

**INDEPENDENT SCHOOL DISTRICT NO. 111  
WATERTOWN-MAYER PUBLIC SCHOOLS  
BOARD OF EDUCATION POLICY**

**613 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 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 an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “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.
- C. “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 Director of Teaching and Learning shall be named the 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. 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 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
2. Consistent with this paragraph and Minnesota Statutes, section 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.
3. 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.

**[NOTE: Minnesota Statutes 120B.303 includes the reference to paragraph (k) found in subparagraph 1. above. This statute no longer has a paragraph (k). MSBA has informed the Minnesota Revisor's Office, which replied that it will seek correction during the 2025 legislative session.]**

##### B. Targeted Instruction Plan

1. 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.

2. 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.

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

**VI. GRADUATION CREDIT REQUIREMENTS**

Students must successfully complete, as determined by the school district, the following high school level course credits for graduation:

<b>Graduating Class of:</b>	<b>Highest Possible Credits</b>	<b>Total Credits Needed for Graduation</b>	<b>Required Number of Credits</b>	<b>Minimum Number of Elective Credits</b>
2025	64	61	37	24
2026	66	63	37	26
2027	68	63	37	26
2028	70	65	39(proposed)	26
2029 & beyond	72	67	39(proposed)	28

<b>9<sup>th</sup> Graders in:</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>
CTE other than Personal Finance	1	1	1	1	1
Language Arts	9	9	9	9	9
Math	7	7	7	8	8
Science	7	7	7	7	7
Social Studies	7	7	7	7	7
Arts	2	2	2	2	2
Health	1	1	1	2	2
PE	2	2	2	2	2
Electives	24	24	24	26	28
Personal Finance	1	1	1	1	1
<b>Total</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>65</b>	<b>67</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, physical education, world languages, and career and technical education will be reviewed on a periodic basis. 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; 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 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.

***Adopted/Revised/Reviewed:***

Adopted: April 16, 2001  
 Revised: May 23, 2011  
 Revised: August 13, 2012  
 Revised: August 21, 2014  
 Revised: February 26, 2018  
 Reviewed: December 17, 2018  
 Revised: September 27, 2021  
 Revised: July 24, 2023  
 Revised: September 23, 2024  
 Revised: December 16, 2024  
 Revised: February 24, 2025

***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 Parts 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 Arts Standards for Kindergarten through Grade 12)  
 Minn. Rules Parts 3501.0900-3501.0960 (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:***

Independent School District 111 Policy 104 (School District Mission Statement)  
Independent School District 111 Policy 601 (School District Curriculum and Instruction Goals)  
Independent School District 111 Policy 614 (School District Testing Plan and Procedure)  
Independent School District 111 Policy 615 (Testing, Accommodations, Modifications, and  
Exemptions for IEPs, Section 504 Plans, and LEP Students)  
Independent School District 111 Policy 616 (School District System Accountability)