

INDEPENDENT SCHOOL DISTRICT 196
Rosemount-Apple Valley-Eagan, Minnesota
Educating our students to reach their full potential

Series Number **602** Adopted **April 1978** Revised **October 2015**

Title **Instruction**

1. Philosophy

- 1.1 Fundamental to success in education is the quality of the relationship between the teacher and the learner, enhanced by the involvement and support of the learner's parent or guardian. A key role of the district is to support and enhance those relationships.
- 1.2 In order to be a learner-centered district that is responsive to the unique needs of every student, instruction shall:
 - 1.2.1 Involve students in setting goals and determining paths to attain competencies and reach their individual goals;
 - 1.2.2 Incorporate a variety of teaching strategies based on research and reflective practice in helping students to achieve at high levels;
 - 1.2.3 Encourage students to discover how learning adds quality to their lives;
 - 1.2.4 Utilize a variety of resources (print, media, speakers, technology, etc.) which challenge students and support the curriculum;
 - 1.2.5 Provide opportunities for students to relate new content to previous knowledge and to make connections between school experiences and the "real" world, and
 - 1.2.6 Recognize and respect the uniqueness and worth of each individual learner.

2. **Field Trips** – The School Board recognizes that a properly planned, well-conducted and carefully supervised field trip may be a valuable part of the curriculum. As such, field trips of significant educational value are encouraged.

3. **Controversial Issues** – The district encourages unprejudiced, scientific studies of controversial issues. The studies shall be objective, scholarly and balanced.

4. Requirements for High School Graduation

- 4.1 The School Board will establish high school graduation requirements, in compliance with state laws and rules.
- 4.2 In order for a student to graduate from a District 196 high school, he or she is required to do the following:
 - 4.2.1 Take required graduation assessments or the Minnesota Test of Academic Skills (MTAS) available to eligible special education students, and
 - 4.2.2 Successfully complete 66 course credits in grades 9-12.
- 4.3 Students with an Individual Education Plan (IEP) or a Section 504 Accommodation Plan will be given opportunities to meet the graduation requirements described above, as determined by the student's IEP or Section 504 team within guidelines established by the state.

- 4.4 Any change in graduation requirements will take effect with the entering ninth grade class.
- 4.5 The district will establish and maintain a system to provide written notice to parents and students about graduation requirements, as described in Regulation 602.4AR, Requirements for Graduation.
5. **Retention** – Retention of a student in grades K-8 may be considered as an educational alternative.
6. **Grade Acceleration/Single Subject Acceleration of Students in Grades K-8** – The board recognizes that students with superior abilities may have their needs best served by grade acceleration or single subject acceleration. Grade acceleration or single subject acceleration will be recommended only after other appropriate program changes or modifications have been deemed inadequate to meet the academic and emotional needs of the student in his or her current grade placement. This determination will be made by an assessment team.
7. **Medical Eligibility for Students Participating in Physical Education** – All students are expected to participate in physical education classes unless there is an appropriate written request not to participate, as outlined in Regulation 602.7AR, Medical Eligibility for Students Participating in Physical Education.
8. **Alternative Instruction**
 - 8.1 The district is responsible for providing instruction to students enrolled in its schools and to students living within its boundaries, including students who are unable to receive instruction at their regular school.
 - 8.2 Such instruction will be provided to students who are unable to receive instruction in their regular school for one of the following reasons:
 - 8.2.1 The student is unable to attend school due to accident or illness for more than 15 consecutive or intermittent days;
 - 8.2.2 A student with a disability may be placed outside the regular school setting as determined necessary by the student's Individualized Education Plan (IEP) or Section 504 team, or
 - 8.2.3 The student is expelled pursuant to the Pupil Fair Dismissal Act or subject to other disciplinary consequences as authorized by the Director of Secondary Education.
 - 8.3 In such cases, District 196 will provide instruction to eligible students in their home or other neutral location, a hospital, a residential facility or a day treatment program, within district boundaries, to allow a student to complete the tasks and master the skills that he or she would have in his or her regular or special education program.

9. **Grading System**

- 9.1 Grades are defined as symbols and words that communicate the quality of a student's performance and/or achievement. Grades play an important role in student motivation and in post-high school graduation opportunities available to students.
- 9.2 The district shall establish a consistent scale of grading which is based on academic standards and developmental progress.

10. **Classroom Placement of Multiples** – A parent or guardian of twins or higher order multiples may request that the children be placed in the same classroom or in separate classrooms if the children are in the same grade level at the same school.

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- References:**
- Minnesota State Board of Education Rules, Chapter 3500.3100, Issuance of General Education Development (GED) Diploma
 - Minnesota Statute 120A.38, Classroom placement; parent discretion
 - Minnesota Statute 120B.02, Educational expectations for Minnesota's students
 - Minnesota Statute 120B.024, Graduation requirements; course credits
 - Minnesota Statute 121A.40-121A.56, Pupil Fair Dismissal Act
 - Minnesota Statute 125A.51, Placement of children without disabilities; education and transportation