**Instruction**

**GRADUATION REQUIREMENTS FOR ADRIAN HIGH SCHOOL/ MCKINLEY EDUCATION CENTER AND ADRIAN HIGH SCHOOL MICHIGAN MERIT DIPLOMA**

**BEGINNING WITH THE CLASS OF 2012**

(1 course per trimester = .5 credits)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>CURRICULUM</th>
<th>REQUIRED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>*4.5</td>
<td>*5</td>
<td>*5.5</td>
<td>ENGLISH</td>
<td>English 9, English 10, English 11, English 12</td>
</tr>
</tbody>
</table>
* Successful completion of final trimester required in each course
| 4    | *4.5 | *5   | *5.5 | MATH  | Algebra, Geometry, Algebra 2, plus a math or math related course during the final year of high school |
*Successful completion of final trimester required
| 3    | 3    | 3.5  | 4    | SCIENCE | Biology, Chemistry or Physics, plus one additional science credit |
| 3    | 3    | 3    | 3    | SOCIAL STUDIES | Civics, Economics, US History and Geography, World History and Geography. |
| 1    | 1    | 1    | 1    | PHYSICAL EDUCATION and HEALTH | Personal Health and Fitness A and B |
| 1    | 1    | 1    | 1    | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses. |
| .5   | .5   | .5   | .5   | SENIOR SEMINAR | Students who attend the Tech Center for 2 years could request a waiver from this class |
| 12.5 | 13.5 | 13.5 | 13.5 | ELECTIVES | Electives |

**Total** 29 Credits 31 Credits 32.5 Credits 34 Credits

**ADDITIONAL REQUIREMENTS**

- A requirement to graduate is attendance as a full-time student
- Students must take all components of the Michigan Merit Exam.
- Students must complete and document 20 hours of community service on their EDP.
- Students must complete an Online Learning Experience by updating their EDP annually.
- Students must complete an application to a post-secondary institution.

Special Education students who successfully complete the programs specified in their Individual Education Plan (IEP), or in a personal curriculum (PC), and meet the requirements for high school graduation, and have received the recommendation of the IEP may participate in graduation activities as recommended by the student’s IEP. Reasonable accommodations 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. As used in the school code “child with a disability” is defined by 20 U.S.C. 1401.
Granting Credit and “Testing Out”

“Credit” is not a measure of the amount of time (e.g., semester, trimester, etc.) a student has studied a subject. For the purposes of this policy, credit shall be awarded where a student is able to successfully demonstrate mastery of subject area content expectations. This may be done in a variety of ways or through a variety of learning experiences, including career and vocational education programs or co-teaching. Demonstration of mastery and the earning of credit will be determined in accordance with guidelines developed by the Superintendent or designee.

In some situations a pupil may desire to earn credit by “testing out” of a particular subject. A pupil enrolled in high school, but not enrolled in a particular course, may be granted credit in the course by demonstrating a reasonable level of mastery by attaining a “C+” (78%) or above on the final end-of-course assessment or by demonstrating mastery through the basic assessment process utilized in the course, which may consist of portfolio, project, paper, examination or presentations or other appropriate measurements of competency. Credit earned will be on a “credit” or “no credit” basis, and will be counted toward graduation requirements.

Credit earned through “testing out” will not be calculated in the GPA calculation. Once credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the district providing the student meets the competency criteria established by the Superintendent or designee.

Education Development Plans

An Educational Development Plan (EDP) is an interest based plan which identifies the career and vocational interests of the student. It assists the student and parent in identifying the course or courses of study necessary to achieve the student’s post-secondary goals, and will assist in developing an educational plan to be pursued throughout the student’s secondary educational career. It is the practice of the Adrian Public School District Board of Education that each student will be provided the opportunity to initiate an EDP in seventh grade and must complete such plan no later than the end of their eighth grade year. The Superintendent or designee shall establish guidelines for developing the EDP.

Personal Curriculum

The Board of the Adrian Public School District recognizes that not all students will have career goals which require the same curricular experiences, or may have begun their high school career in a different state or a private school. Similarly, some students with disabilities, or unique circumstances may have differing educational needs and abilities, yet still be able, with appropriate accommodations and supports, to complete the requirements for a high school diploma. In recognizing these differences, the Board will permit students, with administrative approval, to modify the above graduation requirements to meet their particular career goals and learning needs by way of a Personal Curriculum (PC), as permitted by State law. The PC may be requested by a parent, legal guardian, student personnel, or the
pupil him/herself if emancipated or of the age of majority. The PC must incorporate as much of the Michigan Merit Curriculum, and Adrian Public Schools Graduation Requirements as is practicable for the pupil, must establish measurable goals and a method for evaluation of whether the pupil is achieving those goals, and must be consistent with the pupil’s EDP and, in the case of a student with a disability, must be consistent with the student’s IEP. The Superintendent of designee shall establish guidelines for those requesting, devising and granting of PCs, consistent with state law.

Legal Ref: MCL 380.1166, MCL 380.1278a, MCL 380.1278b, MCL 380.1282, MCL 380.12278, 20 USC 1400 et seq., 20 USC 1401 et seq., 29 USC 794, 42 USC 12131 et seq.

See Administrative Guidelines for further clarification.

Policy Adopted: February 19, 2007
Policy Amended: June 22, 2009
August 15, 2011
August 20, 2012
July 15, 2013
November 17, 2014