

617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

I. PURPOSE

The purpose of this policy is to ensure that all locally adopted high school content 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 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 standards. In implementing high school 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 to the required Minnesota Academic Standards.

III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

A. High School 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 standards in all learning areas and that the uses of technology are integrated across student learning areas.

B. Assessment of Standards

During PLC's, staff in each department will determine how state, national and district standards will be assess in each content area. Professional Learning Communities (PLC's) will take into considerations existing state and district graduation requirements as they design the common and formative assessments for assessing each group of standards required for each class.

C. Additional Requirements

Additional standards or power standards have been identified and implemented in the core academic areas during PLCs times. In addition to the state requirements, Math has increased the number of credit requirements from 3.0 credits to 4.0 credits for secondary age students. This gives students more assurance of being prepared for post-secondary options and a better base for college opportunities.

Refer to the student handbook to identify the board of education's expectations and credit requirements for graduation.

D. Special Needs Students

Special needs students are expected to meet all the requirements identified in their IEP's. Formative and summative assessments are developed during PLC times by Special Education staff to meet the standards of those with learning disabilities. Special needs education and the development of standards is based on the needs and abilities of individual students. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment, materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of academic and personal performance.

E. Integration of Technology

The integration of technology into the classroom may change the way students gain knowledge and stay engaged in higher levels of learning and academic standards. Worthington District 518 wants to ensure that all students develop the skills and knowledge necessary to responsibly navigate in this technologically based world. Worthington ISD 518 is committed to prepare all students for the digital technology learning era and develop those skills necessary to be successful. District 518 is committed to prepare our students with the digital learning skills needed to be self-directed learners. There is a critical need for students, staff, and community to be able to access information, manipulate data, synthesize concepts and creatively express ideas to others using voice, visual and print media. District 518 is making sure technology will be woven directly into daily instruction and state curriculum standards.

F. Evaluation and Remediation of Student Difficulties and Achievement

Worthington District 518 high school monitors student's academic progress through continues grade and credit checks on infinite campus. This identifies those students that are falling behind or are in need of instructional interventions throughout the year. Students will have the opportunity to attend after school remediation programs, and/or possibly enroll in night school, summer school or on-line classes. Progress of these supports will be monitored on weekly basis by Worthington High/ALC staff and counselors.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
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 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

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)

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)

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