SCHOOL DISTRICT NO. 17
NOTICE OF MEETING

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, June 13, 2016** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Linda Poole
Secretary

6-10-16

THE DAILY RECORD OF OMAHA

LYNDA K. HENNINGSEN, Publisher

PROOF OF PUBLICATION

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha, } **ss.**

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in THE DAILY RECORD, of Omaha, on June 10, 2016

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.

GENERAL NOTARY - State of Nebraska
NOELLE E HOEFT
My Comm. Exp. February 9, 2020

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Subscribed in my presence and sworn to before me this 10th **day of** June **20** 16

Noelle E. Hoeft

Notary Public in and for Douglas County, State of Nebraska

COMMITTEE OF THE WHOLE MEETING

June 13, 2016

NAME:	REPRESENTING:
Matt Heys	MEA
Aaron Bearinger	NHS
Heather Daubert	BMS
Anna Thoma	NMS
Megan Spitak	CMS
[illegible]	SHS
[illegible]	Horizon

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COMMITTEE OF THE WHOLE MEETING

June 13, 2016

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, June 13, 2016 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

The Public Meeting Act is posted on the Wall and Available for Public Inspection

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

A G E N D A

1. Proposed Assessment System Changes and Graduation Requirements

2. Budget Update

Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board Vice President before the meeting begins.

Proposed Assessment System and Graduation Requirements

Board of Education Committee Meeting
June 13, 2016

History of MPS Assessment System

- Put into place in 2000 for the Class of 2004
- Pre-dates Nebraska State Assessments and Accountability Systems
- Re-aligned in 2013 to focus on College and Career Readiness Metrics using the ACT and related tools

Changes in Assessment- 2016

- Evolving assessment industry
- Adoption of a college entrance exam as result of LB 930
- Adoption of Measures of Academic Progress (MAP) by NWEA

Recommended Assessment Changes- Elementary

- Eliminate Terra Nova Testing
- Utilize MAP for RtI+I and Rule 10 compliance
- Realign and continue use of a writing assessment(s)
- Focus on English/Language Arts, Mathematics, and Writing

Recommended Assessment Changes- Middle School

- Eliminate ACT Aspire
- Utilize MAP for RtI+I and Rule 10 compliance
- Realign and continue use of a writing assessment(s)
- Focus on English/Language Arts, Mathematics, and Writing

Recommended Assessment Changes- High School

- Change from ACT Aspire to Pre-ACT
- Utilize MAP for select courses
- Realign and continue use of a writing assessment(s)
- Focus on English/Language Arts, Mathematics, and Writing beginning with the Class of 2018

Recommended Changes in Rules 6315.1

- Elementary
  - Addition of Essential Learner Outcome Assessments of College and Career Readiness in English/Language Arts and Mathematics for Grades 2-5
    - Including but not limited to: Measures of Academic Progress (MAP)

Recommended Changes in Rules 6315.1

- Middle School
  - Addition of Essential Learner Outcome Assessments of College and Career Readiness in English/Language Arts and Mathematics for Grades 6-8
    - Including but not limited to: Measures of Academic Progress (MAP)

Recommended Changes in Rules 6315.1 and 6320.1

- High School
  - Use of Pre-ACT in 10th Grade
  - Modification of Demonstration of Proficiency Options:
    - Performance Portfolio of District developed course assessments (Effective Class of 2017)
    - Approved course grades and/or exam scores in Advanced Placement and/or Dual Enrollment courses as identified by the District (Effective Class of 2018)

Recommended Changes in Rules 6315.1 and 6320.1

- High School
  - Modification of Demonstration of Proficiency Options, continued:
    - Measures of Academic Performance (MAP) RIT scores in high school Reading and mathematics (Effective Class of 2019)

Recommended Changes in Rules 6315.1 and 6320.1

- High School
  - Modification of Demonstration of Proficiency Options, continued:
    - Acceptable performance scores on District Capstone Options (Effective Class of 2019) which may include:
      - College Board's Accuplacer
      - Metropolitan Community College (MCC) mathematics program
      - WorkKeys

Next Steps

- Implementation of MAP by NWEA and Pre-ACT
- Ensure alignment of curriculum Standards and Indicators and assessments to ACT as utilized by both Millard and NDE
- Utilize MAP by NWEA to measure College and Career Readiness
- Re-align writing assessments at elementary, middle school, and high school
- Re-design District developed course assessments to be included in identified English/Language Arts and Mathematics courses

Next Steps

- Identify approved Advanced Placement and Dual Enrollment courses for use of course grades and/or exam scores
- Determine scores on MAP correlated to College and Career Readiness metrics in Reading and Mathematics
- Define District Capstone Graduation Options

Curriculum, Instruction, and Assessment

Millard Education Program – Use of Assessment Data 6315.1

The assessment system shall take its overall direction from the District strategic plan and from state and federal requirements. The assessment system shall be aligned with the written curriculum and shall measure student progress within the primary, intermediate, middle and high school grade levels and their level of College and Career Readiness. The system shall provide opportunities for support and appropriate interventions to occur if the student does not demonstrate proficiency.

The assessment system will include Essential Learner Outcome Assessments of College and Career Readiness (ELOACCR) designed to measure the Millard Education Plan outcomes as well as assessments designed to comply with state and federal legislation.

As curriculum revisions occur, the assessment system shall reflect those changes and modifications to assessments and shall be approved by the Millard Board of Education. The curriculum content areas, grade levels when administered, and the types of assessments shall be as follows:

Level: Primary Grades (2)

Outcome	When Administered	Type of Assessment
Reading Comprehension	2nd Grade	ELOACCR
Mathematics	2nd Grade	ELOACCR

Level: Intermediate Grades (3-5)

Outcome	When Administered	Type of Assessment
English/Language Arts: Reading Comprehension, ~~and~~ Vocabulary, and Text Dependent Analysis	3rd, 4th, and 5th Grade	NE Dept. of Education & ELOACCR
Writing	3rd and 5th Grade	~~ELO Assessments~~ ELOACCR
~~Writing~~	~~4th Grade~~	~~NE Dept. of Education~~
Mathematics	3rd, 4th, and 5th Grade	NE Dept. of Education & ELOACCR
Science	5th Grade	NE Dept. of Education

Level: Middle School Grades (6-8)

Outcome	When Administered	Type of Assessment
English/Language Arts: Reading Comprehension, ~~and~~ Vocabulary, and Text Dependent Analysis	6th, 7th, and 8th Grade	NE Dept. of Education& ELOACCR
Writing	6th and 7th Grade	~~ELO Assessments~~ ELOACCR
Mathematics	6th, 7th, and 8th Grade	NE Dept. of Education & ELOACCR
Science	8th Grade	NE Dept. of Education
~~Writing~~	~~8th Grade~~	~~NE Dept. of Education~~

Level: High School Grades

Outcome	When Administered	Type of Assessment
English	11th Grade	ACT® Assessment ~~& NE Dept. of Education~~
Writing	10th Grade	~~ELO Assessment~~ ELOACCR

Mathematics	11th Grade	ACT® Assessment and NE Dept. of Education
Reading	11th Grade	ACT® Assessment and NE Dept. of Education
~~Mathematics~~	~~11th Grade~~	~~NE Dept. of Education~~
Science	11th Grade	ACT® Assessment ~~and Dept. of Education~~
~~Writing~~	~~11th Grade~~	~~NE Dept. of Education~~

I. Implementation of Assessment System

In accordance with Policy 6301 and Rule 6301.1, the District shall use all reasonable efforts to provide adequate measurement by:

A. Establishing or confirming the reliability and validity of each recommended assessment;

B. Ensuring that the alignment of the assessment contents is consistent with the District's curriculum;

C. Ensuring that the students of the District are provided with the opportunity to learn the material which is the subject of each assessment;

D. Ensuring the establishment of adequate and necessary interventions; and

E. Ensuring or confirming a proper College and Career Ready metric for each assessment is established through acceptable and reliable methods.

II. Description of the Standard Setting Processes for National, State, and Local Assessments

A. Essential Learner Outcomes of College and Career Readiness ~~(Locally Developed Assessment)~~: Psychometrically accepted, standard methods shall be used for setting the cutscores on the assessments. All locally-developed assessments shall be re-examined and recalibrated as needed to ensure curriculum alignment as well as appropriateness of the College and Career Ready metric.

B. ACT® Assessment: District locally defined College and Career Ready metric will be based on the most current ACT® College and Career Readiness Benchmarks that denote having attained or nearly attained status as established for the corresponding year in which the assessment was taken.

C. Pre-ACT® or ACT® 10th Grade Aspire Assessment: District locally defined College and Career Ready metric will be based on the most current ACT® College and Career Readiness Benchmarks that denote having attained or nearly attained status as established for the corresponding year in which the assessment was taken. Pre-ACT and ACT Aspire benchmark scores are parallel to the ACT® Assessment Benchmarks.

D. Nebraska State Accountability (NeSA) Tests: District locally defined College and Career Ready metric will be based on NeSA Scale Score ranges associated with Meets Expectation and Exceeds Expectation for the year in which the assessment was taken.

E. District Course Assessments: Locally developed District assessments designed by Educational Services in conjunction with the Department of Assessment, Research, and Evaluation. Approved course assessments serve as a means by which students may demonstrate proficiency.

F. Measures of Academic Progress (MAP) by NWEA, grades 2-8 and select high school courses, is a computer adaptive assessment developed and maintained using research-based psychometric

practices. MAP is used for benchmarking and progress monitoring for Essential Learner Outcomes of College and Career Readiness.

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 Response to Instruction and Intervention (RtI+I). Records of problem solving and intervention strategies are required.

2. Utilizing the RtI+I problem solving process, school representatives will offer the student ~~supplemental~~ learning activities that address recognized Essential Learner Outcomes of College and Career Readiness deficiencies. ~~Supplemental~~ lLearning 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 ~~A~~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.

C. Procedures for high school students

1. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness as measured by the ACT® Assessment, the following shall occur:

   a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.

   b. The building will review the student's results of Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment for each outcome, then

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

      (ii) 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, the students shall be eligible for a graduation diploma from the Millard Public Schools.

   c. Students may submit additional ACT® results for consideration in meeting the College and Career Ready metrics from testing occasions for which they have independently registered.

2. If after review of the student's results of Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment a student has not met the college and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness, the following shall occur:

   a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.

   b. The building will review the student's results of Nebraska State Accountability (NeSA) Tests. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Nebraska State Accountability (NeSA) Tests for each outcome, then

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

      (ii) 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, the students shall be eligible for a graduation diploma from the Millard Public Schools.

3. If after review of the student's results of Nebraska State Accountability (NeSA) Tests a student has not met the College and Career Readiness metric for the Essential Learner Outcomes of College and Career Readiness, the following shall occur:

a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.

b. The building will review and administer locally-developed Essential Learner Outcome assessments. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by locally-developed ELO assessments for each outcome, then

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

(ii) 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, the students shall be eligible for a graduation diploma from the Millard Public Schools.

(ii) The student shall be retested using the appropriate Essential Learner Outcomes of College and Career Readiness assessment. Students shall be given the opportunity to be retested multiple times until the requisite College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.

4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite College and Career Readiness metrics are achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.

5. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.

a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.

b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools as provided in Rule 6320.1.

D. Demonstration of Proficiency

~~An a~~Additional opportunit~~y~~ies ~~is~~ are available to demonstrate student proficiency.

After review of ACT® Assessment, Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment, Nebraska State Accountability (NeSA) 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, math, or science. 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 specified courses which students were required to take. (Effective for the Classes of 2017)

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. (Effective for the Classes of 2018)

3. Approved dual enrollment transferrable course grades as evidence of Reading, Writing, or Mathematics competencies. (Effective Class of 2018)

4. Measures of Academic Progress (MAP) RIT score in high school Reading or Mathematics comparable to near College and Career Ready ACT score. (Effective Class of 2019)

5. Acceptable performance scores on District Capstone Options which may include the use of the College Board's Accuplacer, Metropolitan Community College (MCC) mathematics program, or WorkKeys. Acceptable scores are those that have been psychometrically identified as equivalent to comparable College and Career Ready metrics. (Effective for the Classes of 2019)

IV. District Procedures for Opting Out of Recommended Reteaching

A. Should a student participating in the Assessment Program not meet the requisite College and Career Readiness metric and be recommended for one of the problem solving and intervention strategies listed above, including placement in a specific required course, the student's parent(s)/guardian(s) shall have the right to refuse placement of their student within the recommended strategy and either:

1. Request an alternative teaching strategy; or

2. Refuse such placement at all.

B. Such requests for an alternative teaching strategy shall be submitted in writing to the appropriate building principal. The building principal or designee shall respond within thirty (30) calendar days.

V. District Procedures for New Students

A. At the high school level, incoming students who enroll after district administration of Pre-ACT® or ACT® Assessment and/or ACT® Plan or ACT® 10th Grade Aspire Assessment may provide verified results of these assessments from prior administration. If verified results are not provided, students will take all high school locally-developed assessments designated per Essential Learner Outcome of College and Career Readiness.

VI. District Procedures for Students with Disabilities and ELL Students

Pursuant to the Assessment Accommodations section of the District's Assessment Procedures Manual, all students are to participate in the District's regular assessments and the only students to be excluded are those with a disability or language proficiency which has excluded the student from the norm sample of the standardized assessment, and/or those students who have not participated in the area and/or level of the curriculum that the assessment measures. Even for such students, they are not totally exempt and they must take an alternate assessment.

A. Procedures for Students with Disabilities

The preceding assessments may not be appropriate for some students with disabilities whose individualized education programs prescribe a different course of instruction and/or different requirements for graduation. The participation of students with disabilities, the provision of accommodations, and the provision of alternate assessments will be in accordance with the District's Assessment Procedures, which include the process for identifying appropriate assessment accommodations and alternate assessments.

B. Procedure for ELL Students

Students must meet all graduation requirements in the English language to earn a Millard Public Schools diploma. ELL students who have not demonstrated adequate English language proficiencies may postpone testing according to district procedures.

VII. 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 cutscore is due to:

1. The failure of the District to provide a reasonable accommodation that 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.

VIII. Procedures for Appeal

A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore 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.

B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's decision and the reasons therefore.

C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent, or designee for a hearing before the Millard Board of Education, or a committee of the Board consisting of not less than two (2) members or more than three (3) members to be held on the issue whether the decision of the Superintendent or designee was unreasonable.

D. Such hearing shall be held before the Millard Board of Education or committee within thirty (30) days of the date the request for hearing was received. If a hearing request is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.

E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education or committee.

F. The parties may, by mutual written agreement, extend the time for hearing or final determination.

G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.

H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education or committee shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.

I. The decision of the Millard Board of Education or committee shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education or committee shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing. When conducting such proceedings, the Millard Board of Education or committee shall be exercising a judicial function and deciding a dispute of adjudicative facts.

IX. Annual Review

This Rule shall be reviewed annually.

Related Policies & Rules: 6301, 6301.1, 6315, 6320, 6320.1, 6320.2, 6320.3
Rule Adopted: December 21, 1998
Rule Revised: February 7, 2000; February 4, 2002; March 3, 2003; June 21, 2004; June 6, 2005; January 16, 2006; June 4, 2007; June 16, 2008; June 15, 2009; June 7, 2010, May 16, 2011, July 2, 2012; July 1, 2013; October 21, 2013; July 7, 2014, August 3, 2015, July 11, 2016

Millard Public Schools
Omaha, Nebraska

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation 6320.1

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.

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		Choice of Speech, Forensics, Debate I, Professional Speaking (Education Academy) or the combination of IB Language A, IB Language B and 12th Grade Theory of Knowledge	
		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
	21st Century Media Literacy

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Social Studies	30	**Class of 2017**	
		American History (Since 1914) - 9th	10
		World Geography - 10th	10
		US Government & Economics - 11th or 12th	5
		Choice of a Social Studies Elective Course	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 20th Century World History Topics

IB History of America
IB Psychology SL

Class of 2018 and Beyond	**CREDITS**
World Geography - 9th	5
World History - 10th	10
United States History - 11th or 12th	10
United States Government & Economics - 11th or 12th	5

PROGRAM	**TOTAL COURSE/SUBJECT CREDITS**	**COURSE OR SUBJECT AREAS**	**CREDITS**
Mathematics	30	Algebra I or Algebra 1: Foundations I or appropriate course from the math sequence	10
		A course numbered 220 or higher	10
		One additional math course	10
		Computer Science courses may not be applied toward math credit.	

PROGRAM	**TOTAL COURSE/SUBJECT CREDITS**	**COURSE OR SUBJECT AREAS**	**CREDITS**
Science	30	Biology - 9th	10
		Chemistry OR	10 OR
		Physical Science: Chemistry - 10th or 11th	5
		Physics OR	10 OR
		Physical Science: Physics - 10th or 11th	5
		Choice of Science Electives - dependent upon choice of 5 or 10 credit Chemistry and Physics courses	0-10
		Curriculum Handbook describes science courses and recommended/optional course sequences.	

PROGRAM	**TOTAL COURSE/SUBJECT CREDITS**	**COURSE OR SUBJECT AREAS**	**CREDITS**
Physical Education	15	Choice of grade appropriate course	15
		Curriculum Handbook describes PE courses and recommends grade appropriate levels.	

PROGRAM	**TOTAL COURSE/SUBJECT CREDITS**	**COURSE OR SUBJECT AREAS**	**CREDITS**
Health Education	5	Everyday Living taken in 10th or 11th grade	5

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
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.

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

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

Fine & Performing Arts Selected Courses

Any art course
Any music course
Drama I
Theatre Appreciation

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

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

Financial Literacy Selected Courses

Personal Finance
Wealth Building & Personal Finance (Entrepreneurship Academy)

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Human Resources	5	Choice of Human Resources Course	5

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

Human Resources Selected Courses

Sociology
Psychology
Adult Living
Child Development
Human Diversity
International Relations
Introduction to Behavioral Sciences
IB Psychology
IB Theory of Knowledge I

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
		Classes of 2017-2019	
Electives	60	A total of 60 additional credits	60
		Classes of 2020 and Beyond	
	65	A total of 65 additional credits	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 Response to Instruction and Intervention (RtI+I). Records of problem solving and intervention strategies are required.

2. Utilizing the RtI+I problem solving process, school representatives will offer the student ~~supplemental~~ learning activities that address recognized Essential Learner Outcomes of College and Career Readiness deficiencies. ~~Supplemental~~ lLearning 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 ~~A~~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.

C. Procedures for high school students

1. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness as measured by the ACT® Assessment, the following shall occur:

   a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.

   b. The building will review the student's results of Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment for each outcome, then

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

      (ii) 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, the students shall be eligible for a graduation diploma from the Millard Public Schools.

   c. Students may submit additional ACT® results for consideration in meeting the College and Career Ready metrics from testing occasions for which they have independently registered.

2. If after review of the student's results of Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment a student has not met the college and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness, the following shall occur:

a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.

b. The building will review the student's results of Nebraska State Accountability (NeSA) Tests. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Nebraska State Accountability (NeSA) Tests for each outcome, then

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

(ii) 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, the students shall be eligible for a graduation diploma from the Millard Public Schools.

3. If after review of the student's results of Nebraska State Accountability (NeSA) Tests a student has not met the College and Career Readiness metric for the Essential Learner Outcomes of College and Career Readiness, the following shall occur:

a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.

b. The building will review and administer locally-developed Essential Learner Outcome assessments. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by locally-developed ELO assessments for each outcome, then

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

(ii) 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, the students shall be eligible for a graduation diploma from the Millard Public Schools.

(iii) The student shall be retested using the appropriate Essential Learner Outcomes of College and Career Readiness assessment. Students shall be given the opportunity to be retested multiple times until the requisite College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.

4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite College and Career Readiness metrics are achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.

5. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.

a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of

Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.

b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools as provided in Rule 6320.1.

D. Demonstration of Proficiency

~~An a~~Additional opportunit~~y~~ies ~~is~~ are available to demonstrate student proficiency.

After review of ACT® Assessment, Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment, Nebraska State Accountability (NeSA) 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, math, or science. 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 specified courses which students were required to take. (Effective for the Classes of 2017)

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. (Effective for the Classes of 2018)

3. Approved dual enrollment transferrable course grades as evidence of Reading, Writing, or Mathematics competencies. (Effective Class of 2018)

4. Measures of Academic Progress (MAP) RIT score in high school Reading or Mathematics comparable to near College and Career Ready ACT score. (Effective Class of 2019)

5. Acceptable performance scores on District Capstone Options which may include the use of the College Board's Accuplacer, Metropolitan Community College (MCC) mathematics program, or WorkKeys. Acceptable scores are those that have been psychometrically identified as equivalent to comparable College and Career Ready metrics. (Effective for the Classes of 2019)

VI. 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.

B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's or designee's decision and the reasons therefore

C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education or committee of the Board consisting of not less than two (2) or more than three (3) members to be held on the issue whether the decision of the Superintendent or his designee was unreasonable.

D. Such hearing shall be held before the Millard Board of Education or committee within thirty (30) days of the date the request for hearing was received. If a hearing request before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.

E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education or committee.

F. The parties may, by mutual written agreement, extend the time for hearing or final determination.

G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.

H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.

I. The decision of the Millard Board of Education or committee shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing. When conducting such proceedings, the Millard Board of Education or committee shall be exercising a judicial function and deciding a dispute of adjudicative facts.

VI. Graduation

Upon successful completion of the required credits, assessments and Personal Learning Plan, a student shall be eligible for a graduation diploma from the Millard Public Schools.

VII. Annual Review

This rule shall be reviewed annually.

Related Policies and Rules: 6301, 6301.1, 6315, 6315.1, 6320, 6320.2, 6320.3, 6320.4

Rule Approved: April 16, 2011

Millard Public Schools

Omaha, NE

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