

613 GRADUATION REQUIREMENTS

I. PURPOSE

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

613 GRADUATION REQUIREMENTS**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later 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, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- C. “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.
- D. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- E. “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 District Assessment Coordinator(s) shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students’ state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

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- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against 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 and which facilitates the
1. monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
 2. determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minnesota Statutes section 120B.125, 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.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. 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 are 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 to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

613 GRADUATION REQUIREMENTS**Post-Secondary Enrollment**

- A. Eleventh and twelfth grade students may apply to enroll in Post-Secondary Enrollment Options (PSEO) and other advanced enrichment programs. Qualifying credits granted to a student through a PSEO course or program will be counted toward the graduation and credit requirements of the state academic standards. Interested students must fill out an application form and submit it to the counseling office by May 30 for enrollment the following school year. Institutions of higher education will have their own criteria and deadlines which must be met. Itasca Community College requires a 3.2 GPA for juniors and a 3.0 for seniors. Students must meet minimum standards in the placement test. Weighted grades will not be awarded to any PSEO courses. The application form must be signed by the student, his/her parent or guardian, and counselor.
- B. ISD 318 students who participate in off-campus PSEO coursework may utilize ISD 318 educational facilities and equipment during regular school hours in order to work on class assignments. Students who wish to utilize ISD 318 facilities in this capacity must check in at the main office and report directly to the school library, or other area designated by building administration. Students must remain in the designated location while working on their coursework, and will be under the supervision of the building staff.

VI. GRADUATION CREDIT REQUIREMENTS

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

- A. Four credits of language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and one elective credit of science. 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;

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- E. Three and one-half credits of social studies, 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. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits including .5 of Financial Literacy;
- H. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half 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 science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. 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 a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
- I. At the principal's discretion in consultation with a student's counselor, standard level credit requirements may be replaced by more rigorous International Baccalaureate classes provided the student's coursework meets state academic requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

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- A. All students must demonstrate their understanding of the following academic standards:
1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (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.
- 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, 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. National Standards, Physical Education 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.

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1. Graduation or promotion exercises are not to be held in any school for any grade except grade 12.
2. In order to qualify for a high school diploma, a student must successfully complete his/her required courses to earn a minimum of 23 credits in grades 9, 10, 11, and 12 at the Grand Rapids High School, Bigfork High

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School and/or Grand Rapids Area Learning Center.

3. Transfer student’s credits will be evaluated on enrollment.
4. Requirement credits at Grand Rapids High School, Bigfork High School and Grand Rapids Area Learning Center to be earned in grades 9 - 12:

Graduation Requirements

State requirements:

- Science - 3 credits
- Language Arts - 4 credits
- Mathematics - 3 credits
- Social Studies - 3.5 credits
- Art (visual arts, music, theater, dance or media arts) – 1 credit

ISD 318 requirements:

- Physical Education - 1 credit
- Health - .5 credit

Electives - 7 credits (must include .5 Financial Literacy)

TOTAL: 23 credits

- F. A student’s scholastic rank (Grade Point Average) will be based on accumulation of final grades in the courses he/she takes.
- G. **Weighted Grading:** It is the policy of ISD 318 that IB courses will be weighted using the following formula: Standard grade point + an additional .25 of a grade point

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes section 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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- Legal References:**
- Minn. Stat. § 120B.018 (Definitions)
 - Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 - Minn. Stat. § 120B.021 (Required Academic Standards)
 - Minn. Stat. § 120B.023 (Benchmarks)
 - Minn. Stat. § 120B.024 (Credits)
 - Minn. Stat. § 120B.07 (Early Graduation)
 - Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
 - Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.082 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - 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:**
- Policy 104 (School District Mission Statement)
 - Policy 601 (School District Curriculum and Instruction Goals)
 - Policy 614 (School District Testing Plan and Procedure)
 - Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 - Policy 616 (School District System Accountability)