum” means school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills.

IV. STUDENT PERFORMANCE GOALS

- A. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.¹ These skills include:
 - 1. reading, writing, speaking, listening, analyzing and viewing in the English language;
 - 2. mathematical and scientific concepts;
 - 3. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);
 - 4. creative and critical thinking, decision making, and study skills;
 - 5. work readiness skills;

¹ The criteria for acceptable performance in basic skill areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Section 504 Accommodation plan.

6. global and cultural understanding grounded in social justice and human rights.
- B. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
1. live as a responsible, productive citizen within local, state, national, and global political, social, and economic systems;
 2. bring many perspectives, including historical, to contemporary issues;
 3. develop an appreciation and respect for democratic institutions;
 4. communicate and relate effectively in languages and with cultures other than the student's own;
 5. practice stewardship of the land, natural resources, and environment;
 6. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
- C. 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.
- D. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
1. establishing and achieving personal and career goals;
 2. adapting to change;
 3. leading a healthy and fulfilling life, both physically and mentally;
 4. living a life that will contribute to the well-being of society;
 5. becoming a self-directed learner;
 6. exercising ethical behavior.
- E. Students will be given the opportunity to acquire human relations skills necessary to:
1. appreciate, understand, and accept human diversity and interdependence;

2. address human problems through team effort;
 3. resolve conflicts with and among others;
 4. function constructively within a family unit;
 5. promote a multicultural, gender-fair, disability-sensitive society.
- F. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 3. Reading assessments in English and in the predominant languages of students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school must use locally adopted, developmentally appropriate, and culturally responsive assessments.
 4. The school must annually report to the Commissioner of Education by July 1 a summary of the school's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph a. the report must include:
 - i. a summary of the school's efforts to screen for dyslexia;
 - ii. the number of students screened for that reporting year; and

- iii. the number of students demonstrating characteristics of dyslexia for that year.
- 5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
- 6. At least annually, the school must give the parent of each student who is not reading at or above grade level timely information about:
 - a. student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.
- 7. For each student who is not reading at or above grade level, the school shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

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)
 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) 20 U.S.C. § 5801, et seq. (National Education Goals 2000) 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

Southside Family Charter School Policy 104 (School Mission Statement)

Southside Family Charter School Policy 616 (School System Accountability)