



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 will fulfill applicable state required assessments, as well as satisfactorily complete all course requirements, as determined by the district and as established by the school board, in order to receive a graduate diploma.

III. Definitions

For purposes of this policy, the definitions included in this section apply.

- 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.
- D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.
- 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 Superintendent or designee shall be named the school district assessment coordinator. Said person shall be in charge of all assessment procedures and shall bring recommendations to the school board annually for approval.

V. Assessment Graduation Requirements

A. Graduation Requirements

Students must fulfill state graduation requirements and successfully complete high school level courses, as determined by the school district, to graduate from Inver Grove Heights Schools. District requirements are articulated in **Appendix I**.

B. Targeted Instruction Plan

A student 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.

C. Career and College Readiness

A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. Early Graduation

As provided for by state law, students may be considered for early graduation, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. All test requirements or higher guidelines have been satisfied;
- C. The principal or designee has conducted an interview with the student and parent and/or guardian, familiarized the parties with opportunities available in post-secondary education, and supports the early graduation request.

- D. The principal's decision will be in writing and is subject to approval by the superintendent and school board.

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 Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
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
[613 PR Bilingual Seal and High School Credit Procedure](#)

APPENDIX I

INVER GROVE HEIGHTS SCHOOLS GRADUATION REQUIREMENTS

I. Graduation Requirements

- A. All students are subject to the following assessment requirements, unless the parents and/or guardians opt out in writing:
 - 1. Must participate in the Minnesota Comprehensive Assessments (“MCAs”) in reading, math, and science; and
 - 2. Must have had an opportunity to complete the ACT in Grade 11.
- B. All students must successfully complete one of the following:
 - 1. Earn sixty four (64) semester credits, as recorded on the high school transcript;
 - 2. Have met the requirements of the student’s IEP; or
 - 3. Have met the requirements of an accredited alternative learning program within the district.

II. Inver Grove Heights Schools Graduation Credit Requirements

- A. Students must satisfactorily complete 64 credits of course work at the high school level to be eligible for high school graduation, as specified below.
 - 1. Language Arts – four years (12 credits);
 - 2. Social Studies (encompassing at least U.S. history, geography, world history, economics, and government citizenship and in either grade 11 or 12 beginning in the 2026-2027 school year) – three and one half years (10.5 credits);
 - 3. Science (including one year of biology; one year of chemistry or physics, and one year of integrated science which includes the earth and space science standards) – three years (9 credits);
 - 4. Mathematics – three years (9 credits) sufficient to satisfy all of the academic standards in mathematics;
 - 5. Other – 23.5 credits, including required courses in the arts, health,

and physical education. (No more than 12 credits of instrumental and/or vocal music may be applied toward fulfillment of the graduation requirements.)

- a. Arts – (3 credits in dance, media arts, music, theater, or visual arts);
 - b. Health – (0.75 credits);
 - c. Physical Education – (0.75 credit); and
 - d. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. (1.5 credits)
- B. Course Credit by Assessment – Students in grades 9-12 may receive credit for one or more required or elective courses through an assessment process.
1. A student may not attempt to receive credit by assessment for a course if:
 - a. The student has previously attempted to receive credit by assessment for that course;
 - b. The student has been previously enrolled in that course; or,
 - c. The student does not maintain their full-time status in the school.
 2. A student who wants to receive credit by assessment for sequential courses must do so in sequence.
 3. A student who wants to receive credit by assessment for a course which has a prerequisite must first satisfactorily complete or receive credit by assessment for the prerequisite course.
 4. To receive credit by assessment for a course, a student must go through the following process:
 - a. Discuss the request with a counselor;
 - b. Complete the Application for Testing Out of a Course, and turn it in to the high school counseling office at least one full semester (or quarter) before the beginning of the course; and,
 - c. Satisfactorily complete the required assessment for the course within the specified timeline.

5. When a student applies to receive credit by assessment for a particular course, the requirements for awarding the credit will be established. Once the credit requirements have been established for a particular course, those same requirements will be used if and when other students request credit by assessment for the same course.
- C. A student who completes a postsecondary enrollment options course, a concurrent enrollment course, or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

III. Students with an Individual Education Plan (IEP) and/or a Section 504 Accommodation Plan (504 Plan)

- A. The IEP team or Section 504 team will address the graduation requirements for students with an IEP and/or a Section 504 accommodation plan beginning in grade 9, in accordance with Minnesota Statute 120B.024, Graduation requirements; course credits.
- B. A student with an IEP or a Section 504 accommodation plan will be granted a high school diploma that is identical to the diploma granted other students once the individual satisfactorily completes the following items, as specified in the individual's IEP or Section 504 accommodation plan developed by the IEP or Section 504 team:
 1. Those classes that regular education students need to attain a high school diploma that are appropriate and attainable by the student with an IEP or Section 504 accommodation plan; and,
 2. The individualized requirements for graduation outlined in the IEP or 504 plan.
- C. Students with an IEP will receive credit for special education instruction. Credit substitution will be specified in the IEP.
- D. Grade 11 special education students meeting certain criteria must be offered the opportunity to participate in the Minnesota Test of Academic Skills (MTAS).

IV. English Learners (EL)

- A. Generally speaking, students enrolled in EL may receive a regular English credit for one EL course per term. Students earn elective credit for other EL courses taken during that term. This practice encourages more proficient English learners

to earn at least part of their English requirement through non-EL English courses.

- B. Exceptions are made based on the English proficiency of the learner; for example, students arriving as non-English speakers in grade 8 or later, may earn more than one English credit per term, possibly meeting all of their English requirement through EL courses. Exceptions are made at the discretion of EL and counseling staff.

V. Work Experience Students

- A. Students in grades 11 and 12 enrolled in work experience programs will receive .75 credit per quarter for successful completion of the seminar. Students receive a maximum of 1.5 credits per quarter for work during school hours spent in an on-the-job training program.
- B. Students enrolled in work experience programs must meet all graduation requirements for their grade level. Students enrolled in a work experience program must take no less than three required subjects each quarter (exclusive of seminar). This does not include elective credits.

VI. Transfer Students

A student who transfers into District 199 will be expected to meet graduation requirements in order to graduate.

- A. Course Credits – All passed course credits earned at previously attended public schools will be accepted by District 199 as part of the student’s requirement to successfully complete 64 credits.
 - 1. District 199 will attempt to determine the content of courses, programs and other educational experiences to credit the student as fully as possible for previous learning. This determination may include asking the student or the sending institution to verify the content of completed courses and programs when it is not clear from the transcript or other documentation.
- B. Nonpublic and Home School Course Credits – When a nonpublic or home school student transfers to District 199, credits will be evaluated by the principal or designee.
 - 1. If the nonpublic and home schools are accredited by a Minnesota recognized accrediting agency, the district will:

- i. Accept all credits certified on the transcript;
 - ii. Accept all grades;
 - iii. Compute class rank and grade point average from the student's transcript; and,
2. If the nonpublic and home schools are not accredited by a Minnesota recognized accrediting agency, the district will:
 - i. Review the transcript and attempt to equate all transferred curriculum and/or course content with District 199 curriculum and/or course content;
 - ii. Compute class rank and grade point average only if grades have been awarded; and,
 - iii. Satisfactory documentation of curriculum and/or course content may be required before credit and grades will be awarded.

VII. Other Credits

- A. Study Abroad – Credits earned by students studying abroad (e.g., American Field Service [AFS] students) will be evaluated by the high school principal and may be approved and applied to meet graduation requirements.
- B. ABE (Adult Basic Education) Diploma Program – Credits may be earned from the District 199 ABE Diploma Program by adults aged 22 and over and by students aged 16 to 22 who are eligible under the Minnesota Education Options Program Law. Students receive a diploma from a District 199 high school.
 1. When contacted by a candidate for the program, information about credit needs will be exchanged between the student's original high school and the ABE Diploma Program. ABE Diploma Program staff will send the appropriate high school principal a student information form, including a request for the following information:
 - i. Confirmation of support of the student's enrollment in the ABE Diploma Program;
 - ii. Description of credits and basic skills tests needed by the student to complete graduation requirements; and,

- iii. The student's health record.
2. For students aged 16 to 22, the counselor at the identified District 199 high school will assess the student's individual learning plan from the ABE Diploma Program after each seven credits earned by the student.
3. With approval from the appropriate District 199 high school principal, students may earn credits from the ABE Diploma Program under dual attendance by continuing full-time attendance at their original high school and seeking additional credits in the ABE Diploma Program during flexible study times.
4. ABE Diploma Program students must adhere to ABE policies regarding attendance, credit and graduation standards requirements, and District 199 policies on student behavior.

VIII. Grading System

The high school academic year is divided into four marking periods, or quarters., which are approximately nine weeks long. A final grade is given for each credit taken at the end of each quarter and/or semester. The grade point average (GPA) will be calculated on a 4.0 system.

IX. Class Rank

Class rank is cumulative from the beginning of ninth grade and is based on the final grades in all quarter/semester classes. Class rank is officially calculated at the end of each academic school year for grades 9-11. For seniors, final class rank is determined at the end of the first semester and Advanced Placement courses are not weighted.