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006. INSTRUCTION

006.1 Selection of Instructional Materials

006.10 School District Curriculum, Instruction Goals, and Instructional Materials

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish learner results toward which all learning in the school district should be directed and for which all school district learners and staff should be held accountable.

III. DEFINITIONS

- A. Instruction: teacher-led process, which delivers well-planned curriculum into student learning. Instruction is teaching with the purpose of providing meaningful learning experiences that enable all students to meet intended learner outcomes.
- B. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.
- C. Core Instructional Materials: resources recommended through a district process approved by the School Board, and used by teachers to provide a required common content for students to achieve intended learning.
- D. Supplementary Materials: resources determined by teachers and principals, as monitored by the superintendent or designee, which supplement the core materials and provide for different student needs as required to meet the intended student learning.

IV. STUDENT PERFORMANCE GOALS

- A. All students will be required to demonstrate essential skills to participate in lifelong learning.
- B. Student Performance Goals will be developed for each area of the

curriculum. There shall be a process of continuous curriculum review and improvement.

V. RESPONSIBILITY

- A. The superintendent shall be responsible for:
 - i. curriculum development;
 - ii. determining the most effective way of conducting research on the school district's curriculum needs; and
 - iii. establishing a long-range curriculum development program.
- B. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- C. Citizen input shall be provided at the request of the superintendent.
- D. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Articulate courses of study from kindergarten through grade twelve.
 - 2. Identification of minimum objectives for each course and at each elementary grade level.
 - 3. Continuous evaluation of programs for the purpose of attaining school district objectives.
 - 4. Continuous and ongoing monitoring of student progress.
 - 5. Provisions for specific, particular, and special needs of all members of the student community.
 - 6. Integration of course standards in the scope and sequence of the district curriculum.
 - 7. Meeting all requirements of local, state, and federal standards.
 - 8. Providing a wide array of instructional materials on all levels of difficulty that will appeal to diverse interests and different points of view.

- E. It shall be the responsibility of the superintendent to:
- i. keep the school board informed of all mandated curriculum changes;
 - ii. recommend discretionary changes;
 - iii. periodically present recommended modifications for school board review and approval.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

First Reading: January 6, 2011
Adopted: February 10, 2011
Reviewed: March, 2013
November, 2016

006. INSTRUCTION

006.1 Selection of Instructional Materials

006.11 Textbooks and Instructional Materials

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The School Board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the School Board retains its authority to make final decisions on the selection of textbooks and instructional materials, the School Board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the School Board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the School Board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
 1. Support the goals and objectives of the education programs;
 2. Consider the needs, age, and maturity of students;
 3. Foster respect and appreciation for cultural diversity and varied opinion;
 4. Fit within the constraints of the school district budget;
 5. Are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
 6. Permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the

foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. Do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- D. The superintendent shall be responsible for keeping the School Board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- E. The superintendent shall present a recommendation to the School Board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

First Reading: February 25, 2013

Adopted: March 18, 2013

Reviewed: November, 2016

006. INSTRUCTION

006.1 Selection of Instructional Materials

006.12 Citizen Complaints and Review

I. GENERAL STATEMENT OF POLICY

The School Board recognizes the right of citizens to register complaints about instructional materials used in the curriculum of the School District. The School Board also recognizes that it has the authority to make final decisions on all complaints about instructional materials, including textbooks.

II. DEFINITIONS

- A. Instructional materials shall be defined to include all textbooks and supplementary instructional enrichment materials in which there is specific reference to the various curriculum guides or, in the absence of definitive curriculum guidelines, instructional materials that are considered basic and essential to the curriculum offering.
- B. An inquiry is defined as a request for information about instructional material used within the classroom.
- C. A complaint is defined as a demand for deletion of instructional material from the curriculum or the exemption of a student from a phase of the prescribed curriculum.
- D. Alternative instruction is instruction for a portion of the curriculum that a parent, guardian, or an adult student 18 years or older finds objectionable.

III. INFORMAL COMPLAINT PROCEDURE

- A. All instructional materials shall remain in the curriculum until the procedures listed below have been fully completed.
 - 1. Inquiries or complaints shall be directed to the building principal.
 - 2. The building principal shall then assume responsibility for processing the inquiry or complaint on an informal level.
 - 3. The principal shall make available to the person instituting the inquiry and/or complaint the following:
 - a. The instructional material in question;

- b. The appropriate curriculum; and
 - c. The adopted School Board policy relating to the adoption of instructional material.
- B. The principal receiving the inquiry or complaint shall notify the following:
 - 1. The teacher or teachers directly involved;
 - 2. The department chair or grade level leader; and
 - 3. The Superintendent.
- C. The principal may arrange informal meetings with any or all of the staff listed in Item B.
- D. If the inquiry is resolved by these means, the principal shall notify all parties concerned with the resolution of the inquiry. If the complaint is not resolved, he or she shall institute the procedure outlined in either Item IV or Item V as appropriate.
- E. The principal shall submit a report of the proceedings and the outcomes to the Superintendent.

IV. FORMAL COMPLAINT PROCEDURE

- A. If the complainant, after having followed the process outlined in Section III, is not satisfied with the outcome, a formal complaint procedure will be instituted.
 - 1. The Superintendent shall request the complainant to file a written complaint using the form located in the Administrative Rules and Regulations.
 - 2. When the formal complaint has been filed, the Superintendent shall appoint a committee according to the following formula:
 - a. A maximum of three teacher representatives of the department or grade level where an objection has been raised and complaint filed;
 - b. Department chair or grade level leader;
 - c. Two principals;
 - d. A maximum of three lay people residing within the School District; and

- e. The membership of the Committee must be an odd number.
3. The committee shall read and review:
 - a. The complaint with the complainant;
 - b. The material cited in Section III-A-3; and
 - c. The report of the principal in Section III-E.
4. The committee shall provide the Superintendent with the minutes of its deliberations and a recommendation based on the factual information available.
5. The Superintendent shall review the relevant materials and shall notify the School Board of the committee's recommendation and his or her support of the recommendation regarding the complaint.
6. The School Board reserves the right to either approve or reject the Superintendent's recommendation as presented.
7. The Superintendent shall notify the complainant of the action taken.

V. ALTERNATIVE EDUCATION REQUEST

- A. A parent, guardian, or adult student 18 years or older, may request that the School District personnel make a reasonable arrangement for alternative instruction to replace the content of material that they find objectionable.

In such a case, the building principal shall:

1. Request that the teacher involved, in consultation with the grade level leader or department head, offer an alternative method of instruction to the complainant that meets the outcomes of the district-approved curriculum;
 2. Request that the teacher involved review and award credit for work completed under the alternative plan; and
 3. Notify the Superintendent of the plan for alternative instruction.
- B. If the proposed alternative plan does not meet the concerns of the person making the request, the person making the request may provide the alternative instruction. In such a case, the following procedure will be put in place.

1. The complainant shall provide the principal with the instructional plan they will follow in providing the alternative instruction;
2. The instructional plan shall contain the learner outcomes for the student, the materials to be used in instruction and the means of assessing student achievement of the intended outcomes;
3. The instructional plan must be approved by the committee appointed by the building principal;
4. School District personnel will evaluate, assess, and award credit on the quality of a student's work under this alternative arrangement;
5. The School District will not pay for costs of alternative instruction.

Reviewed: December, 1999
September, 2004
March, 2013
November, 2016

006. INSTRUCTION

006.1 Selection of Instructional Materials

006.13 Development of Parental Involvement Policies for Title I Programs

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relations to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the School District to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the involvement of those parents in its Title I programs.
- B. It is the policy of the School District to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

III. DEVELOPMENT OF DISTRICT-LEVEL POLICY

The School Board will direct the administration to develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parental involvement and describe how the school district will:

- A. Involve parents in the joint development of the School District's Title I plan and the process of school review and improvement;
- B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improvement student academic achievement and school performance;

- C. Build the schools' and parents' capacity for strong parental involvement;
- D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;
- F. Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies; and
- G. Involve parents in the activities of the schools.

First Reading: February 25, 2013

Adopted: March 18, 2013

Reviewed: November, 2016

Adopted: August 2010

006. INSTRUCTION

006.1 Selection of Instructional Materials

006.14 Inclusive Education Program

I. PURPOSE

The purpose of this policy is to inform students, teachers, and parents of the district's commitment to provide equal educational opportunities to all students attending district schools regardless of their cultural or socioeconomic background, gender, or disability.

II. GENERAL STATEMENT OF POLICY

The School Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people of all cultures, socioeconomic background, gender, and disabilities.

III. DEFINITIONS

- A. Inclusive educational program: A curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:
1. the cultural diversity of the United States;
 2. the historical and contemporary contributions of women and men to society; and
 3. the historical and contemporary contributions to society by people with disabilities.
- B. Instruction: a teacher-led process, which delivers well-planned curriculum into student learning. Instruction is teaching with the purpose of providing meaningful learning experiences that enable all students to meet intended learner outcomes.
- C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

IV. REGULATIONS

- A. The district's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the state in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

V. REQUIREMENTS

- A. Development of the district's Inclusive Educational Program will occur as part of the district curriculum review process.

First Reading: January 6, 2011

Adopted: February 10, 2011

Reviewed: March, 2013
November, 2016

006. INSTRUCTION

006.2 Controversial Issues

006.21 Discussion

I. PURPOSE

The purposed of the policy is to identify the guidelines and practices related to controversial issues as part of the instructional program.

II. GENERAL STATEMENT OF POLICY

The School Board understands that diverse perspectives may be a part of the School District's instructional program when directly related to subject matter in a given grade level or specific curricular field.

III. GUIDELINES

1. Professional judgment must be used in determining the appropriateness of the issue to the curriculum and the maturity of the students.
2. In the presentation of all controversial issues, every effort will be made to provide divergent points of view and opportunity for exploration by the students into all sides of the issue.
3. In discussing controversial issues, the teacher will encourage students to express their own views, ensuring that this is done in a manner that gives due respect to one another's rights and opinions.
4. When discussing controversial issues, the teacher will respect positions other than his or her own. Students will be encouraged, after class discussions and independent inquiry, to reach their own conclusions regarding controversial issues.
5. Outside speakers may be used when other adequate materials are not available or when the teacher feels such a resource will help to clarify the issues under discussion. Prior to scheduling any such guest speaker, approval of the administration must be obtained. Such approval will be exercised in a manner consistent with the principles of free inquiry and expression. Approval will be withheld when the administration has reason to believe that the appearance of a guest speaker would be disruptive to other individuals or to the educational process of the institution.

6. If the material being presented by the speaker is highly controversial, the principal will request that the teacher notify parents/guardians of the content of the presentation prior to the presentation occurring.
7. When discussing religious customs, policies, and practices, the school district shall rigorously protect the religious freedom of each student, in accordance with Constitutional standards:
 - a. The Saint Peter Public Schools may not be used for religious socialization of students. The development and practice of religious faith is the right of home along with church, synagogue, or other religious establishment or group.
 - b. No student of any religious background of faith or belief regarding religion shall be subjected to having his/her particular background disparaged in the Saint Peter Public Schools, neither may any student find his/her particular belief promoted.

IV. PERMITTED PRACTICES

1. The use of religious books as source books in teaching about religions;
2. A student's right to pray at any appropriate time;
3. Objective instruction about religion as literature and history and religion's role in the story of civilization;
4. The freedom to recite such documents as the Declaration of Independence, which contain references to God;
5. The singing of the national anthem and other patriotic songs, which may contain assertions of faith in God;
6. Rhetorical or personal references to religious faith in connection with patriotic or ceremonial occasions;
7. Allowing students to be excused from engaging in an activity which offends that student's religious belief or conscience;
8. Classroom instruction, where its content is in the area of religious holy days or celebrations where it is carefully tied to educational objectives; and

9. The establishment of the school calendar which may be scheduled to permit observances of religious holy days. When school is scheduled on a religious holy day, students shall be excused for observances of the holy day upon the request of their parents/guardians.

V. UNPERMITTED PRACTICES

1. Religious worship or indoctrination;
2. Compulsory reading from any religious text as part of a non-instructional activity;
3. The promotion or indoctrination of students in any religion including atheism, agnosticism, humanism, secularism, sectarianism, yoga and transcendental meditation;
4. Prayers composed, authorized, or sanctioned by School District officials;
5. Sectarian instruction offered to students in public schools during school hours or during school-sponsored activities;
6. Requiring official public school musical groups to participate under the auspices of the public school in religious services;
7. Proselytizing or recruiting of students by non-student members or religious groups during the school day or during school activities;
8. Official posting or display of religious documents such as the Ten Commandments and other religious symbols except when related to the curriculum;
9. The formal celebration of religious holy days; and
10. The distribution of sectarian literature, including Bibles and religious tracts, in the schools by school staff or by non-school persons, unless directly related to the approved curriculum.

Reviewed: December, 1999
 September, 2004
 March, 2013
 November, 2016

006. INSTRUCTION

006.2 Controversial Issues

006.22 The Pledge of Allegiance

I. PURPOSE

The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this School District shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Others must respect the choice to not recite the Pledge.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag. Students will also be instructed in patriotic exercises.

First Reading: October 9, 2003
Approved: November 6, 2003

Reviewed: March, 2013
 November, 2016

006. INSTRUCTION

006.3 Reporting to Parents/Guardians/Community

006.31 Reporting Procedures

I. PURPOSE

The purpose of this policy is to communicate the expectations for communicating with parents about student progress in school.

II. GENERAL STATEMENT OF POLICY

It shall be the policy of the School District to encourage students by reporting their accomplishments to their parents or guardians. It is the philosophy of the School Board of ISD 508 that positive reinforcement improves academic achievement and behavior.

III. GUIDELINES

Teachers are directed to communicate with students and report to parents/guardians early indications of difficulties in order to strengthen communication between teachers and parents/guardians.

Reviewed: December, 1999
October, 2004
March, 2013
November, 2016

006. INSTRUCTION

006.3 Reporting to Parents/Guardians/Community

006.32 School District System Accountability

I. GENERAL STATEMENT OF POLICY

The Board of Education has established a comprehensive process to provide the School District direction for the educational program. The School Board annually reviews the goals.

II. GUIDELINES

A. Establishment of Goals, Implementation, and Evaluation

1. For each area of the School District curriculum, measurable learner outcomes will be developed.
2. The licensed professional staff of the School District shall develop a process for achieving the goals of the School District, procedures for evaluating the goals, and procedures for reporting progress toward the goals. This process shall include a five-year curriculum review cycle adopted by the School Board, utilization of standardized test information, state assessment test information, opinions of students, parents/guardians, and other School District residents, and any other appropriate evaluation information.
3. A curriculum advisory committee shall be established to advise the School District and assist in the implementation of the curriculum improvement process. Roles and responsibilities for this advisory committee shall be developed by the School District staff. The advisory committee shall include administrative staff, teachers, students, parents/ guardians, and other residents of the community.
4. In each academic year, the School District school improvement committee shall submit to the School Board a list of prioritized recommendations that were developed through the approved review cycle. The Board of Education shall adopt annual recommendations for school improvement based on their review of the school improvement committee recommendations.
5. As a part of the process, the School District staff shall consider the needs of all students in the School District including, but not limited to,

students with special needs and English Language Learners.

6. Each year the School Board shall review instructional improvement plans developed for each site in the School District. A staff development advisory committee made up of teachers representing various grades and departments at each site shall participate in developing these school-wide improvement plans.

B. Reporting

1. Each year the School District staff shall prepare a report focused on curriculum, instruction, and student performance.

Adopted: February 25, 2013

Reviewed: March, 2013
November, 2016

006 INSTRUCTION

006.4 GRADUATION REQUIREMENTS

006.41 LOCAL AND STATE REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from ISD 508.

II. GENERAL STATEMENT OF POLICY

In order to graduate, all students must satisfactorily complete, as determined by the school district, all course credits requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations as required.

III. DEFINITIONS

- A. Credit: The basis of a credit course in grades nine, ten, eleven and twelve shall be the satisfactory completion of a course at the secondary level covering a minimum of 120 clock hours. Credits are awarded in one-half credit increments.
- B. Individual Education Plan (IEP): A program mandated by the Individuals with Disabilities Act and designed to meet the unique educational needs of a student with a disability, as defined by federal regulations.
- C. 504 Plan: A program mandated by Section 504 of the Americans with Disabilities Act and designed to provide modifications and accommodations that will be needed for students with a disability to have an opportunity to perform at the same level as their peers.
- D. English Language Learners (ELL): Active learners of the English language who lack sufficient mastery of English to meet state standards and excel in an English language classroom.

IV. GRADUATION REQUIREMENTS

- A. Saint Peter Public Schools Requirements—

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

1. Each student shall have completed twenty-seven (27) credits earned in the ninth, tenth, eleventh and twelfth grade years of the secondary school in required and elective courses.
2. Credits shall always include:
 - a. Four and one-half credits in communications.
 - b. Three and one-half credits in social studies. These credits include at least United States history, geography, government and citizenship, world history and economics.
 - c. Four credits in mathematics. These credits must include at least algebra, geometry, statistics and probability, and algebra II, sufficient to satisfy the academic standard.
 - d. Four credits in science. These credits must include at least one credit in biology and one credit in chemistry and physics.
 - e. One credit in ninth grade physical education, one-half credit in tenth grade physical education, and one-half credit in tenth grade health.
 - f. One credit in the arts.
 - g. Eight additional elective credit courses from any of the approved curriculum of the school district.

B. Minnesota Graduation Test Requirements—

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.

All academic standards are located on the Minnesota Department of Education website (www.education.state.mn.us).

The academic standards for language arts, mathematics and science apply to all students except the very few students 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.

Students enrolled at Rock Bend High School (the Alternative Learning Center) must meet all graduation requirements.

Credits shall be granted to residents of the Saint Peter Regional Treatment Center if credits are in accord with the Minnesota Department of Education, the School Board and if appropriately licensed staff are utilized.

Reviewed and Modified: December, 1999
October, 2004
February, 2011
March, 2013
November, 2016

006. INSTRUCTION

006.4 Graduation Requirements

006.42 Credits Earned Other Than Regular Class

I. PURPOSE

The purpose of this policy is to outline the guidelines for credits earned in settings outside the regular classes offered by the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to grant credits toward graduation for classes taken outside the regular school day provided that such classes meet guidelines established by the district.

III. SUMMER SCHOOL

Credit to be allowed toward graduation by secondary school for courses taken in summer school shall be based on the following requirements:

A. Summer school courses shall be taken in an approved secondary school offering; and

B. A minimum of 120 hours of class work shall be required in order to earn one unit of credit. Sixty (60) hours of class work shall be required to earn one-half credit.

IV. PERFORMANCE BASIS

Credit may be given on a performance basis to any student for any elective course upon successful completion of approved examinations covering the content ordinarily included in the subject.

V. PRIVATE TUTORING

Credit toward graduation may be earned through private tutoring by a licensed teacher with prior approval of the high school principal.

VI. INTERACTIVE TELEVISION

A. Interactive television courses may be offered for credit toward graduation by the secondary school to provide:

1. Additional courses when the secondary school offerings are limited; or
2. The necessary requirements for secondary school graduation for secondary students who are enrolled to attend school regularly.

B. Interactive television courses offered shall be approved by the Commissioner of Education and by the local School District administrators before students are enrolled. Students taking such courses shall be under the supervision and guidance of a teacher assigned to such work.

VII. CREDITS

Credits for interactive television and summer school courses shall be awarded based on the following guidelines:

1. Not more than one credit per year, and not more than four credits for the senior secondary school period, shall be granted to any secondary school student toward graduation.
2. Secondary students (grades 9, 10, 11, 12) who, due to unusual circumstances, are unable to be in attendance in a Minnesota secondary school for required classes in social studies and communication skills may be granted one or more credits earned by interactive television. In these subjects and such credits counted toward graduation with approval of the building principal.
3. Students in jeopardy of not graduating may receive credit toward a diploma for all approved interactive television, summer school and evening school courses completed under the supervision of the local school authorities. Such person seeking to qualify for a diploma should consult with local school authorities concerning required and recommended courses prior to enrolling in any interactive television, summer or evening school courses.

VIII. PERSONS IN MILITARY SERVICE

- A. Diplomas shall be granted to persons in military service who did not complete high school only after all requirements for graduation have been met.
- B. Persons in the military may earn credit that will entitle them to a secondary school diploma by completing:
 1. Correspondence courses offered by the United States Armed Forces

Institute;

2. Other correspondence courses in conformance with state Board of Education regulations; or
3. Courses on the secondary school level in special schools maintained by the armed forces.

Reviewed: December, 1999
October, 2004
March, 2013
November, 2016

006. INSTRUCTION

006.5 Credits from other Institutions

006.51 Credits Completed in Other Schools, Post-Secondary, or Higher Education Institutions

I. PURPOSE

The purpose of this policy is to identify the guidelines the school district uses when reviewing credits from other institutions.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary, or higher education institutions.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 1233B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. "Commissioner" means the Commissioner of MDE.
- C. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by a nationally recognized accrediting agency, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- D. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- E. "Online learning" is an interactive course or program that delivers instruction from a teacher to a student by computer; is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time; and meets or exceeds state academic standards.

I. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least three (3) credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least three (3) credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

II. POST-SECONDARY ENROLLMENT CREDIT

- A. Eleventh and twelfth grade students who meet admission requirement from approved post-secondary institutions may receive high school credit. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

V. CREDIT FROM ONLINE LEARNING COURSES

- A. The School District shall apply the same graduation requirements to all students, including online learning students.
- B. The School District shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
- C. The School District may challenge the validity of a course offered by an

online learning provider. Such a challenge will be filed with the Minnesota Department of Education. A successful challenge will result in denial of credit for the completion of the course.

- D. The School District shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
- E. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the School District, that standard or requirement will be met.
- F. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.

VI. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VII. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section VII.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

First Reading: February 25, 2013

Approved: March 18, 2013

Reviewed: November, 2016

006. INSTRUCTION

006.6 Curriculum

006.61 Environmental Education

I. PURPOSE

The School District will act to make resource conservation an integral part of the physical operation of the School District and of the school curriculum.

II. GENERAL STATEMENT OF POLICY

The School District shall integrate the concept of resource conservation including waste reduction and recycling, into the environmental education curriculum at all levels of the school system.

Reviewed: December, 1999
October, 2004
March, 2013
November, 2016

006. INSTRUCTION

006.6 Curriculum

006.62 Online Learning

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the School District for purposes of compulsory attendance.

II. GENERAL STATEMENT OF POLICY

- A. The School District shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The School District shall grant academic credit for completing the requirements of an online learning course or program developed, published, and maintained by the Minnesota Department of Education.
- C. The School District shall allow an online learning student to have the same access to the computer hardware and education software available in the School District as all other students in the School District.
- D. The School District shall provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the School District on the same basis as other enrolled students.
- F. A student with a disability may enroll in an online learning course or program if the student's IEP team determines that online learning is educationally appropriate for the student.

III. DEFINITIONS

- A. "Online learning" is an interactive course or program that delivers instruction to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.
- B. "Online learning student" is a student enrolled in the School District for purposes of compulsory attendance and enrolled in an online learning course or program delivered by an authorized provider.

C. "Online learning provider" is another school district, or an organization of two or more school districts operating under a joint-powers agreement, or a charter school located in Minnesota that provides online learning to students.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The School District shall make available information about on-line learning to all interested people. The School District may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by the Minnesota Department of Education.
2. The School District will receive and maintain information provided to it by online learning providers.

B. Students

1. A student may apply to an online learning provider to enroll in online learning. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. An online learning student must notify the School District at least thirty (30) days before taking an online learning course or program if the School District is not providing the online learning.
3. An online learning provider will notify the School District and the student within ten (10) days of acceptance of the student's online learning course or program and hours of instruction.
4. An online learning student may enroll during a single school year in a maximum of twelve (12) semester-long courses or their equivalent delivered by an online approved learning provider or the School District. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for personal payment of any tuition or course fees.
5. An online learning student may complete course work at a grade level that is equal to or higher than the student's current grade level.

C. Classroom Membership and Teacher Contact Time

1. The School District may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The School District may reduce the teacher contact time of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the School District.

First Reading: April 1, 2004

Adopted: May 13, 2004

Reviewed: October, 2004
March, 2013
November, 2016

006. INSTRUCTION

006.7 Instructional Services—Special Education

I. PURPOSE

The purpose of this policy is to set forth the position of the School Board on the need to provide special educational services to some students in the School District.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

- A. The School Board accepts its responsibility to identify, evaluate, and provide special education and related services for children with special needs who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The School District shall ensure that all children with special needs who qualify are provided special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the School District shall participate in such interagency activities in compliance with applicable federal and state law.
- D. The School District, or its agent, will provide all direct special education services to school-age students at a public school site.

First Reading: February 25, 2013

Adopted: March 18, 2013

Reviewed: November, 2016