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*Policy 613*

## **613 GRADUATION REQUIREMENTS**

### **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. ISD 690 must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A. “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.
- B. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- C. “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.
- D. “Required 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, and (2) a locally adopted expectation for student learning in health.
- 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.



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

The Learning Resource and Instructional Support Coordinator shall be named 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. GRADUATION ASSESSMENT REQUIREMENTS**

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- 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 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 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 (*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.
- 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.

### VI. GRADUATION CREDIT REQUIREMENTS

#### **Class of 2024 (Seniors)**

4.5 credits English (1 full course per grade level)  
4.5 credits Social Studies  
3 credits Mathematics (must include 1.0 credit of Algebra II)  
4.0 credits Science (1.0 9<sup>th</sup>, 1.5 10<sup>th</sup>, 1.0 Chemistry or Physics) (.5 Science Elective)  
.5 credit Health  
1.0 credit Physical Education  
1.0 credit Fine Arts  
.5 credit of Public Speaking or Professional Communications  
.5 credit Personal Finance or Ind. Living  
1.0 credit Tech course  
15.5 credit Electives

**Total** 34.0 credits minimum + CPR  
certifications + 10 hours of community service during the senior year.

#### **Class of 2025 (Juniors)**

5.0 credits English (1 full course per grade level)  
5.0 credits Social Studies  
4.0 credits Mathematics (must include 1.0 credit of Algebra II)  
4.5 credits Science (1.5 9<sup>th</sup>, 1.5 10<sup>th</sup>, 1.0 Chemistry or Physics) (.5 Science Elective)  
.5 credit Health  
1.0 credit Physical Education  
1 credit Fine Arts  
.5 credit Professional Communication  
.5 credit Personal Finance  
.5 credit Ind. Living  
1.0 credit Tech course  
0.5 credit Public Speaking  
12 credit Electives



**Total** 34.0 credits minimum + CPR  
certifications + 10 hours of community service during the senior year.

### **Class of 2026 (Sophomore)**

5.0 credits English (1 full course per grade level)  
.5 credit Professional Communications  
.5 credit Public Speaking  
4 5.5 credits Social Studies  
4.0 credits Mathematics (must include 1.0 credit of Algebra II)  
3.5 credits Science (1.0 9<sup>th</sup>, 1.5 10<sup>th</sup>, 1.0 Chemistry or Physics)  
(.5 credit Science Elective)  
.5 credit Health  
1 credit Physical Education  
1 credit Fine Arts  
.5 credit of Personal Finance  
.5 credit Independent Living  
1 credit Tech course  
12credit Electives

**Total** 34.0 credits minimum + CPR  
certifications + 10 hours of community service during the senior year.

### **Class of 2027 (Freshman)**

5.0 credits English (1 full course per grade level)  
.5 credit Professional Communications  
.5 credit Public Speaking  
46.0 credits Social Studies  
4.5 credits Mathematics (must include 1.0 credit of Algebra II)  
4.5 credits Science (1.5 9<sup>th</sup>, 1.5 10<sup>th</sup>, 1.0 Chemistry or Physics)  
(.5 credit Science Elective)  
.5 credit Health  
1 credit Physical Education  
1 credit Fine Arts  
.5 credit of Personal Finance  
.5 credit of Independent Living  
1 credit Tech course  
10 credit Electives

**Total** 34.0 credits minimum + CPR  
certifications + 10 hours of community service during the senior year.

## **VII. GRADUATION STANDARDS REQUIREMENTS**



- 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 an annual 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. Minnesota Academic 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.

### **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.

**Legal References:** 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.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 3501.0800-3501.0815 (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:** Warroad Policy 104 (School District Mission Statement)  
Warroad Policy 601 (School District Curriculum and Instruction Goals)  
Warroad Policy 614 (School District Testing Plan and Procedure)  
Warroad Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
Warroad Policy 616 (School District System Accountability)