

## **613 GRADUATION REQUIREMENTS**

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### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A. Academic standard means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, or (2) a locally adopted expectation for student learning in health, the arts, career education.
- B. Block means a student's day is broken into four blocks. Each is approximately ninety minutes long.
- C. Term means the completion of one block or one quarter class. Approximately nine weeks long.
- D. Credit means a student's successful completion of one block of study or a student's mastery of the applicable subject matter, as determined by the school district. Students with a full schedule can receive sixteen credits each year.
- E. Section 504 Accommodation means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- F. Individualized Education Program, or IEP, means a written statement developed for a student eligible by law for special education and services.
- G. English language learners or ELL student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

### **IV. DISTRICT ASSESSMENT COORDINATOR**

The Assistant Director of Teaching and Learning shall be designated as the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

### **V. Post Secondary Readiness**

For students enrolled in grade 8 in the 2012-13 school year and later, students' graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12;
- B. Achievement and career and college readiness tests in mathematics, reading, writing and science. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary

- employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements.
- C. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
  - D. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
  - E. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## **VI. GRADUATION CREDIT REQUIREMENTS**

Students beginning 8<sup>th</sup> grade in 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Eight credits of English Language Arts/Communications sufficient to satisfy all academic standards in English language arts;
- B. Six credits of mathematics, including two algebra II credits or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- C. Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- D. Six credits of science, including at least: (a) two credits of physical science; (b) two credits of biology; (c) two credits of chemistry or physics. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Eight credits of social studies, two per school year, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. Two credit in the arts sufficient to satisfy all of the state or local academic standards in the arts;
- G. Three credits of Health/Physical Education to include Physical Education 9, Physical Education 10 and Health;
- H. A minimum of twenty five elective credits.
- I. Credit equivalencies
  1. One credit of economics taught in a school's agriculture education or business department may fulfill one credit in social studies under Paragraph E, above, if the credit is sufficient to satisfy all of the academic standards in economics.
  2. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under, Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D. above.
  3. A career and technical education credit may fulfill an arts credit requirement under Paragraph F., above.

4. A Project Lead the Way credit may fulfill a mathematics credit requirement under Paragraph B or science credit requirement under Paragraph D., above, if the credit meets the state academic standards in science.

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards School District Standards, Health - K-12;
- B. Academic standards in health, world languages, and career and technical education will be reviewed on a periodic basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.  
  
\* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  1. Minnesota Academic Standards, English Language Arts K-12
  2. Minnesota Academic Standards, Mathematics K-12
  3. Minnesota Academic Standards, Science K-12
  4. Minnesota Academic Standards, Social Studies K-12 and
  5. School District Standards, Arts K-12
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## **VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

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<b>Legal References:</b>	Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
	Minn. Stat. § 120B.018 (Definitions)
	Minn. Stat. § 120B.021 (Required Academic Standards)
	Minn. Stat. § 120B.023 (Benchmarks)
	Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
	Minn. Stat. § 120B.07 (Early Graduation)
	Minn. Stat. § 120B.11 (School District Process)
	Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
	Minn. Stat. § 120B.030 (Statewide Testing and Reporting System)
	Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards-Language Arts)
	Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards- Science)
	Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards-Mathematics)
	Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
	Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
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 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and  
Exemptions for IEPs, 504 Accommodation Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)