

**BLUFFVIEW MONTESSORI SCHOOL  
POLICY 601  
SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

**I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for Bluffview Montessori School 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 Bluffview Montessori School is to establish the "World's Best Workforce". All learning at Bluffview Montessori School should be directed to this goal for which all Bluffview Montessori School 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 (see H for further explanation).
- 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 who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means Bluffview Montessori School adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, career preparation 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 Bluffview Montessori School academic standards and graduation requirements including applied and experiential learning.
- J. “Performance measures” are measures to determine Bluffview Montessori School’s 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; 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 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 or college readiness before graduating from high school; and have all students graduate from high school.

[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World’s Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World’s Best Workforce law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.

Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~ **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 Bluffview Montessori School goals and benchmarks for instruction and student achievement for all student categories identified in **Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2).** ~~state and federal law;~~
  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** ~~for early admission to kindergarten or first grade of gifted and talented learners that are sensitive to under-represented groups,~~ and **identify**ing the strengths and weaknesses of instruction to further student and school success, identify curriculum that supports students’ progress, and growth toward career and college readiness;
  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 Bluffview Montessori 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, Subd. 5;

4. strategies for improving instruction, curriculum, and student achievement, including English and, where practicable, native language development promoting 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** ~~and minority children~~ 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 for educational effectiveness, rigorous curriculum, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;~~
  - 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** ~~develops and supports~~ teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the Bluffview Montessori School plan; **and**
8. **identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.**

- B. Bluffview Montessori School is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

~~B. Bluffview Montessori School 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.~~

~~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. leading a healthy and fulfilling life, both physically and mentally;~~

~~b. establishing and achieving personal and career goals;~~

~~c. adapting to change;~~

~~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.~~

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 (Literacy and the Read Act)

- ~~C. 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. Bluffview Montessori School must identify, before the end of kindergarten, grade 1, and grade 2, all 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 Bluffview Montessori School students, where practicable, must identify and evaluate students' areas of academic need related to literacy. Bluffview Montessori School also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. Bluffview Montessori School must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~
  - ~~4. Bluffview Montessori School must annually report to the Commissioner of Education by July 1 a summary of Bluffview Montessori 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 Bluffview Montessori 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 Minnesota Statutes section 125A.56, subdivision 1.~~
- ~~6. At least annually, Bluffview Montessori School must give the parent of each student who is not reading at or above grade level timely information about:~~
  - ~~a. the student's reading proficiency as measured by a locally adopted assessment;~~
  - ~~b. reading related services currently being provided to the student and the student's progress; 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.~~

~~This provision may not be used to deny a student's right to a special education evaluation.~~

- ~~7. For each student who is not reading at or above grade level, Bluffview Montessori 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. If a student does not read at or above grade level by the end of grade 3, Bluffview Montessori School must continue to provide reading intervention until the student reads at grade level. 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.~~



- ~~8. Bluffview Montessori School will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. Bluffview Montessori School will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. Bluffview Montessori School will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. Bluffview Montessori School will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

**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** ~~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)  
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:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and

LEP Students)

MSBA/MASA Model Policy 616 (School District System  
Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student  
Achievement)