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*BBE Policy 613*

*Orig. 1997*

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*Rev. 2023*

## **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. 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 a lack of English language proficiency.

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

The Superintendent shall name the District Assessment Coordinator (DAC) as well as determine the financial consideration to do said job. Said person shall be in charge of all testing 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. encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12; for the Class of 2026 and beyond, we will pay for, and require, that students take the ACT or the ACT WorkKeys as part of our longitudinal tracking system.
- B. achievement and career and college readiness tests in mathematics, reading, and writing. (Like the ACT) 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 postsecondary admission requirements. To the extent available, the tests should:
  1. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
  2. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
- 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. 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.
- E. 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.
- F. 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.
- G. A student's progress toward career and college readiness must be recorded on the student's high school transcript. We will do so by recording an S/U for each year of the 4-year plan that has been completed, modified or mastered.

## **VI. GRADUATION CREDIT REQUIREMENTS**

Students in the Class of 2026 and later must successfully complete, as determined by the school district, 50 credits to graduate (48 credits for 2022-2025, 46 before 2022) along with the following HS level credits for graduation:

- A. Eight (8) credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Six (6) credits of mathematics, encompassing Algebra II, Integrated Mathematics III, or an equivalent in high school as defined by the high school math standards. Grade 8 students must complete Algebra as defined by the Minnesota Math Standards.
  - a. Third credit in Mathematics CTE [See VI. I.c. below]
- C. Six (6) credits of science, including two credits to satisfy all the earth and space science standards for grades 9 through 12, two credits to satisfy all the

life science standards for grades 9 through 12, and two credits to satisfy all the chemistry or physics standards for grades 9 through 12.

- a. Third credit in Science CTE [See VI. I.b. below]
- D. Seven (7) credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2024-2025 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship, and a combination of other credits 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.
  - E. Two (2) credits in the arts sufficient to satisfy state or local academic standards in the arts; [See VI.I.c. below]
  - F. A minimum of two (2) credits in the area of Health and Physical Education.
  - G. Students who begin grade 9 in the 2024-25 school year and later must successfully complete a course for credit in personal finance in grade 10-12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, FACS, social studies, or math.
  - H. A minimum of seventeen (19) elective credits.
  - I. Credit equivalencies

The following credit equivalencies, can be found in [Minnesota Statutes 2022, section 120B.024, subdivision 2](#). *Credit equivalencies can be utilized if the standards being utilized or replaced are included as part of the academic content in the coursework below.*

    - a. A one-half credit of **economics** taught in a school's Agriculture, FACS or Business education program or department may fulfill a one-half credit in social studies under subdivision 1, clause (5), if the credit is sufficient to satisfy all of the academic standards in economics.

- b. A **science credit** taught in a school's Agriculture science or career and technical education credit (CTE) may fulfill the credit required under subdivision 1, clause (4), 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 district.

An **agriculture or career and technical education credit** may fulfill the credit in chemistry or physics required under subdivision 1, clause (4), if the credit meets the state chemistry or physics academic standards as approved by the district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under subdivision 1, clause (4).

- c. A **career and technical education credit (CTE)** may fulfill a mathematics or arts credit requirement under subdivision 1, clause (2) or (6).
- d. An agricultural, food, and natural resources education teacher is not required to meet the requirements of [Minnesota Administrative Rules, part 3505.1150, subpart 2, item B](#), to meet the credit equivalency requirements of paragraph (b) above.
- e. A **computer science** credit may fulfill a mathematics credit requirement under subdivision 1, clause (2), if the credit meets state academic standards in mathematics.
- f. An **ethnic studies** course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.
- g. Students who begin grade 9 in the 2024-25 school year and later must successfully complete a course for **credit in personal finance** in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

## RELATED GRADUATION/TRANSCRIPT PROCEDURES

- A. The following parameters may not include students with an IEP. These decisions must be articulated by the IEP team throughout yearly IEP reviews by case management.
- B. Students enrolled by October 1 of each year will be included in the class ranking for that year.
- C. Non-traditional courses taken with non-licensed instruction will be graded as S/U credit and will not factor into GPA calculations, although credit may be attached. Non-traditional courses include: homeschool credit, credit recovery, pass/fail courses and/or others determined by Administration as non-traditional.
- D. All 9-12 students are expected to maintain at least 5 academic courses/trimester and at least 12 credits/year. One example is Work Experience. Work Based Learning is an online graded seminar. Work Skills is an S/U course and does not count towards the five.
- E. Students may have no more than 12.0 S/U credits of their total credits for graduation. This includes home school classes offered by non-certified instruction.
- F. Summer school and night school courses taught in full by MN-certified instructors will be issued grades.
- G. Students transferring to BBE will have the opportunity to earn the equivalent of 14 credits per year based on a rate of 70 classroom hours per 1.0 credit.
- H. To graduate from BBE and also enrolled in an online high school such as Minnesota Virtual, you must receive more than 50% of your credits during your senior year at BBE.
- I. Students should be full-time enrolled second semester at BBE to participate in Commencement. [See Early Graduation]. This does not preclude someone from earning a diploma here.
- J. Students may opt for two (2) Satisfactory/Unsatisfactory courses during their four years at BBE. The grade you receive in these courses will be entered as an S/U. Administration must approve this prior to the semester a student will use this option.
- K. All BBE students need to maintain their **individualized post-secondary plan** complete and up-to-date throughout high school to be eligible for graduation. Students will do this via MCIS. This program is called “Jagways” and will be denoted on the transcript yearly.
- L. Foreign exchange students are not ranked, but may receive a diploma if they meet all credit and testing requirements set forth by the District and State.

- M. ONE (1) credit is granted for successful completion of each semester class.
- N. Students are expected to get the amount of departmental credits meeting mandatory state and local standards to obtain a diploma.
- O. It is the student’s responsibility to check their grades regularly via Skyward to ensure your progress.

**Required credits for graduation** are summarized as follows:

<b>Requirements (at least)</b>	<b>Class of 2022-2025</b>	<b>Class of 2026 +</b>
English/Language Arts	8 credits	8 credits
Social Studies	7 credits	7 credits
Mathematics	6 credits	6 credits
Science	6 credits	6 credits
Physical Education/Health	2 credits	2 credits
Fine Arts	2 credits	2 credits
Electives	17 credits	19 credits
<b>Total Credits Needed to Graduate</b>	<b>48 credits</b>	<b>50 credits</b>

## **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 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 that meet the Fine Arts requirement.
- 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 student who wishes to graduate early must inform the district in writing by December 1 of each year of their intent to graduate at semester time.

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 make a decision within TEN business days of the request; and

- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

### **IX. ACADEMIC HONORS**

- A. Class Rank / Grade Point Average  
Students will be ranked to the nearest tenth (0.10) for their Grade Point Average (GPA).
- B. Honors Points  
We have an Honors Point system beginning with the junior class in



the Fall of 2020. This system will award up to 1.0 Honor points each term for any Honors course. Honors courses are typically those that exceed rigor beyond the basic expectations we have as a minimum to graduate from BBE High School

- a. Students will receive Honors Points for the following types of courses: Upper level Math and Science, Advanced Placement, Concurrent Enrollment, 2nd Level World Languages and above.
  - A-1.0
  - B-0.8
  - C-0.6
  - D-0.4
- b. An Honors Committee made up of the Superintendent, a Principal, Counselor, two HS teachers, the Student Body President and a School Board member will annually review the courses listed as Honors and Capstone levels.

#### C. Academic Honors

Academic Honors are based on grades received from grades 9-12. Academic Honors are based on Grade Point Average, and Honor Points. Honors Points are generally gained in college prep courses; Students will receive the following Academic Honors upon graduating from BBE High School:

- Board Scholar (Highest Honor)
- Summa cum laude
  - 4.0 average, 8 or more Honors points
- Magna cum laude
  - 3.8 and above, 4 or more Honors points
- Cum laude
  - 3.5 and above, No Honors Points needed

#### D. Board Scholar Distinction

The School Board of ISD #2364 will annually recognize a set of students who have met all components of our Portrait of a Graduate.

This Portrait includes:

- Posting a GPA of 3.5 or above,
- 2 years of completing a Category I MSHSL activity.  
(Extra-Curricular)

- 2 years of completing a Category II MSHSL activity-Speech, Band, Choir or Visual Arts (Academics & Fine Arts)
- 2 years of participating in non-MSHSL activities--Musical, Robotics, Trap, FFA, BPA or FCCLA (Co-Curricular)
- 100 hours of approved community service through NHS. Finish as part of the NHS as a graduating senior. (Service)
- Positive participation in the student body at BBE High School.

This is the **highest honor** given to a student at Belgrade-Brooten-Elrosa High School and is only accorded to students who have met that standard. All students with Board Scholar distinction will be recognized at our annual graduation ceremony.

#### E. Mastery Transcript

We believe that a student's performance in our high school certainly includes academic grades. However, we also believe that the well-rounded student we seek goes well beyond academic grades on their own. The Mastery transcript a student leaves BBE High School will be continually developed during the high school years to show a student's strengths and progress. [We are not done with this process as of December of 2023, but are working on it. Currently, we are in transition from how we grade and how we report. In the interim, the traditional transcript and grading system will be maintained, while the mastery transcript and grading concepts are developed.]

The components of this transcript will be based on the:

- merits of the coursework they take through their high school years,
- personalized progress and growth,
- Attendance, behavioral and classroom dispositions,
- community service,
- activities participated and excelling in,
- certifications achieved through Jagways and Capstones earned.
- [Mastery Transcript Model](#)

#### ***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 Part 3501.0820 (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:***

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, Section 504 Plans, and LEP Students)

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