

Adopted: 5/21/98  
Reviewed: 10/09/18  
Revised: 6/30/01, 8/21/03, 5/20/04, 3/15/07, 7/23

## 617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

### I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards. This policy also defines how technology will be integrated across student learning areas. [Note: With repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.] In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

### III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

Northland Community Schools will continue to write and revise its curriculum guides according to its **6-year** curriculum revision cycle. Each curriculum guide will ensure that all students will receive instruction, curriculum and assessment and that issues of diversity are integrated across student learning areas.

- A. Preparatory Content Standards
- B. High School Content Standards  
The school district will follow Policy 613 Graduation Requirements as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards **and** that the uses of technology are integrated across student learning.
- C. Assessment of Content Standards.

The district shall establish criteria by which student assessments of the state standards are to be evaluated and approved. Assessment instruments are expected to provide opportunities for students to demonstrate their achievement of the standards.

D. Special Need Students.

All decisions regarding the graduation standards and appropriate testing conditions for students with special needs will be made in compliance with state and federal requirements related to Individual Education Plans and 504 Plans.

Procedures:

1. As a part of the last annual IEP or 504 review of a student entering the ninth grade and, if necessary, at each subsequent annual review, consideration will be given to granting accommodation, modification, or exemption relating to the graduation standards and to the passing (taking of the Minnesota Basic Requirements Tests of reading, math and written composition).

\*For special education students, the decision will be made by the IEP team and will be stated on page 4 “Adaptations of Regular and Special Education “of the IEP.

\*For students on a 504 plan, the decision will be made by the 504 team and noted on the 504 plan.

\*For students with limited English proficiency the decision will be made by the LEP team teacher, parent, administrator, and grad rule manager and recorded.

2. The team will complete the “Graduations Standards--Special Needs” form detailing the necessary modification(s) or accommodations(s) or stating the rationale for granting an exemption.

3. The “**Graduations Standards--Special Needs**” form will be submitted to the Special Education Director and building principal by the IEP case manager, 504 coordinator, or the LEP teacher.

4. The Special Education Director and case manager, coordinator, or teacher submitting the form will be responsible for arranging the necessary accommodations(s) or modification(s).

5. The case manager is responsible for recording “passed-individual” or “exemption” on the appropriate reporting forms including those of notification to the student and his/her parent/guardian.

6. The Alternative Assessment will be completed and submitted to the State of Minnesota for all students who are exempted (Appendix 635A).

E. Evaluation and Remediation of Student Difficulties and Achievement.

Students in grades 9-12 who did not pass Basic Skills Testing for the areas of reading, math and/or written composition shall have annual opportunities for remediation.

Senior requests for additional testing and accommodations. Students who fail to pass either/and or both tests(s) in the fall of their senior year, will be referred to either the child study team or the 504 team for review and recommendation. Student requests for further testing will be reviewed and accommodated by these committees.

***Legal References:***

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

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 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (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)

***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 613 (Graduation Requirements)

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)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)