



6320.1: STUDENTS REQUIREMENTS FOR SENIOR HIGH SCHOOL GRADUATION

Students differ widely in interests, abilities and expectations. For this reason, the following are stated as minimums to allow flexibility in the planning of individual student programs. However, on the assumption that some elements should be shared in common by educated persons, these basic uniform requirements are established for graduation from the Millard Public Schools. In addition to specified credit requirements students must successfully meet District Assessment requirements and complete a Personal Learning Plan according to District requirements.

I. Credits: A minimum of 230 credits is required for graduation. Each student’s program shall include, but not be limited to, the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School Curriculum Handbook and Registration Guide.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications Choice of Speech, Forensics, Debate I, Professional Speaking (Education Academy) or the combination of IB Language A, IB Language B and 12 th Grade Theory of Knowledge	5
		Choice of an English Selected Course	5

The student will take five (5) credits from the following:

English Selected Courses

AP English Language & Composition	IB English HL II
AP English Literature	Literacy for Life I
Contemporary Literature	Literacy for Life II
Creative Writing	Literature and Film
Global Perspectives through Literature	Research Methods
	21 st Century Media Literacy

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Social Studies	30	World Geography - 9 th	5
		World History - 10 th	10
		United States History - 11 th or 12 th	10
		United States Government & Economics -11 th or 12 th	5

The student will take five (5) credits from the following:

Social Studies Elective Courses

Human Diversity (Ethnic Studies)	AP Comparative Government & Politics
International Relations (World Affairs)	AP European History
Introduction to Behavioral Science	AP Human Geography
Law Studies	AP Psychology
Psychology	AP United States Government & Politics
Sociology	AP United States History
World History	AP World History
World Religions	IB 20 th Century World History Topics
	IB History of America
	IB Psychology SL

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Mathematics	30	Algebra I or Algebra 1: Foundations I or appropriate course from the math sequence A course numbered 220 or higher One additional math course	10 10 10

Computer Science courses may not be applied toward math credit.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Science	30	Biology - 9 th Chemistry OR Physical Science: Chemistry - 10 th or 11 th Physics OR Physical Science: Physics - 10 th or 11 th Choice of Science Electives - dependent upon choice of 5 or 10 credit Chemistry and Physics courses	10 10 OR 5 10 OR 5 0-10

Curriculum Handbook describes science courses and recommended/optional course sequences.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Physical Education	15	Choice of grade appropriate course	15

Curriculum Handbook describes PE courses and recommends grade appropriate levels.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Health Education	5	Healthy Living taken in 10 th or 11 th grade	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Technology Education	5	Classes of 2017-2019 Choice of Technology Selected Courses	5

The student will take five (5) credits from the following:

Technology Selected Courses

- Computer Science Principles
- Computer Technology Applications (Prior to 2015-2016)
- Digital Design
- Information Technology Applications
- Introduction to Engineering Design I
- Introduction to Computer Science (Prior to 2015-2016)
- Introduction to Graphics Communications (Prior to 2015-2016)

Beginning with the Class of 2020, a technology course will no longer be a requirement for graduation but will be available for elective credit options.

TOTAL COURSE/SUBJECT CREDITS

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Choice of Financial Literacy Selected Courses	5	Financial Literacy	5
Investing & Personal Finance (Entrepreneurship Academy)			Wealth Building

<u>AL SUBJECT ITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>	<u>PROGRAM</u>	<u>TOTAL COURSE/S CRED</u>
	Choice of Human Resources Course	5	Human Resources	5

You take five (5) credits from the following:

Resources Selected Courses

Human Diversity	Human Resources
International Relations	Human Resources
Introduction to Behavioral Sciences	Human Resources
IB Psychology	Human Resources
IB Theory of Knowledge I	Human Resources

The student will

Human Resou

Sociology
Psychology
Adult Living
Child Developm

<u>AL SUBJECT ITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>	<u>PROGRAM</u>	<u>TOTAL COURSE/S CRED</u>
	Classes of 2017-2019			
	A total of 60 additional credits	60	Electives	60
	Classes of 2020 and Beyond			
	A total of 65 additional credits	65		65

A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.

B. Electives courses are offered in the subject areas previously listed and in business education, world language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.

C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.

D. A student must complete credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.

E. A student must complete a Personal Learning Plan, meeting district requirements.

II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments.

III. Effect of Student Performance

A. When a student has successfully met the Essential Learner Outcomes of College and Career Readiness metric for each outcome:

1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.

2. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, students shall be eligible for a graduation diploma from the Millard Public Schools.

B. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcome of College and Career Readiness, the following shall occur:

1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Multi-tiered Systems of Support (MTSS). Records of problem solving and intervention strategies are required.

2. Utilizing the MTSS problem solving process, school representatives will offer the student learning activities that address recognized Essential Learner Outcomes of College and Career Readiness deficiencies. Learning activities may include, but are not limited to, the following:

a. Differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction);

b. Before or after school tutorials;

c. Study hall tutorials;

d. Change of interdisciplinary teams or level of instruction;

e. Repeat of specific course(s) of study;

f. Assignment to and attendance at specific class(es) designed to address deficiencies;

g. Attendance at summer school; and/or

h. Use of specific District identified interventions designed to support student achievement.

3. If the student is verified with a disability the IEP Team may reconvene to review the problem solving and intervention strategies and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.

4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.

5. If the student is identified as an English Language Learner (ELL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.

After review of ACT® Assessment, Pre-ACT® Assessment, Nebraska State Accountability Tests, and one or more attempts on Essential Learner Outcome of College and Career Readiness locally-developed assessments without achieving the College and Career Readiness metric, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, or math. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools. Mechanisms by which students may demonstrate proficiency include:

1. Performance portfolios comprised of District developed course assessment scores for reading, writing, and math.
2. Approved Advanced Placement course grades of a "C" or higher or an approved AP exam score of a 2 or higher for an AP English course as evidence of Reading and Writing competency, or grades of a "C" or higher or an AP exam score of a 2 or higher for an AP mathematics exam. All AP courses and exams used for this purpose shall have been provided by and/or taken while enrolled in an accredited institution.
3. Approved dual enrollment transferrable course grades as evidence of Reading, Writing, or Mathematics competencies e.g. the Metropolitan Community College (MCC) Developmental Math Course.
4. Measures of Academic Progress (MAP) RIT score in high school Reading or Mathematics comparable to near College and Career Ready ACT score.

IV. Student's Right to Appeal

A. Students who have not achieved the necessary high school College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.

B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cut score is due to:

1. The failure of the District to provide a reasonable accommodation, which was previously requested by the student and denied by the District.
2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

V. Procedures for Appeal

A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cut score or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.

Date of Adoption

April 16, 2011

Date of Revision

Dec. 5, 1983

Dec. 17, 1990

May 17, 1999

Oct. 18, 1999

July 31, 2000

March 4, 2002

July 21, 2003

June 21, 2004

June 6, 2005

June 5, 2006

June 4, 2007

July 7, 2008

November 2, 2009

November 1, 2010

November 7, 2011

November 5, 2012

October 21, 2013

August 4, 2014

November 3, 2014

July 6, 2015

November 2, 2015

July 11, 2016

November 6, 2017

August 20, 2018

June 3, 2019

Reaffirmed

July 6, 2009

Related Policies and Rules

[6301: Assessed Curriculum - Accountability for Assessments](#)

[6301.1: Assessed Curriculum - Accountability for Assessments](#)

[6315: Millard Education Program - Use of Assessment Data](#)

[6315.1: Millard Education Program - Use of Assessment Data](#)

6320: Students' Graduation

6320.2: Students Requirements for Senior High School Graduation - International Baccalaureate Diploma Program

6320.3: Requirements for Senior High School Graduation - Air Force Junior Reserve Officer Training Corps (AFJROTC) Program

6320.4: Transfer of High School Credits