

DESCRIPTOR TERM: Instructional Program	Millard District Policy File Code: 5070 Approved: 08-12-21
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HIGH SCHOOL PROGRAM OF STUDIES
(for grade configurations 9-12)

Purpose

The primary goal of education in the Millard School District is the development of motivated, enlightened, responsible, and capable citizen-scholars. To achieve this ultimate goal, we must have a vision of educational excellence that is scientifically research based which supports individual achievement and diversity.

The high school is designed to prepare students to be college and career ready. This unparalleled responsibility makes it imperative that each high school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and a competent staff.

A. Instructional Goals, Objectives, and Evaluation

1. The District shall provide a well-balanced curriculum in accordance with state law and Utah State Board of Education rules. Effective instruction shall be delivered to all enrolled students. Instruction shall be provided in the essential elements of each content-area subject. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society.
2. The Board shall annually review staff data to identify areas of strength and areas of needed improvement. Based upon the findings of the review, the District shall make necessary adjustments to the instructional programs.

B. Term of Instruction

1. The high schools of the district shall be in operation for at least 176 instructional days, as required by Utah law.
2. The length of the school day for grades 9-12 is five and one-half hours/daily or 990 hours/year, exclusive of lunch periods.

C. Curriculum

1. The district's curriculum shall at least meet the minimum requirements of state law and State Board rules. The district may add elements at its discretion, but shall not delete or omit instruction in the essential elements. [Utah Administrative Rule R277-700-46 (2016)]
2. The state's minimum graduation requirements are specified below:
 - a. English Language Arts (4.0 units of credit) shall be met from completing the following:
 - (1) ELA 9 (1.0 unit of credit);
 - (2) ELA 10 (1.0 unit of credit);
 - (3) ELA 11 (1.0 unit of credit); and
 - (4) 1.0 credit from one of the following: Journalism 1 and 2, AP Language and Composition, ELA 12, School Newspaper, Creative Writing 1 and 2, Literature, Business Communication, World Languages (3, 4 or AP), Debate, Concurrent Enrollment courses offered from College/University Language Arts Departments. The fourth year of credit shall be consistent with the student's PCCR (Plan for College and Career Readiness).
 - b. Mathematics (3.0 units of credit) shall be met minimally through successful completion of a combination of the foundation or foundation honors courses: Secondary Mathematics I, Secondary Mathematics II and Secondary Mathematics III.
 - (1) A student may opt out of Secondary Mathematics III if the student's parent submits a written request to the school. The student is nevertheless required to complete a third math credit from one of the following courses: Introductory Statistics, Mathematical Decision Making for Life, Modern Math, Mathematics of Personal Finance, Computer Programming, or Accounting.
 - (2) Students pursuing a college degree after graduation shall receive one of the following:
 - (a) a score of 3 or higher on an Advanced Placement (AP) Calculus AB or BC exam;
 - (b) a score of 3 or higher on an Advanced Placement (AP) Statistics exam;

- (c) a score of 5 or higher on an International Baccalaureate (IB) higher level math exam;
- (d) a score of 50 or higher on a College Level Exam Program (CLEP) Pre-Calculus or Calculus exam;
- (e) a score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT);
- (f) a “C” grade in a concurrent enrollment mathematics course that satisfies the quantitative literacy requirement; or
- (g) take a full year mathematics course during the student’s senior year from the following list: AP Statistics, Calculus, College Prep Math, Concurrent Enrollment 1030, 1040, 1050, IB Math SL, or IB Math HL.

[USBE Administrative Rule R277-700-9, 2016]

- (3) A student who successfully completes a Calculus course with a “C” grade or higher has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.
- (4) A seventh or eighth grade student may earn credit for a mathematics foundation course before ninth grade, consistent with the student’s PCCR if:
 - (a) the student is identified as gifted in mathematics on at least two different Utah State Board of Education (USBE) approved assessments;
 - (b) the student is dual enrolled at the middle school and the high school;
 - (c) the student qualifies for promotion one or two grade levels above the student’s age group and is placed in ninth grade; or
 - (d) the student takes the USBE competency test in the summer prior to ninth grade and earns high school graduation credit for the course.
- (5) A student who successfully completes a mathematics foundation course before ninth grade is required to earn 3.0 units of additional mathematics credit by:

- (a) taking the other mathematics foundation courses described in 2b above; and
 - (b) an additional course from the listings in 2b(1) or 2b(2g) that is consistent with the student's PCCR goals.
- (6) The school may modify a student's college or career readiness mathematics competency requirement under this section if:
 - (a) the student has a disability; and
 - (b) the modification to the student's college or career readiness mathematics competency requirement is made through the student's IEP.
- c. Science (3.0 units of credit) shall be met minimally through successful completion of 2.0 units of credit from two of the following five science foundation areas:
 - (1) Earth Science (1.0 units of credit)
 - (a) Earth Science;
 - (b) Advanced Placement Environmental Science; or
 - (c) International Baccalaureate Environmental Systems.
 - (2) Biological Science (1.0 units of credit)
 - (a) Biology;
 - (b) Human Biology;
 - (c) Biology: Agricultural Science and Technology;
 - (d) Advanced Placement Biology;
 - (e) International Baccalaureate Biology; or
 - (f) Biology with Lab Concurrent Enrollment.
 - (3) Chemistry (1.0 units of credit)
 - (a) Chemistry;
 - (b) Advanced Placement Chemistry;

- (c) International Baccalaureate Chemistry; or
 - (d) Chemistry with Lab Concurrent Enrollment.
- (4) Physics (1.0 units of credit)
- (a) Physics;
 - (b) Physics with Technology;
 - (c) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C: Mechanics);
 - (d) International Baccalaureate Physics; or
 - (e) Physics with Lab Concurrent Enrollment.
- (5) Computer Science (1.0 units of credit)
- (a) Advanced Placement Computer Science;
 - (b) Computer Science Principles; or
 - (c) Computer Programming II;

and 1.0 additional credit from any of the above listed courses or one of the following: Animal Science, Plant Science, Plant and Soil Science, Natural Resource Management, Applied Biology and Chemistry, Principles of Technology I or II, Electronics, Medical Anatomy and Physiology, Concurrent Enrollment courses offered from College/University Science Departments.

- d. Social Studies (3.0 units of credit) shall be met minimally through successful completion of:
- (1) the following courses:
 - (a) Geography for Life (0.5 or 1.0 units of credit);
 - (b) World Civilizations (0.5 or 1.0 units of credit);
 - (c) U.S. History (1.0 unit of credit); and
 - (d) U.S. Government and Citizenship (0.5 units of credit); and
 - (2) a basic civics test or alternate assessment.

- (a) All students are required to pass the basic civics test as a condition of receiving a high school diploma.
- (b) An alternate assessment may be given if the student has a disability and such an assessment is consistent with the student's IEP, or if the student is within six months of intended graduation and has not yet passed the test. The district may modify the manner of administration for an alternate assessment

[USBE Administrative Rule R277-700-8, 2016]

e. The Arts (1.5 units of credit) from any of the following performance areas:

- (1) Visual Arts;
- (2) Music;
- (3) Dance;
- (4) Theatre

f. Physical and Health Education (2.0 units of credit) from the following:

- (1) Health (0.5 units of credit) required;
- (2) Fitness for Life (0.5 units of credit); required;
- (3) Participation Skills (0.5 units of credit); can be substituted with a season of UHSAA approved sports participation;
- (4) Individualized Lifetime Activities (0.5 units of credit); can be substituted with a season of UHSAA approved sports participation;
- (5) UHSAA Athletic Participation Guideline -
If a student participates in a complete season of a UHSAA sanctioned sport, the LEA may award 0.5 units of PE credit per season. UHSAA athletic participation may be awarded for Participation Skills or Individual Lifetime Activities, as determined by the LEA, but cannot be substituted in place of Fitness for Life.
- (6) Under the UHSAA Athletic Participation Guideline, participation in any sport can only count for one or the other for Participation Skills or Individual Lifetime Activities as determined by the LEA. The LEA may award the student

another 0.5 units of PE credit from a season in a different sport, and that credit may count for the other PE requirement.

(No matter how many seasons of a particular sport a student participates in, each sport program can only generate 0.5 credits of PE towards one of the PE requirements which allows for a substitution. All other credits earned from a particular sport participation counts as elective credit only.)

- (7) Local LEA's determine exactly which categories UHSAA sponsored sports count for, either Participation Skills or Individual Lifetime Activities. The Millard School District LEA has determined that all UHSAA sponsored sports contain elements of both team participation skills and lifetime activities skills. By allowing all sports to count in either category, students benefit from greater flexibility in their schedules and sports participation. (A student would need to be a two-sport athlete to substitute PE credit for both Participation Skills and Individual Lifetime Activities.)
- (8) The following activities may also be recognized for earning Physical and Health Education credit (specifically the Participations Skills or Lifetime Activities requirements):
 - (a) Dance may count for one semester (0.5 units of credit) of either Participation Skills or Lifetime Activities.
 - (b) A semester of Dance cannot concurrently fulfill requirements for both the Arts and Physical Education.
 - (c) Marching Band may count for .25 units of Participation Skills or Individual Lifetime Activities credit per year. Total credit for participation in Marching Band may not exceed 0.5 units of credit.

g. Career and Technical Education (1.0 units of credit) from any of the following courses:

- (1) Agriculture;
- (2) Business;
- (3) Family and Consumer Sciences;
- (4) Health Science and Technology;
- (5) Information Technology;

- (6) Marketing;
 - (7) Technology and Engineering Education; or
 - (8) Trade and Technical Education.
- h. Digital Studies (0.5 units of credit)
 - i. General Financial Literacy (0.5 units of credit)
 - j. Library Media Skills (integrated into the subject areas)
 - k. For college bound students, two years (2.0 credits) of a World Language, taken in a progressive manner during grades 9-12, is strongly recommended.
 - l. Each student will select additional elective course work approved learning experiences to assure that he/she meets the minimal number of units required for receiving a high school diploma.

[USBE Administrative Rule R277-700-6, 2016]

- 3. In addition to the state requirements outlined above, Millard School District requires an additional 0.25 units of credit for a Life Management course at Delta and Millard High Schools. In addition to meeting the district requirement, this course may count toward part of the Career and Technical Education credit, thus enabling a student to have an additional .25 credit for electives.
- 4. High schools within the district will have the option to award Basic High School Diplomas to students at risk of not graduating beginning 2019-2020. Application for a student to switch to this alternate/flexible graduation track will be submitted by the school counselor and administration after all other interventions have failed. This alternate/flexible program will embrace the following guidelines:
 - a. The school board will allow high schools to issue basic diplomas which meet the minimum state graduation requirements in the 2019-20 school year.
 - b. Students cannot sign themselves up for this program or opt for a basic diploma at their own discretion, they will be offered enrollment in a flexible program at the recommendation of counselors and administrators after all other interventions have failed.
 - c. Parents are involved in the development of a flexible graduation plan and must sign off on the plan before a change of placement takes place.

- d. Diplomas will be offered from each respective high school but will be designated as “basic diplomas” or “alternate diplomas”.
- e. High school counselors and administrators will develop a flexible graduation plan and submit a letter requesting approval for the plan from the school district.
- f. Student schedules and course enrollments will be focused upon meeting the requirements for a basic state diploma.
- g. Flexible scheduling may include any combination of partial school attendance during the regular day, after school attendance for self-directed learning support, summer school, and online school attendance. The flexibility of the schedule will be determined by the needs and situation of the student, along with the judgement of the school support staff.
- h. Flexible course enrollments may include regularly scheduled coursework, district sponsored BYU independent study courses, district sponsored Odysseyware courses, credit recovery through teacher driven Odysseyware assignments, and credit awarded for competencies demonstrated on end-of-year testing per state guidelines.
- i. An after school and evening support program will be provided 2+ nights per week, with staff being available roughly from 4-6 p.m. (To be determined by the needs of each high school.)
- j. This program will not be used as a form of discipline to remove students from school. It will only function as an alternative for students in jeopardy of not graduating because they are beyond the ability of the schools to catch them up through regular interventions or because of their refusal to attend school on a regular basis.
- k. Students may petition their school administration to participate in the regular graduation ceremony. Schools will develop criteria to guide their review of such requests so that the process is consistent.
- l. If this flexible graduation plan does not result in earning a basic diploma at the end of a student’s senior year, the student will be enrolled in Adult Education as part of a transition plan.

Listed in the table below are the graduation requirements of each of the district's high schools and the alternate Basic State Diploma.

Graduation Requirements	Delta High School	EskDale High School	Millard High School	Basic State Diploma
English Language Arts	4.0	4.0	4.0	4.0
Mathematics	3.0*	3.0*	3.0*	3.0
Science	3.0	3.0	3.0	3.0
Social Studies	3.0	3.0	3.0	3.0
The Arts	1.5	1.5	1.5	1.5
Physical and Health Education	2.0	2.0	2.0	2.0
Career and Technical Education	1.0	1.0	1.0	1.0
Digital Studies	.5	.5	.5	.5
General Financial Literacy	.5	.5	.5	.5
Life Management	.25	NA	.25	
TOTAL CREDITS FROM CORE SUBJECTS:	18.75	18.50	18.75	18.50
Electives	9.25	9.00	9.25	5.50
TOTAL GRADUATION REQUIREMENTS	28.00	27.50	28.00	24.00

*A fourth year of Mathematics during the senior year is STRONGLY recommended for students planning to attend college.

NOTE: Two consecutive years of World Language in grades 9-12 are recommended for students planning to attend college.

5. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Credit will not be granted for less than one-fourth of a unit.
6. If credit has been given for a specific course, and if that course is repeated, only elective credit will be awarded, except in the case of The Arts. Taking a full year of choir, band, or art for two years will meet the 1.5 units of credit requirement.
7. R277-717 provides a way for students to replace earned grades by repeating the same or a comparable course. The following procedure must be in place for a replacement grade to take effect:
 - a. Students must declare in writing to the school counselor or administration their intent to enroll in a comparable course for grade replacement.
 - b. Written notice must be received and approved before the comparable course begins.
 - c. The LEA confirms and approves that the comparable course fulfills the same graduation requirements as the original course.

- d. A student may retake and replace a grade for any high school course.
 - e. There is no limit to the number of times a student can repeat a course.
 - f. P/F grades may not be used for grade replacement.
 - g. LEA's may allow students to replace grades based on local competency or mastery programs consistent with the other guidelines presented in this policy.
 - h. Concurrent enrollment course grades cannot be replaced on the high school transcript since the grades earned should reflect what is recorded on the college transcript.
 - i. Repeated courses remove both the original grade and credit earned. (Repeating too many courses could adversely affect the number of total credits earned by a student.)
 - j. If a student earns a lower grade in a comparable course than the original grade, the lower grade will not replace the original grade.
 - k. The original grade and course being replaced must be removed from the transcript, and the transcript may not indicate that a course was repeated.
 - l. How replacement grades affect graduation honors and recognition will be determined by locally adopted policies.
8. Eleventh and twelfth grade students participating in concurrent enrollment courses must be full-time students and on track for high school graduation.
9. Elective credit will be given for athletics, band, theatre, etc., taken after or before school hours. Credit will be computed on the amount of time the student is enrolled in the activity, not to exceed 0.5 credits per grading period per activity.
10. If a student is enrolled in drill team for an entire year, they may be granted 0.5 Individual Lifetime Activities credit for the first semester of the course and 0.5 credit Fine Arts (Dance Company) credit for the second semester of the course.
11. Musicals may count for .25 units of Art credit per year. Total credit for participation in Musicals may not exceed 0.5 units of credit.
12. Students participating in Work Based Learning must be enrolled in a school sponsored work-experience or work-study program before they will

be released for credit from school for work. Work Based Learning coordinators will supervise work-experience programs, unless exceptions are prior approved by the principal. In order to participate in the program, students must be registered as juniors or seniors in high school. Absence from school for work periods will not exceed a length of time longer than 4 periods (2 on the block schedule) of any school day without prior approval from the school administration. A unit of credit will be given based on the number of hours a student works.

13. The awarding of credit for National Guard experience shall conform to the guidelines established in the Utah National Guard Cooperative Education Program Counselor's Handbook. The high school maintains control of the awarding of credit, based on a review of the student's National Guard experience. A maximum of 1.0 core credit for Health and/or Physical Education and 0.5 core credits for U.S. Government and Citizenship may be earned. 2.0 additional elective credits may be earned for work-based learning associated with successful completion of the Guard's Advanced Individual Training (AIT) program. Written proof of satisfactory completion of the National Guard experience is required before any credit will be recorded on the transcript.
14. Credit earned from Millard Education Online (MEO) courses must be outlined in a Plan for College and Career Readiness (PCCR). The plan should be developed in consultation with the student, parent, and school counselor. Other educators may also be involved in the plan's development. Approval signatures must be obtained from all parties participating in the PCCR before a student can be enrolled in MEO courses. MEO courses are provided for students at each high school. MEO courses allow students to customize their schedules to better meet individual academic need. The number of courses a student can sign up for during an academic year is determined by the PCCR team. Thoughtful consideration should be given to the student's schedule, allowing ample challenge while avoiding unnecessary frustration.
15. Human Sexuality instruction shall be presented in the Health Education class. This state-prescribed course provides instruction and information to students about sexual abstinence, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS and other sexually transmitted diseases. Instruction stresses the importance of abstinence from all sexual activity before marriage and fidelity after marriage as methods of preventing sexually transmitted diseases. The curriculum and education shall also stress personal skills that encourage individual choice of abstinence before marriage and fidelity within marriage. Parents may choose not to have their students participate in this instruction in its entirety or portions thereof.

16. Through an integrated curriculum, students shall be taught in connection with regular school work:
 - (a) honesty, integrity, morality, civility, duty, honor, service, and obedience to the law;
 - (b) respect for and an understanding of the Declaration of Independence and the constitutions of the United States and of the state of Utah;
 - (c) Utah history, including territorial and pre-territorial development to the present;
 - (d) the essentials and benefits of the free enterprise system;
 - (e) respect for parents, home, and family;
 - (f) the dignity and necessity of honest labor; and
 - (g) other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution.

[Utah Code Ann. § 53A-13-109(3) (2014)]

17. The Millard Board of Education may make exceptions to the above requirements upon the recommendation of the principal and the superintendent.
18. The Pledge of Allegiance to the flag will be recited once at the beginning of each day in each public school classroom in the state, led by a student in the classroom, as assigned by the classroom teacher on a rotating basis.
 - (a) Students shall be informed by posting a notice in a conspicuous place that they have the right not to participate in reciting the pledge.
 - (b) A student shall be excused from reciting the pledge upon written request from the student's parent or legal guardian.
 - (c) At least once a year students shall be instructed that:
 - (1) participation in the pledge of allegiance is voluntary and not compulsory; and

- (2) not only is it acceptable for someone to choose not to participate in the pledge of allegiance for religious or other reasons, but all students should show respect for any student who chooses not to participate.

[Utah Code Ann. § 53A-13-101.6 (2012)]

D. Student Mastery and Assessment of Utah Core Standards

1. Millard School District shall ensure student mastery of the Utah Core Standards in all grades.
2. Informal assessment should occur on a regular basis to ensure continual student progress.
3. State Board or district approved end-of-level summative assessments shall be used to determine student mastery of the following:
 - a. English Language Arts,
 - b. Mathematics,
 - c. Science, and
 - d. Writing.
4. A student may demonstrate competency to satisfy course requirements through:
 - a. assessment as proctored and determined at the school;
 - b. review of student work or projects by an school administrator; or
 - c. satisfaction of electronic or correspondence coursework, as approved at the district level.
5. Instruction shall be structured to accommodate individual student needs. Schools and teachers shall make provisions for remediation for all high school students who do not achieve mastery of the Utah Core Standards.
6. A student with a disability served by a special education program is required to demonstrate mastery of the Utah Core Standards. If a student's disability precludes the student from successfully mastering the standards, the student's IEP team, on a case-by-case basis, may provide the student an accommodation for, or modify the mastery demonstration, to accommodate the student's disability.

7. If parents object to a portion of a course or to a course in its entirety, the parents shall be responsible for the student's mastery of Utah Core Standards to the satisfaction of the school prior to the student's promotion to the next course or grade level.

E. Special Programs

As required by Utah State Board of Education regulations, state, and federal law, Millard School District shall implement services for students with special needs. The district's special needs programs include, but are not limited to:

1. Alternative Language Services
2. At-Risk/Dropout Reduction Services
3. Gifted and Talented Programs
4. Special Education

F. Student Parent Educator Conferencing

Student Parent Educator Conferencing is a cooperative effort involving students, parents/guardians, and educators. This process is a partnership that focuses on the individual needs of each student. The Plan for College and Career Readiness (PCCR), developed during conferencing, shall utilize reliable, useful, and timely data on student progress and goals which will facilitate student planning. Continual assessment of student goals and progress is the key to the PCCR process. PCCRs are developed for each student in grades 9-12.

1. High Schools will adhere to the following conferencing standards:
 - a. Conferences shall be held at least once annually. In addition, high school students will meet with their parents and a school counselor twice during their high school years. These additional meetings are for the explicit purpose of reviewing the PCCR and to assure that students are on the path to graduation.
 - b. Earnest effort and reasonable accommodation shall be made to ensure that all parents/guardians and students attend each of the conferences at a scheduled time and in a scheduled place.
 - c. The information discussed in the conference is provided to the parents/guardians, and a copy (digital or otherwise) is placed in the student's folder that moves from grade-to-grade and site-to-site with the student.
 - d. The school principal is responsible for developing procedures to ensure that a PCCR is prepared for every student.

2. Time spent during the school day to implement conferencing is considered part of the school term of instruction. Conferences may only be held for a total of three full school days or a maximum of 16.5 hours for the school year.
[Utah Code Ann. § 53A-1a-106(2)(b)iv (2012)]
3. A parent may request conferences with school personnel in addition to the Student Parent Educator Conferences at any time.
[Utah Code Ann. § 53A-1a-106(2)(b)v (2012)]

G. Graduation Accountability

Each high school will establish procedures to follow in tracking students and informing parents of the academic status of students regarding graduation requirements.

1. These procedures will include:
 - a. identification of credit shortages;
 - b. notification of students and parents or guardians of credit shortages;
 - c. procedures to follow to correct shortages of credit; and
 - d. follow-up contact so all parties are aware of the student's status.
2. Units of credit shall be awarded to students and be recorded on student transcripts for satisfaction of district-approved courses.
3. Schools shall accept credits and grades awarded to students from schools and supplemental education providers accredited by the Northwest Association of Accredited Schools, accredited distance learning schools; accredited special purpose schools; and the Utah Electronic High School.
4. The Millard School District shall accept credits toward graduation as demonstrated by any of the following methods:
 - a. successful completion, as determined by the school district or school, of the secondary school courses, outlined above;
 - b. successful completion, as determined by the school district or school, of concurrent enrollment courses or Millard Education Online (MEO) courses;

- (1) Credit earned from concurrent enrollment classes during the regularly scheduled school day must be listed on the high school transcript, along with the grade received.
- (2) Credit earned from MEO coursework must be listed on the high school transcript along with the grade received. The transcript will denote that the coursework was completed online.
- c. demonstrated competency, as determined by the school district or school (see D5);
- d. assessment, as determined by the school district or school;
- e. review of student work or projects consistent with school district or school procedures and criteria; and
- f. following successful completion, as determined by the school district or school, of correspondence or electronic coursework offered by accredited education institutions with prior approval by the school district or school to the extent practicable.

5. Students enrolling in a seven period school who are transferring from an eight period school will be required to acquire the following number of credits for graduation:

Freshmen (9 th grade)	24
Sophomore (10 th grade)	25
Junior (11 th grade)	26
Senior (12 th grade)	27

Students enrolling in an eight period school who are transferring from a seven period school will be required to acquire the following number of credits for graduation:

Freshmen (9 th grade)	27
Sophomore (10 th grade)	26
Junior (11 th grade)	25
Senior (12 th grade)	24

- 6. The Millard School District may modify graduation requirements to meet the unique education needs of a student if the modification:
 - a. is consistent with the student’s Special Education Individualized Education Plan (IEP) and/or the student’s Plan for College and Career Readiness (PCCR);
 - b. is maintained in the student’s file;
 - c. includes the parent’s signature; and

- d. maintains the integrity and rigor expected for high school graduation, as determined by the Board.
7. Each high school will submit to the Board of Education their respective graduation lists not later than the second week of May.

H. Diplomas and Completion Certificates

The Millard School District shall award diplomas and certificates of completion.

1. High School diplomas are awarded to students who have completed all graduation requirements prior to the conclusion of the school year.
2. A student with disabilities, served by special education programs, may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate the student. Students with disabilities may be awarded a certificate of completion or a diploma, as determined by the IEP team.

I. Student Rights and Responsibilities Related to Graduation, Transcripts and Receipt of Diplomas

1. Only students meeting the requirements for a diploma certificate of completion are eligible to participate in graduation exercises.
2. Millard School District shall supervise the granting of credit and the awarding of diplomas and certificates of completion. Much of the responsibility for this process shall be delegated to the schools within the district.
3. Millard School District has determined the following criteria for a student's participation in graduation activities and exercises, independent of a student's receipt of a diploma or certificate of completion:
 - a. Graduation ceremonies will be conducted under the direction of the school's graduation committee for the purpose of giving recognition to each student who has been approved by the Board of Education as having completed all the requirements for graduation. Students are expected to participate in graduation rehearsals, preparations and the scheduled public graduation ceremony.
 - b. Each school's graduation committee may preclude any student from participating in the scheduled public graduation ceremony if:

- (1) the student fails to comply with district policies or the committee's rules for student conduct, dress, tobacco/electronic cigarettes, alcohol, controlled substances; or
 - (2) the student is determined to be involved in using the graduation ceremony as a platform for demonstration or disruption; or
 - (3) the student is determined to be deficient in some area of graduation requirements.
 - c. Any student precluded from participation in the graduation ceremony may request a hearing with a hearing committee. With expediency, a due process hearing will be conducted involving the student, a representative of the student's family, and a hearing committee. This hearing committee will be comprised of a representative of the district administration, principal or his representative, and a member of the graduation committee. A decision will be made by the hearing committee as to the student's eligibility for participation in the graduation ceremony.
 - d. If there is not substantial participation in the rehearsals, practices, and preparations, the graduation committee may, in their own determination, act to limit the participation of any student to the processional, receipt of diploma or certificate of completion, and recessional.
4. Students enrolled in the Millard School District must complete their course of study with their age group and/or the class with whom they have completed the majority of their K-12 studies. After this class has graduated, they are no longer eligible to participate in a school's graduation ceremony, unless otherwise noted in a Special Education Individualized Education Program (IEP).
 5. In order to graduate from a specific school in the Millard School District, a student must be enrolled in that school at the time of graduation, unless otherwise approved for early graduation by the Board of Education. Students must meet all applicable requirements of the school and district in order to be awarded a diploma or certificate of completion.