

Book	Administrative Guidelines
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Title	Copy of GRADUATION REQUIREMENTS
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5460 - **GRADUATION REQUIREMENTS**

In order for a student to qualify for a diploma in this District, s/he must have satisfactorily completed the following courses and earned at least twenty-two (22) credits in grades nine through twelve including requirements listed below.

The following are minimum graduation requirements for students graduating through 2010 (entering 8th grade prior to 2006) at Harbor Springs High School:

- A. Three (3) units of credit in English which must include English 9 and English 10.
- B. Three (3) units of credit in Social Studies which must include Civics/Economics, U.S. History, and Contemporary Law/Personal Economics.
- C. Two (2) units of credit in Mathematics.
- D. Two (2) units of credit in Science.
- E. One (1) unit of credit in Business Technology.
- F. One (1) unit of credit in Physical Education/Integrated Health.
- G. Ten (10) additional units of elective credit are required. Extra math, science, English, social studies, and foreign language courses count as elective credit.

Graduation must be earned by passing all mandated subjects, a major sequence, and earning total units required for a diploma.

Students in special education shall receive (a diploma) (a certificate of completion) if certified they have properly completed the requirements of their IEP. They shall participate in all graduation activities.

*A student under an IEP may receive a diploma if s/he meets the requirements of his/her IEP and receives the recommendation of the I.E.P.C.

A high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the District assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement and shall be counted toward the required number of credits needed for graduation but may not be used to determine the student's GPA.

A student may be granted credit by earning a qualifying score, as determine by the Michigan Department of Education (MDE) on assessments developed or selected for the subject area by the MDE or the student earns a qualifying score, as determined by the District on one (1) or more assessments developed or selected by the District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

The student may not receive credit for a course in the same area but lower in the course sequence.

A high school student shall be granted credit in any foreign language not offered by the District providing s/he meets the competency criteria established by the Superintendent.

Special education students who properly complete the program specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

~~For students graduating in 2011 and thereafter (entering 8th grade in 2006 and after)~~

The Michigan Merit Curriculum requires sixteen (16) credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work in humanities course sequences, career and technology courses, industrial technology or vocational education, or through a combination of these programs. In addition, students ~~entering the 3rd grade in 2006 (class of 2016) will~~ need to complete two (2) credits of a language other than English in grades 9-12; OR an equivalent learning experience in grades K-12 prior to graduation.

Credits include:

4 Credits – Mathematics, including algebra I; geometry, algebra II, including one (1) credit in senior year. At least four (4) credits in mathematics that are aligned with subject area content expectations developed by MDE including completion of at least algebra I, geometry, and algebra II, or an integrated sequence of this course content that consists of three (3) credits, and an additional mathematics credit, such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, financial literacy (as developed or approved by the Michigan Department of Education as a model program).

(http://www.michigan.gov/documents/mde/FinancialLiteracy_222482_7.pdf).

A student may complete algebra II over two (2) years with a credit awarded for each of those years. Each student must successfully complete at least one (1) mathematics course during his/her final year of high school enrollment. This does not require completion of mathematics courses in any particular sequence.

4 Credits - English Language Arts aligned with subject area content expectations developed by MDE.

3 Credits - Science, including biology; physics or chemistry; one (1) additional science credit.

3 Credits - Social studies, including .5 credit in civics; .5 credit in economics; U.S. history and geography; world history and geography.

1 Credit - Physical education/health credit guidelines to be developed by MDE

1 Credit - Visual, performing, applied arts credit guidelines to be developed by MDE.

13 Credits - In addition to the credits outlined above, credit hours in electives, or career and technical education programs must be completed and awarded.

Total Twenty-nine (29) credits

The above list of credit totals what is needed for graduation from the District's high school(s).

Students shall successfully complete an on-line course or learning experience OR shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

For Students Graduating in 2016 and thereafter (entering 3rd grade in 2006 and after).

Students shall complete two (2) credits of a language other than English in grades 9-12 or an equivalent learning experience in grades K-12 prior to graduation. One (1) credit of this requirement may be partially or fully fulfilled by completing (x) an approved formal CTE program/curriculum, (x) Visual Performing Arts instruction in addition to the one (1) credit already required in this area. These options open to only 2015-2024 graduates.

Educational Development Plan

~~Each student shall have the opportunity to develop an Educational Development Plan (EDP) during the 7th grade and shall have developed an EDP prior to starting high school. The plan must be based on a career exploration program and high school readiness scores, to assist the student in identifying career development goals as they relate to academic requirements. Effective July 1, 2011, each student shall review his/her educational development plan in 8th grade and shall revise the plan as appropriate before entering high school.~~

Each student shall have the opportunity to develop an Educational Development Plan (EDP) during the 7th grade and is required to review his/her educational development plan during grade 8 and revise it as appropriate before s/he begins high school. Each student shall review and revise their educational development plan, as appropriate, during each year of high school. An educational development plan shall be developed, reviewed, and revised by the student under the supervision of the student's school counselor or another designee qualified to act in a counseling role selected by the school Principal and shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist students to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a student's educational development plan, the student shall be advised that many of the curricular requirements may be fulfilled through career and technical education. The plan must be based on a career exploration program and high school readiness scores, to assist the student in identifying career development goals as they relate to academic requirements. In addition, during the process of developing and reviewing an educational development plan, the student will be provided with all of the following:

1. Information on various types of careers and current and projected job openings in the State and those jobs' actual and projected wages.
2. An opportunity to explore careers specific to a student's interests and identify career pathways and goals for achieving success in those careers, including, but not limited to, the level and type of educational preparation necessary to accomplish those goals.
3. An opportunity to develop a talent portfolio, which shall include, but is not limited to, a record of the student's experiences, proficiencies, certifications, or accomplishments that demonstrate talents or marketable skills. If developed, a talent portfolio shall be revised, as appropriate, throughout the implementation of the educational development plan.

During the process of developing an educational development plan, students shall also be provided with the most recent analysis published by the Department of Technology, Management and Budget of in-demand occupations in the region where the district is located. The plan must be based on a career exploration program and high school readiness scores, to assist the student in identifying career development goals as they relate to academic requirements.

Personal Curriculum

A flow chart displaying the personal curriculum process can be found at:

www.actpoint.com/mi/pdf/MMCPC_PC_Process.pdf

A parent or legal guardian of a student who has completed grade 9 may request a personal curriculum for the student that modifies certain of Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then the Board may award a high school diploma to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. All of the following apply to a personal curriculum:

- A. The personal curriculum shall be developed by a group that includes the student, at least one (1) of the student's parents or the student's legal guardian, a teacher who is currently teaching the student, and the student's high school counselor or another designee (selected by the high school) qualified to act in a counseling role.
- B. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standard as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school; shall provide a method to evaluate whether the student has achieved these goals; and shall be aligned with the student's educational development plan.
- C. Before it takes effect, the personal curriculum must be agreed to by the student's parent or legal guardian and by the Superintendent of the District or his/her designee.
- D. The student's parent or legal guardian shall be in communication with each of the student's teachers at least once each calendar quarter to monitor the student's progress toward the goals contained in the student's personal curriculum.
- E. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
- F. The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum.
- G. Except as otherwise provided, the mathematics credit requirements may be modified as part of a personal curriculum only after the student has successfully completed at least two and one-half (2.5) credits of mathematics credits required and only if the student successfully completes at least three and one-half (3.5) total credits of the mathematics credits required before completing high school. The requirement that a student must successfully complete at least one (1) mathematics course

during his/her final year of high school enrollment is not subject to modification as part of a personal curriculum. The algebra II credit required may be modified as part of a personal curriculum only if the student has successfully completed at least two (2) of the mathematics credits required and meets one (1) or more of the following criteria:

1. the student successfully completes the same content as one (1) semester of algebra II, as determined by the department; or
2. the student elects to complete the same content as algebra II over two (2) years, with a credit awarded for each of those two (2) years, and successfully complete that content; or
3. the student enrolls in a formal career and technology education program or curriculum and in that program or curriculum successfully completes the same content as one (1) semester of algebra II, as determined by the department; or
4. Effective July 1, 2011, the student successfully completes one (1) semester of statistics or functions and data analysis.

The above items establish conditions that must be in place to bring about modification of the personal curriculum. They do not reduce the requirement that a student must successfully complete four (4) credits of math including a full year of math during the senior year of high school. Additional math or math-related courses should address high school content as defined by the District and may include trigonometry, statistics, pre-calculus, financial literacy, pre-algebra, applied mathematics, accounting, business mathematics and others.

H. The social science credit requirements may be modified as part of a personal curriculum only if all of the following requirements are met:

1. the student has successfully completed two (2) credits of the social science credits required including the civics course; and
2. the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English. This credit must be in addition to the number of those credits otherwise required.

I. The health and physical education credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English. This credit must be in addition to the number of those credits otherwise required.

J. The visual arts, performing arts, or applied arts credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English. This credit must be in addition to the number of those credits otherwise required.

Additional options and resources for decision making with regard to the Personal Curriculum can be found at www.actpoint.com/mi/mmcpc.cfm.

Students with a Disability

If the parent or legal guardian of a student requests, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed and demonstrates that the modification is necessary because the student is a child with a disability, the District may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program. If the Superintendent of Public Instruction has reason to believe that a District is allowing modifications inconsistent with the requirements of the State school code, the Superintendent of Public Instruction shall monitor the District to ensure that the District's policies, procedures, and practices are in compliance with the requirements for additional modifications, under this subdivision. As used in this policy "child with a disability" is defined in 20 U.S.C. 1401.

A student receiving special education services shall have an Individual Education Plan (IEP) that identifies the supports, accommodations, and modifications necessary to allow the student to progress in the Michigan Merit Curriculum requirements or a personal curriculum, and meet the requirements for a high school diploma.

Transfer Students

If a student transfers to the District from out-of-state or from a nonpublic school, the student's parent or legal guardian may request, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed under this section. The District may allow this additional modification for a transfer student if all of the following requirements are met:

- A. the transfer student has successfully completed at least the equivalent of two (2) years of high school credit out-of-state or at a nonpublic school
- B. the District may use appropriate assessment examinations to determine what credits, if any, the student has earned out-of-state or at a nonpublic school that may be used to satisfy the curriculum requirements of the Michigan Merit Standard, District policy and the State Board of Education.
- C. The transfer of a student's personal curriculum requires the student to successfully complete at least one (1) mathematics course during his/her final year of high school enrollment. In addition, if the transfer student is enrolled in the District for at least one (1) full school year, both of the following apply:
 1. the transfer student's personal curriculum shall require that this mathematics course is at least algebra I
 2. if the transfer student demonstrates that s/he has mastered the content of algebra I, the transfer student's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I

Assessment

The District shall administer the Michigan Merit Examination to students in grade 11 and to students in grade 12 who did not take the complete Michigan Merit Examination in grade 11, in accordance with State law and the assessment provisions of the Michigan Department of Education (MDE). Each principal is to determine, based on results on the required tests, which students are in need of special assistance in order to have a fair opportunity to achieve credit toward graduation.

Such assistance may include one (1) or more meetings with one or more students and their teachers as well as other staff or consultants who are experts on the State required assessments. The meeting(s) shall also include the student's parents who are to receive a written notice of the meeting. The purpose of the meeting(s) is to determine an educational program to assist the student(s) in achieving State endorsement in the respective academic content areas(s).

A student who chooses to repeat the college entrance examination component of the Michigan Merit Exam may do so only in accordance with the provisions of State law and the MDE.

A number of new and revised guidance documents and tools are available at the MDE Office of School Improvement website (www.michigan.gov/mde). A wikispace (<http://mdpersonalcurriculum.wikispaces.com/>) has also been created to facilitate the sharing of work done by local districts and ISDs as they support the development of local policies and procedures.

[M.C.L. 380.1165, 380.1166, 380.1278a, 380.1278b, as amended](#)
[M.C.L. 380.1279](#)
[20 U.S.C. 1400 et seq., 20 U.S.C. 1401 et seq.](#)
[29 U.S.C. 794 Section 504 of Title V of the Rehabilitation Act of 1973](#)
[42 U.S.C. 12131 et seq.](#)
[Personal Curriculum Guidelines, \(MDE, May 2009\).](#)

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 Revised 10/8/07
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 Revised 4/23/09

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	20 U.S.C. 1400 et seq., 20 U.S.C. 1401 et seq.
	29 U.S.C. 794 Section 504 of Title V of the Rehabilitation Act of 1973)
	42 U.S.C. 12131 et seq.
	Personal Curriculum Guidelines, (MDE, May 2009)

