

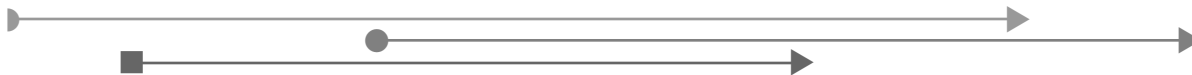
Chapter 3: District Guidelines

What's Included in This Chapter

- Introduction
- Checklist on District Responsibilities
- Sample Memo of Understanding



School districts are responsible for long-term system-wide improvement.



District Guidelines

Introduction

Districts have the obligation to promote higher academic achievement for all students through the implementation of the Minnesota Graduation Standards, including the Profile of Learning. According to state policy, districts must create and maintain a graduation standards implementation plan that includes policy and procedures for establishing goals, reviewing all instruction and curriculum, implementing graduation requirements, evaluating student progress, and reporting student achievement.

Separate sites that are not part of an independent, intermediate, or cooperative school district can be supported by the Department of Children, Families & Learning in creating these implementation documents. A guide

titled “Creating a Graduation Standards Implementation Plan at Separate Sites and Self-Contained Programs” is available to facilitate this process. This guide is aligned with district implementation plan requirements. The CFL also sponsors graduation standards workshops that target the needs of staff who deliver education and treatment services at these sites, regardless of whether or not they are affiliated with a district.

For separate sites that are part of a larger system, district policies and procedures apply. The checklist on page 3-2 articulates district responsibilities to separate sites.



Checklist: District Responsibilities, page 3-2.

Checklist: District Responsibilities

Related to separate site special education programs

- Identify district graduation standards technician.
- Facilitate regular graduation standards implementation committee meetings with representatives from all sites.
- Articulate site leadership expectations.
- Develop policies and procedures for implementing the standards throughout the district, following the state model, which requires:
 - Broad-based local participation
 - Ensurance of preparatory and high school standards
 - Assessing achievement of the High Standards
 - Credit for learning
 - Recordkeeping, reporting, and advising of student achievement
 - Appeal process
- Develop staff training for graduation standards in the areas of assessments, testing, and record keeping.
- Provide example assessments (*available through Minnesota Curriculum Repository, or MECR at <http://mecr.state.mn.us>*).
- Provide graduation standards placement charts for any district sending students to your district.
- Secure a memo of agreement regarding placement and assessment of the standards from districts sending students to your district.
- Collaborate with center-based special education sites to determine a cycle of standards to be implemented each year, based on the needs of the targeted school population.
- Develop a district recording system.
- Monitor program goals and activities based on the district mission statement.
- Review site population targeting student demographics and student needs.
- Determine areas of need for district-wide program development.
- Review identified needs and establish an action plan for the next school year.
- Provide technology needed for sites to deliver standards.
- Create a curriculum review cycle.



Sample: Memo of Understanding, page 3-3.

Sample: Inter-District Memo of Understanding

Objectives:

- To assert that students who enroll in a school district other than their home district will receive a standards-based education according to school board policy of the enrolling district.
- To clarify that the providing district is a partner as opposed to an independent provider in the education of sending district students.

The providing district pledges to:

- Assess students in the Minnesota Graduation Standards using performance-based tasks and checklists aligned with the graduation standards. The providing district will make the assessments publicly available.
- Validate assessments according to district policy, confirming quality and rigor.
- Report students' scores on the achievement of standards to the sending districts. In cases where a student has an IEP or 504 accommodation plan, the level of student attainment—state, individual, or exempt—will be reported in accordance with the plan.
- Distribute annually the current placement of standards within the providing district courses through the appropriate designated committees and/or administration.

The sending district pledges to:

- Recognize student attainment of standards granted through assessments developed and scored by providing district staff for students going to school in and/or graduating from the providing school district.
- Accept the placement of the standards within the providing school district course work or according to the program cycle.
- Supply information and assessment format or assistance to the providing district for any sending district graduation requirements beyond the Minnesota Graduation Standards.

Sending District

Name _____

Title _____

Signature _____

Date _____

Providing District

Name _____

Title _____

Signature _____

Date _____

Notes