

Adopted: 1997

BBE Policy 613

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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

For students in the Class of 2017 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:

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, 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 2022 and later must successfully complete, as determined by the school district, 48 credits to graduate along with the following high school level credits for graduation [This credit requirement remains at 46 credits for the Classes of 2021 and prior.]:

- A. Eight (8) credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Six (6) credits of mathematics, including an algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
 - a. Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- C. Six (6) credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science.
 - a. 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;
- D. Seven (7) 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;
- E. Two (2) credits in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- F. A minimum of two (2) credits in the area of Health and Physical Education.
- G. For the Class of 2022 and beyond, students graduating from BBE High School must complete at least two (2) CAPStone experiences. The [list of approved CAPStones](#) will be published on the website and in the registration guide by January of each year. A minimum of seventeen (17) elective credits.
- H. Credit equivalencies
 - 1. 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 (CTE) 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.

3. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under VI.A.4. 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 VI.A.4. Paragraph D., above.
4. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
5. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
6. A CTE credit may fulfill a science or mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in science or mathematics.

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. [Terms to include in this conversation are modifications, accommodations, grading, inclusion]
- 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 must 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:

Requirements (at least)	Class of 2021 and Prior	Class of 2022 and Beyond
English/Language Arts	8 credits	8 credits
Social Studies	8 credits	7 credits
Mathematics	6 credits	6 credits
Science	6 credits	6 credits
Physical Education/Health	3 credits	2 credits
Fine Arts	2 credits	2 credits
Others (Seminar, 9th Gr.)	3 credits	0 credits
Electives	10 credits	17 credits
Total Credits Needed to Graduate	46 credits	48 credits

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.

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

Beginning with the Class of 2022, students will be ranked to the nearest tenth (0.10) for their Grade Point Average (GPA).

B. Honors Points

We will institute 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 (Class of 2022 and beyond)

Academic Honors are based on grades received from grades 9-12. We will no longer recognize Valedictorian and Salutatorian awards after the Class of 2021. Academic Honors are based on Grade Point Average, ~~Capstones~~ and Honor Points. Honors Points are generally gained in college prep courses; Capstones are generally gained in Jagways courses. Students will receive the following Academic Honors upon graduating from BBE High School:

- Summa cum laude
 - 4.0 average, 8 or more Honors points, ~~4 Capstones~~
- Magna cum laude
 - 3.8 and above, 4 or more Honors points, ~~3 Capstones~~
- Cum laude
 - 3.5 and above, No Honors Points needed, ~~2 Capstones~~

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:

1. At least 2 seasons of completing a Category I MSHSL activity. (Athletics)
2. At least 2 seasons of completing a Category II MSHSL activity-Speech, Music Contests, Visual Arts (Fine Arts)
3. Participation in at least 2 non-MSHSL activities--Musical, Robotics, Trap, FFA, BPA, FCCLA, etc. (Co-curricular Activities)
4. 100 hours of approved community service through National Honor Society through your senior year. (Service)
5. Minimum GPA earned, 3.5. (Academic)
6. Positive participation in the student body at BBE High School. (Jaguar Pride)

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. 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 transcript a student leaves BBE High School will be continually developed during the high school years to show a student's strengths and progress. 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.

All of these items will go onto a student's transcript beginning with the class of 2024. We will also look at a transcript format that supports our learners' growth in these areas. (Mastery Learning Transcript)

F. ["Portrait of a Graduate"](#)

Our district has adopted the Six C's as pillars of what we want a 21st Century graduate to possess. These six pillars will serve as guideposts for students, staff and our school

board as we continue to build our brand as a school district. See Board Scholar.

The 6 C's of Students	What do we want BBE graduates to bring to the world? How do we want to teach those skills?		The 6 C's of Educators
<i>Portrait of a Graduate</i>		<i>Portrait of the BBE System</i>	
Critical Thinking	We want students to be strong thinkers with the ability to apply it to novel situations.	We will use metacognitive processes at all levels to get our students to think divergently. (Bloom's)	Complexity
Collaboration	We want students to use all human resources, in and out of school, to create their own unique set of talents.	We will emphasize the 80/20 rule (Genius hour) at least when we consider what students are working on. Their future is the focus of the Genius time at all levels. (4 Year Plan)	Careers
Communication	We want students to present information in a clear, concise and meaningful way.	We will instruct our students to inform, motivate and persuade by emphasizing English & Language Arts standards B-12. (Literacy/Numeracy)	Communication
Creativity	We want students to employ unique solutions to real-life problems by using creative problem-solving.	We will enable students to gain knowledge and skills by working for an extended period of time BY and THRU CHOICE to investigate and respond to an authentic, engaging and complex question, problem, or challenge“. (Jagways/Personalized Learning)	Choice / Challenge
Citizenship / Character	We will teach students to become responsible, caring, and contributing citizens.	We will create a culture that is community-oriented and future-based for our students. (Jaguar Pride)	Culture / Community
Connectivity	We want students to be in touch with everything that surrounds them and be able to utilize technological skills in doing so.	We will emphasize the importance of human connectivity in a world of CHANGE filled with technology. (SAMR)	Change