

Procedure 2410-P(2): High School Graduation Requirements - Graduate Profile

Status: ADOPTED

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NOTE: This is a sample document provided as part of the MTSBA Model Policy Manual. Districts may adjust the content or format of the document to meet specific needs for placement in a policy manual or integrated strategic action plan according to the development and adoption process noted in the body of the procedure.

Graduate Profile

It is the Board's goal for the District to develop the full educational potential of each person consistent with Article X, section 1 of the Montana Constitution. The Board authorizes District staff to meet this goal through constitutionally protected personalized learning in accordance with Section 20-7-1601, MCA, 10.55.906 ARM, Policy 1005FE, Policy 1015FE, and Policy 2050.

The Board has established the expectations for graduation in Policy 2410 and Policy 2410P consistent with Montana law and Accreditation Standards. In addition to these academic standards, the Board has also adopted this graduate profile for placement in the District's Integrated Strategic Action Plan consistent with the requirements of Policy 1610 and ARM 10.55.601.

A graduate profile is a learner centered model based on a shared vision of learner attributes that students should have when they graduate or complete the required coursework to leave the schools in the District. Through its Integrated Strategic Action Plan, allocation of resources, implementation of policy, empowerment of students, staff, and families, the Board has created an atmosphere where a graduate of the District will hold the following attributes upon departure from the District.

Building a Strong Foundation

- Possesses healthy self-esteem to pursue personal and professional ambitions
- Maintains positive self-awareness to improve character and surroundings
- Navigates periods of uncertainty with self-assured humility
- Optimistic about opportunities for personal and professional success

Self-Confident Individual

- Demonstrates requisite knowledge of District and State content skills and standards
- Applies knowledge of content skills and standards to complete necessary tasks
- Sets personal and professional goals and adopts benchmarks for achievement

- Reviews achievements and challenges to engage in creativity, innovation, and fulfillment

Collaborating and Leading

- Identifies and articulates common expectations to establish productive relationships
- Utilizes appropriate methods to convey ideas in a responsible and transparent manner
- Stimulates growth in knowledge and adherence to ethical standards for peers and colleagues by modeling reliable and consistent behaviors
- Assumes personal responsibility for outcomes while properly assigning accountability to others

Prevailing as Problem Solver

- Seeks and examines accurate information to make intelligent judgements
- Expresses curiosity and employs inquiry about new perspectives or emerging challenges
- Asks necessary questions and comprehends responses to learn and assist others in learning
- Analyzes and accepts risks to determine acceptable outcomes

Contributing Citizen and Lifelong Learner

- Understands responsibility to participate in civic affairs to improve community
- Joins in discussions on community issues to implement workable solutions
- Respects and utilizes egalitarian practices based in the rule of law
- Enhances the pluralistic nature of society through truthful engagement

Development Process

The School District shall utilize the community engagement strategies described in Policy 2158 to develop the Graduate Profile for placement in the Integrated Strategic Action Plan. The Board of Trustees authorizes the District administrative staff to initiate development through a community working group to complete a draft profile. The working group is authorized to engage with District stakeholder groups representative of the community to solicit feedback on the draft profile. Where appropriate, the working group will integrate received feedback into a final draft for presentation to the Board of Trustees. The Board of Trustees will adopt a final version of the profile with a visual representation consistent with his procedure and applicable law.



Montana Code Annotated References

10-1-1402	Youth Challenge Academy
20-1-101	Definitions
20-3-322	Meetings and quorum
20-5-201	Duties and Sanctions
20-7-1330	Graduation Requirements For Youth Who Experience Disruption In Education
20-9-313	Circumstances under which regular average number belonging may be increased

Administrative Rules of Montana References

10.55.904	Basic Education Program Offerings: High School
10.55.905	Graduation Requirements
10.55.906	High School Credit

Cross References

1610	Goals and Objectives
2050	Innovative Student Instruction
2158	Parent and Family Engagement and Educational Involvement
2167	Correspondence Courses
2168	Remote Instruction from Non-District Sources
2170	Digital Academy Classes
2170-P(1)	Digital Academy Classes
2333	Participation in Commencement Exercises
2413	Credit Transfer and Assessment for Placement
2600	Work Based Learning
2600-P(1)	Work Based Learning - Insurance
2600-NF(1)	Work Based Learning - Affiliation Agreement
3124	Military Compact Waiver
3145	Foreign Exchange Students
3145-P(1)	Foreign Exchange Students - Procedure
3150	Part-Time Enrollment