

Adopted: 4/1997

Burnsville-Eagan-Savage School District Policy 613

Reviewed: ~~11/9/2023~~ PRC 02/18/2025

Revised: ~~12/14/2023~~ MSBA 6/2024

Rescinds: IKF

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. “Credit” means a student’s successful completion of a semester of study or a student’s mastery of the applicable subject matter, as determined by the school district.

~~B. “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.~~

~~CB. “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. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.~~

~~DC. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services. “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.~~

~~ED. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts.; and (2) a locally adopted expectation for student learning in health. 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 ADMINISTRATOR

The Assessment, Data and Research Coordinator shall serve as 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~~ GRADUATION REQUIREMENTS

A. Graduation 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:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to 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, 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

~~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~~

- B2. Consistent with this paragraph and Minnesota Statutes section 120B.125 beginning

in grade 6 and no later than grade 9, 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.

- ~~E3.~~ 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.

B. Targeted Instruction Plan

- ~~D1.~~ A ~~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.

- ~~E2.~~ Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college 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. Students meeting the state graduation requirements under this section and who are students in grades 9-12 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.

- 3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

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

VI. GRADUATION CREDIT REQUIREMENTS

Students who first enrolled in grade 9 in the 2024-2025 school year or later must successfully complete 46 high school level credits for graduation:

A. Credit Requirements

- A1. Eight credits of language arts;

- ~~B2.~~ Six credits of mathematics sufficient to satisfy all academic standards in mathematics;
- ~~C3.~~ ~~Six credits of science, including two credits of physical science, two credits of biology, and two credits of chemistry;~~ Three Six credits of science, including two one credits to satisfy all the earth and space science standards for grades 9 through 12, two one credits to satisfy all the life science standards for grades 9 through 12, and onetwo credits to satisfy all the chemistry or physics standards for grades 9 through 12;
- ~~D4.~~ Seven credits of social studies, including one credit of geography, two credits of world history, two credits of American history, one credit of government & citizenship in 11th or 12th grade, ~~in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship~~ and one credit of economics;
- ~~E5.~~ Two credits in the arts sufficient to satisfy the academic standards;
- ~~F6.~~ One credit of health;
- ~~G7.~~ One credit of physical education sufficient to satisfy the state standards;
- ~~H8.~~ One credit of personal finance in grade ~~10, 11, or 12;~~ 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. 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.
- ~~I9.~~ Incoming 9th graders must complete one credit of College and Career Planning, required during the 9th grade year. This requirement may be met by:
1. Success 191, AVID Elective 9, college and career planning content-based English language development course, or coursework aligned to IEP transition goals.
 2. Students enrolling in subsequent years will be required to complete an additional elective to meet the total number required for graduation; and
- ~~J10.~~ Thirteen credits of electives.
- ~~KB.~~ Credit equivalencies
1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may

fulfill a one-half credit in social studies under Paragraph ~~DA.4E.~~, 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 ~~CA.3D.~~, 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 ~~A.3C.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 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 Paragraph ~~A.3D.~~, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph ~~B.A.2~~ or Paragraph ~~FA.5.~~, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph ~~BA.2.~~, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph ~~AB.2~~ or Paragraph ~~DEA.3.~~, above, if the credit ~~meets the~~ state academic standards in mathematics or science.
6. 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.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 1. District determined standards, Health (K-12)
 2. District determined standards, Career and Technical Education (K-12) and
 3. District determined standards, World Language (K-12)
- B. Academic standards in health, world languages, and career and technical education will be reviewed as part of the curriculum review process. 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, 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;
 5. Minnesota Academic Standards, Physical Education K-12; and
 6. Minnesota Academic Standards, Arts K-12.
- B. 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 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.

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 (for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the Comprehensive Achievement and Civic Readiness World's Best Workforce)
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](#) ~~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 ([General Requirements; Statewide Assessments Statewide Testing and Reporting System](#))

[Minn. Stat. § 120B.303 \(Assessment Graduation Requirements\)](#)

[Minn. Stat. § 120B.307 \(College and Career Readiness\)](#)

~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~

[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 Parts 3501.0820 (Academic [Art Standards for Kindergarten through Grade 12](#) ~~the Arts~~)

Minn. Rules Parts 3501.0900-3501.09~~6055~~ (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: Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)

Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)

Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)

Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)