STRIDE ACADEMY
SABP 613

MSBA/MASA Model Policy 613 Charter
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Red text shows additions. Strikethrough shows deletions from the June 2026 MSBA/MASA charter model.

~~**GRADUATION REQUIREMENTS**~~

K–8 ACADEMIC STANDARDS AND EIGHTH-GRADE PROMOTION

~~[NOTE: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]~~

I. PURPOSE

~~The purpose of this policy is to set forth requirements for graduation from the charter school.~~

The purpose of this policy is to establish academic expectations for STRIDE Academy's K–8 program and guide eighth-grade promotion and the transition to ninth grade.

II. GENERAL STATEMENT OF POLICY

~~The policy of the charter school is that all students must demonstrate, as determined by the charter school, their satisfactory completion of the credit requirements and their understanding of academic standards. The charter school must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.~~

STRIDE Academy aligns curriculum, instruction, and assessment with applicable grade-level standards and benchmarks. Staff monitor student progress and provide targeted support when students need help meeting those standards.

III. DEFINITIONS

~~A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the charter school.~~

B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

C. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

D. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. CHARTER SCHOOL ASSESSMENT COORDINATOR

~~[Position Title]~~ The Executive Director's designee shall be named the Charter School Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

~~V. ASSESSMENT GRADUATION REQUIREMENTS~~

~~A. Graduation Requirements~~

~~Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:~~

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with Minnesota Statutes, section 120B.307, subdivision 4, paragraph (d), to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

2. Consistent with this paragraph and Minnesota Statutes, section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student under Subparagraph V.A.1. above must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

2. Consistent with Minnesota Statutes, sections 120B.13, 120B.30, 124D.09, 124D.091, 124F.08, and related sections, an enrolling school must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the charter school, the following high school level credits for graduation:

A. Credit Requirements

1. Four (4) credits of language arts sufficient to satisfy all academic standards in English language arts;

2. Three (3) credits of mathematics sufficient to satisfy all of the academic standards in mathematics;

3. Three (3) credits of science, including one (1) credit to satisfy all the earth and space science standards for grades 9 through 12, one (1) credit to satisfy all the life science standards for grades 9 through 12, and one (1) credit to satisfy all the chemistry or physics standards for grades 9 through 12;

4. Three and one-half (3.5) credits of social studies, encompassing at least United States history, geography, government and citizenship, in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

5. One (1) credit in the arts sufficient to satisfy all of the academic standards in the arts;

6. Credit sufficient to satisfy the state standards in physical education and health; and

7. A minimum of seven (7) elective credits.

~~8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.~~

~~[NOTE: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]~~

~~B. Credit Equivalencies~~

~~1. A one-half (.5) credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half (.5) credit in social studies under Paragraph A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.~~

~~2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the charter school. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the charter school. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.~~

~~3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.~~

~~4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.~~

~~5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.~~

~~6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.~~

~~[NOTE: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]~~

V. EIGHTH-GRADE PROMOTION

A. The Middle School principal or designee determines eighth-grade promotion in consultation with teachers and support staff. The decision considers completion of eighth-grade coursework and evidence of progress toward applicable grade-level academic standards. Staff use multiple measures, including classroom work, course performance, and assessment results.

B. When a student is at risk of falling short of promotion expectations, staff notify the family, identify where support is needed, and provide targeted instruction or intervention. The principal or designee documents and communicates the decision and any recommended ninth-grade transition supports.

C. STRIDE Academy provides applicable accommodations, services, and supports for students with disabilities and multilingual learners. When an IEP establishes alternate standards as permitted by law, the school uses those standards to review progress.

D. STRIDE Academy refers to its end-of-year celebration as eighth-grade promotion. Certificates recognize completion of STRIDE Academy's middle school program.

~~**VII. GRADUATION STANDARDS REQUIREMENTS**~~

VI. K–8 ACADEMIC STANDARDS

A. All students must demonstrate their understanding of the following academic standards:

1. Charter School Standards, Health (~~K-12~~ K–8);

2. Charter School Standards, Career and Technical Education (~~K-12~~ K–8); and

3. Charter School Standards, World Languages (~~K-12~~ K–8).

B. Academic standards in health, world languages, and career and technical education will be reviewed ~~on an annual basis.*~~ on a formally established periodic cycle that includes related benchmarks. A charter school must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

~~[NOTE: * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual charter school needs.]~~

C. All students must satisfactorily complete the following required Academic Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts ~~K-12~~ K–8;

2. Minnesota Academic Standards, Mathematics ~~K-12~~ K–8;

Grade-eight mathematics standards include completion of algebra.

3. Minnesota Academic Standards, Science ~~K-12~~ K–8;

4. Minnesota Academic Standards, Social Studies ~~K-12~~ K–8; and

5. Minnesota Academic Standards, Physical Education ~~K-12~~ K–8.

~~D. State standards in the Arts K-12 are available, or charter schools may choose to develop their own standards.~~

D. STRIDE Academy uses state or locally developed arts standards as permitted by law. STRIDE offers at least three and requires at least two of the following arts areas: dance, media arts, music, theater, and visual arts.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments 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.

F. STRIDE Academy provides ethnic studies instruction in elementary and middle school beginning in the 2027–28 school year in accordance with statewide academic standards.

~~**VIII. EARLY GRADUATION**~~

~~Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:~~

~~A. All course or standards and credit requirements must be met;~~

~~B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in postsecondary education, and arrive at a timely decision; and~~

~~C. The principal's decision shall be in writing and may be subject to review by the executive director and school board.~~

~~IX.~~ VII. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

The charter school must, upon a request under Paragraph B. ~~below issue~~ below, issue a high school diploma to a

veteran as defined in Minnesota Statutes, section 197.447 who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

1. ~~during the Korean Conflict;~~ during the Korean Conflict from June 27, 1950, to January 31, 1955; or

2. ~~during the Vietnam War.~~ during the Vietnam War, in Vietnam from November 1, 1955, to May 7, 1975, or outside Vietnam from August 5, 1964, to May 7, 1975.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The charter school may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The charter school is not required to report on diplomas issued under Minnesota Statutes, section ~~127A.135~~ 127A.87.

D. Assistance

The Minnesota Department of Veterans Affairs and county veteran service officers may provide assistance to charter schools fulfilling diploma requests, including but not limited to verification of discharge paperwork.

Legal References

~~Minn. Stat. § 120B.018 (Definitions)~~

~~Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)~~

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks)

~~Minn. Stat. § 120B.024 (Credits)~~

~~Minn. Stat. § 120B.07 (Early Graduation)~~

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

~~Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)~~

~~Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)~~

Minn. Stat. § 120B.251 (Ethnic Studies Requirement)

Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)

~~Minn. Stat. § 120B.303 (Assessment Graduation Requirements)~~

~~Minn. Stat. § 120B.307 (College and Career Readiness)~~

~~Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)~~

~~Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)~~

Minn. Stat. § 124E.03 (Applicable Law)

~~Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)~~

Minn. Stat. § ~~127A.135~~ 127A.87 (High School Diploma for Veterans)

Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])

Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)

Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)

Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)

Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (Charter School Mission Statement)

MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)

MSBA/MASA Model Policy 614 (Charter School 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 (Charter School System Accountability)

~~Resources: Minnesota House of Representatives: Minnesota's Graduation Requirements (November 2025) (accessed 01/29/26)~~