

**HIGH SCHOOL GRADUATION REQUIREMENT
ACCOUNTABILITY TESTING**

Statement of Purpose

The school board recognizes that there are various ways of demonstrating academic competency.

Statement of Policy

This policy describes alternative paths to graduation should a student fail to demonstrate proficiency, or its equivalent, on state-administered accountability tests.

- A. In addition to accumulating the requisite number of high school credits (in specific course categories), students must also demonstrate proficiency, or its equivalent, on all state-administered accountability tests in order to qualify for a Sanborn Regional High School diploma.
- B. In the event that a student does not demonstrate proficiency, or its equivalent, on a state administered accountability test, an alternative path to graduation will be developed by SRHS Guidance staff, with input from the student and parent(s). Guidance staff will consider the student's post-secondary plans when developing an appropriate alternative path to graduation. The chief purpose of the alternative path to graduation is for the student to demonstrate proficiency in the content area(s) deemed to be non-proficient on the state-administered accountability test.

Example: A student, who is not proficient on a state-administered accountability test in Reading, must demonstrate proficiency in Reading by successfully completing an alternative path to graduation.

- C. When developing an appropriate alternative path to graduation, Guidance staff will consider a variety of mechanisms for students to demonstrate proficiency in the respective subject area(s). These mechanisms may include, but are not limited to, the following options:
 - 1. The student will demonstrate proficiency by successfully completing an additional high school course in the respective subject(s). A component of the additional course(s) will specifically address the non-proficient, or its equivalent, content areas as identified on the accountability tests; or
 - 2. The student will successfully complete an online or distance learning module or modules targeted at the non-proficient, or its equivalent, content areas as identified on the accountability tests; or

3. The student will successfully complete a teacher-designed unit or units of study targeted at the non-proficient, or its equivalent, content areas as identified on the accountability tests; or
 4. The students will independently complete a portfolio of work that demonstrates proficiency, or its equivalent, on each of the content areas identified as non-proficient on the accountability tests.
- D. Students with special needs are required to fulfill the above criteria except as modified in their individualized Education Program (IEP). The IEP will document the methods by which the student will demonstrate academic proficiency. The IEP will define diploma requirements and methods by which the student will meet these requirements. Such standards must be presented to the administration for final approval.

Adopted: December 5, 2007

Revised: March 6, 2013