
GRADUATION REQUIREMENTS

The research-based frameworks of leading national education organizations, most prominently Redefining Ready and the AASA, affirm the Bangor School Department's belief in multiple pathways for students to develop and document their readiness for post-secondary education, career, and life as citizens and community members. As reflected in the Department's Ten Year Strategic Plan, Bangor High School students shall have the opportunity to experience diverse programs that develop, accelerate, and document their academic, career and life readiness as they pursue both the Bangor High School diploma and high-quality post-secondary opportunities.

With this proven goal of readiness in mind for all students, the following requirements for graduation from Bangor High School are interwoven with opportunity and encouragement for all students to pursue transcript endorsement within and beyond the academic content areas. The Committee understands from research and a long history of local achievement that all students must be encouraged to exceed minimum requirements, to pursue proficiency in multiple ways, and to complete their education with documented readiness for college, careers, and life after Bangor High School.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information regarding diploma requirements available to incoming students and their parents prior to the start of the ninth grade year. Requirements shall be disseminated to all incoming students at the time of course selection, and these requirements shall be included in both the Program of Studies and the Student Handbook.

I. GRADUATION REQUIREMENTS: 22 TOTAL ACADEMIC CREDITS

Graduation from Bangor High School requires twenty-two (22) credits earned through successful completion of courses in the various content areas. Academic credit is granted on a semester basis, with a passing grade earning one-half (.5) credit per semester.

Students in grades 9 through 12 must enroll in courses that provide opportunity to earn three (3) or more credits per semester, which typically translates to a schedule of six (6) courses and enables students to remain on pace to earn the 22 total credits required for graduation. No student may enroll in fewer courses at any time during a semester without approval from the principal.

Specific credit dispersal requirements (totaling 15 credits) by content area reflect the Bangor School Department's belief in the liberal arts tradition. Students having met content-area credit requirements must earn at least seven additional elective credits to meet the 22 total required for graduation.

CONTENT-AREA CREDIT REQUIREMENTS, GRADES 9-12, AND TRANSCRIPT ENDORSEMENT STANDARDS:

ENGLISH:

Graduation Requirement: (4 Credits) Four years of English must be completed with a passing grade.

Transcript Endorsement Standard: To earn the transcript endorsement, a student must perform at the proficient level (score point of 3 or 4) on all third-year English course-embedded common assessments of the knowledge, skills, and concepts reflected in Maine Learning Standards for English Language Arts:

1. Critical Reading and Analysis of Fiction and Nonfiction Texts



2. Writing for a variety of purposes: Argumentative, Informative, Narrative
3. Research and Information Literacy
4. Speaking and Listening / Oral Presentation
5. Grammar and Usage

MATHEMATICS:

Graduation Requirement: (3.5 Credits) Three and one half credits in mathematics must be earned and a student must enroll in a credit-bearing math course in each year of attendance at Bangor High School.

Transcript Endorsement Standard: To earn the transcript endorsement, a student must demonstrate the competencies required of Algebra II as determined by performance on proficiency-based assessments of the knowledge, skills, and concepts reflected in Maine Learning Standards for Mathematics:

1. Numbers and Quantity
2. Algebra
3. Functions
4. Geometry
5. Statistics & Probability

SCIENCE & TECHNOLOGY:

Graduation Requirement: (3 Credits) Three credits in science must be earned.

Transcript Endorsement Standard: To earn the transcript endorsement, a student must perform at the proficient level (score point of 3 or 4) on all third-year science course-embedded, theme-based common assessments of the skills, concepts and practices reflected in Maine Learning Standards for Science & Technology and the Next Generation Science Standards:

1. Asking Questions and Defining Problems
2. Developing and Using Models
3. Planning and Carrying out Investigations
4. Analyzing & Interpreting Data
5. Using Mathematics and Computational Thinking
6. Constructing Explanations and Designing Solutions
7. Engaging in Argument from Evidence
8. Obtaining, Evaluating and Communicating Information

HISTORY & SOCIAL STUDIES

Graduation Requirement: (2 Credits) Students must complete a course in Geo-Civics and a course in United States History, resulting in two (2) credits earned.

Transcript Endorsement Standard: To earn the transcript endorsement, a student must perform at the proficient level (score point of 3 or 4) on all course-embedded common assessments in Geo-Civics and United States History and must pursue and complete at least one additional History course in the junior or senior year. Performance across the three courses must indicate acquisition of the knowledge, skills, and conceptual understandings reflected in Maine Learning Standards for History & Social Studies:

1. Application of Processes, Knowledge and Skills
2. Civics and Government
3. Economics
4. Geography
5. History



PHYSICAL EDUCATION/HEALTH:

Graduation Requirement: (1.5 Credits) One credit of physical education and one-half credit of health must be earned.

Transcript Endorsement Standard: To earn the transcript endorsement, a student must perform at the proficient level (score point of 3 or 4) on all course-embedded common assessments of the knowledge, skills, and concepts reflected in Maine Learning Standards for Physical Education and Health:

1. Health Concepts
2. Health Information, Products, and Services
3. Health Promotion and Risk Reduction
4. Influences on Health
5. Awareness of Personal and Community Health and Wellness
6. Communication and Advocacy Skills
7. Decision-Making and Goal-Setting Skills
8. Movement/Motor Skills and Knowledge
9. Physical Fitness Activities and Knowledge
10. Personal and Social Skills and Knowledge

VISUAL & PERFORMING ARTS:

Graduation Requirement: (1 Credit) One credit in visual arts (two-dimensional, including photography and digital art, three dimensional) or one credit in performing arts (music, theater) must be earned.

Transcript Endorsement Standard: To earn the transcript endorsement, a student must perform at the proficient level (score point of 3 or 4) on all course-embedded common assessments in a foundational course in the visual or performing arts and must pursue and complete at least one additional course in the junior or senior year. Performance across the three courses must indicate acquisition of the knowledge, skills, and conceptual understandings reflected in the Maine Learning Standards for the Visual & Performing Arts.

1. Disciplinary Literacy
2. Visual and Performing Arts Connections
3. Aesthetics and Criticism
4. Creative Problem Solving
5. Creation, Performance and Expression

WORLD LANGUAGES

Graduation Requirement: While the study of a World Language is not a credit-based graduation requirement, many colleges and universities require two or more years of study in the same language, and more selective schools prioritize four years of study in the same language.

Transcript Endorsement Standard: To earn the transcript endorsement, a student must successfully complete year two of study in the same world language (Example: ASL II, Chinese II, French II or Spanish II) and perform at the proficient level (score point of 3 or 4) on all course-embedded common assessments of cultural knowledge, and community knowledge as established by Maine Learning Standards. Additionally, a student must demonstrate purposeful communication in the language of study at the Novice High level as reflected in the ACTFL Standards.

II. ADDITIONAL GRADUATION REQUIRMENTS:**Career & Education Development Through a Personal Learning Plan (PLP):**

Students must engage in the development, implementation and active pursuit of a Personal Learning Plan (PLP), which is demonstrated through frequent interaction between the Guidance Counselor, teachers



and administrators, and the student's family. The PLP is designed to record and monitor important indicators of a student's personal, interpersonal, academic and career learning and to guide the student toward the learning experiences that fulfill graduation requirements and align to the post-secondary college and career goals identified during the PLP process. Students who engage in the development and implementation of the PLP earn endorsement on the transcript to indicate successful application of the Maine Learning Standards for Career & Education Development.

Participation in State Assessment:

Consistent with Federal Law, students must participate in third year state testing with Standard Administration, Administration with Accommodations, or Alternative Assessment to be eligible for the diploma. Students are strongly encouraged to participate in the PSAT during each year of attendance at Bangor High School to prepare for the third year high school assessment. Exemption from participation in state testing is a formal process defined by the Maine Department of Education rules and approved by the Principal.

TECHNOLOGY COMPETENCY:

All students must demonstrate computer competency prior to graduation as demonstrated by successful completion of academic, course-based assessments that require application of technology as established in the district technology benchmarks:

1. Electronic Device Basics
2. Keyboarding
3. Troubleshooting
4. Digital Etiquette
5. Internet Safety
6. Information Seeking Skills
7. Word Processing
8. Graphic Editing and Design
9. File Management
10. Basic Understanding of Databases
11. Media Publishing
12. Spreadsheet Usage

III. ADDITIONAL TRANSCRIPT ENDORSEMENT OPPORTUNITIES

In addition to the content area endorsements (Section I), students are supported and encouraged to pursue and achieve the performance standards established for the following transcript endorsements. All endorsements earned by a student shall appear in a clearly delineated section of the transcript, which shall include narrative definition and qualitative description of the significance of the endorsement.

1. College Readiness Endorsement: Research (including Geiser, Santelices 2007) establishes the high school cumulative grade point average (GPA) as the strongest predictor of future success in four-year college programs. Students who earn the research-based national benchmark 2.8 GPA in combination with one of the following research-based indicators shall earn the College Readiness Endorsement on the transcript:
 - a. Complete a college-readiness math course and/or a college readiness English course with a grade of "C" or better.
 - b. Achieve a score on the Accuplacer® or other valid screening exam that qualifies the student for a credit-bearing college mathematics course.
 - c. Achieve a score on the Writeplacer® or other valid screening exam that qualifies the student for a credit-bearing college writing/composition course.
 - d. Complete Algebra II with a grade of "C" or better.



- e. Achieve a score above the College Readiness Index on the PSAT/NMSQT® or the SAT®
 - f. Complete a dual enrollment course in English or Mathematics with a grade of “C” or better.
 - g. Complete an Advanced Placement® course with a grade of “C” or better.
 - h. Earn a score of “3” or better on an Advanced Placement® Exam.
2. Career Readiness Endorsement: Students who earn transcript endorsement in the Maine Learning Standards for Career & Education Development through engagement in the PLP process and achieve two or more of the following research-based indicators shall earn the Career Readiness Endorsement on the transcript:
- a. Achieve 90% school attendance over the previous 175 school days.
 - b. Complete 25 hours of community service as accounted for and validated through the Bangor High School Key Club.
 - c. Engage in a verified workplace learning experience, including Vocational Rehabilitation.
 - d. Obtain a verified Industry Credential.
 - e. Earn the WorkReady® Credential or Certificate of Completion.
 - f. Successfully complete a dual enrollment course related to a career pathway.
 - g. Earn articulation credit for successful completion of a career pathway course.
 - h. Engage in two or more co-curricular or extracurricular activities in the most recent semester.
3. BHS Academy Endorsement: Students who successfully complete all requirements of a Bangor High School Academy as determined by that program’s Research Coordinator shall earn the Academy Endorsement on the transcript.
4. Service Endorsement: Students who complete 25 or more hours of community service in two years of high school as accounted by and validated through the Bangor High School Key Club shall earn the Service Endorsement on the transcript.
5. Leadership Endorsement: Students who submit and successfully complete an approved Leadership Engagement & Development plan as determined by a Bangor High School leadership advisor shall earn the Leadership Endorsement on the transcript.
6. WorkReady® Endorsement: Students who meet all requirements for the WorkReady® credential as determined by a Bangor High School WorkReady® certified faculty member earn the WorkReady® Endorsement on the transcript.
7. Industry Credential Endorsement: Students who meet the requirements of an industry credential as determined or verified by an educator professionally associated with Bangor High School earn documentation of the Industry Credential in the Endorsements section of the transcript.
8. Other Endorsements: The principal shall recommend at least annually to the Superintendent the performance and verification standards for other transcript endorsements that merit consideration and shall appear on the transcript only with Superintendent approval.

IV. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF DIPLOMAS



A. TRANSFER STUDENTS

Transfer Documentation Review and Approval: Student transfers to Bangor High School shall have a timely review of transfer documents by the Guidance Counselor. For all transfers, including but not limited to the scenarios enumerated in the following section, the Principal shall make final determination and approval of the application of transfer documentation toward Bangor High School diploma requirements.

1. Transfer students from accredited education programs occurring prior to the completion of a semester shall include analysis of the report card or other documents that records courses and exit grades to determine the availability of compatible courses and the potential to earn credit toward graduation requirements through successful course completion after transferring.
2. Any proficiency in Maine Learning Standards appearing on the transcript of a transfer student will be recorded on the Bangor High School transcript in the academic year with notation of the school where the proficiency was demonstrated. Transfer proficiency shall not qualify the student for Bangor High School proficiency endorsement(s), which must be earned while attending Bangor High School and appear in the Endorsements section of the Bangor High School transcript.
3. Transfer students from an educational program that is not credit based and/or not discernibly aligned to Maine Learning Standards may submit to the Credit and Proficiency Review Committee a body of academic work previously completed by the student. Summary statements of learning from non-accredited schools or educational programs may not be accepted for review. The Credit and Proficiency Review Committee, composed of Department Heads and an administrator, shall review the body of work and recommend its merit toward graduation requirements to the Principal, who may require additional information before making the final determination of any credits or proficiencies awarded.
4. Home-schooled students seeking academic credit upon registration may submit to the Credit and Proficiency Review Committee a body of academic work previously completed by the student. Summary statements of learning from non-accredited schools or educational programs or from individual persons, including the student and members of the student's family, will not be accepted for review. The Credit and Proficiency Review Committee, composed of Department Heads and an administrator, shall review the body of work and recommend its merit toward graduation requirements to the Principal, who may request additional information be obtained before making the final determination of any credits and endorsements awarded.
5. Unless otherwise approved by the Principal, previously home-schooled students must enroll for two or more consecutive semesters (including the senior year) and must earn six (6) or more credits in addition to meeting total credit requirements in order to earn the diploma.

B. CONSIDERATION OF OTHER ACADEMIC CREDIT PURSUED BY ENROLLED STUDENTS

Students seeking approval to satisfy graduation credit requirements in the following ways may be required to complete Bangor High School course-embedded common assessments or other demonstrations of learning to document proficiency in the content area(s) of any approved credit-bearing course or other learning experience not instructed at Bangor High School:

1. Enrolling in College Credit-Bearing Courses: Students may enroll at personal expense in courses offered by accredited college or university programs to pursue graduation credit while in high school. College courses associated with an existing program or other formal agreement are considered approved without further review. All other college courses taken during high school must be requested in writing to the Guidance Counselor. The request must include the course name, course description published by the institution, meeting dates and times, and the expected role in meeting graduation requirements. The



Principal will provide final approval of the request and may require additional information or modification(s) to the request before making a determination. Approved course grades and corresponding credit will be non-weighted unless part of a formally established program or other agreement and will appear on the high school transcript following receipt of an official transcript from the college or university.

2. Early College Matriculation Programs: A student who completes all diploma requirements with the exception of Senior English after six (6) semesters of study may request to participate in an early college program. By the end of the fifth semester, the student and family must develop and submit for Principal approval a written request for early college at an accredited institution. The plan must include written descriptions published by the institution of all courses to be taken. Additional information on the English course may be necessary to ensure its compatibility with the Senior English curriculum, and additional requirements, including but not limited to the completion of common assessments, may be necessary for the student to earn credit for Senior English. The Principal will review the request and establish which courses may be transferred to Bangor High School from the early college institution. Following receipt of a transcript documenting successful completion of at least the approved college English course, a non-weighted grade and corresponding credit will be recorded on the transcript and the student will be awarded the diploma. Students who participate in early college may choose to participate in graduation but are not eligible for academic or scholarship awards.

3. Online / Virtual Courses (Virtual High School, AP4All, Other): Students may request to enroll at personal expense in credit-bearing online or virtual courses to pursue elective credit(s) required for graduation. Approval may be granted for pursuit of required (non-elective) graduation credit through virtual courses in extenuating, verified circumstances that warrant such approval. The institution granting credit must be accredited and must issue a transcript. All requests must be made in writing to the Guidance Counselor and must include the course name, the course description published by the institution, the amount and nature of contact time with the instructor, and the expected role in meeting graduation credit requirements. The Principal will provide final approval of the request and may require additional information or modification(s) to the request before making a determination. Approved course grades and corresponding credit will be non-weighted and will appear on the high school transcript following receipt of an official transcript from the credit-granting institution.

4. Bangor Adult Education Courses: Students may access Bangor Adult Education courses at personal expense to meet graduation credit requirements in content areas in which they previously attempted to earn course credit. Guidance counselors facilitate election of Adult Education courses through the Personal Learning Plan (PLP) process, while the student and family are ultimately responsible for course enrollment and expenses. Courses offered during the summer session are open to all students enrolled in the semester prior to the summer session. Students may access Adult Education evening courses offered during the senior year. Successful completion of Adult Education courses will be reflected on the transcript as transfer credits and grades, which will factor into the determination of both the cumulative grade point average (GPA) and the satisfaction of graduation requirements.

5. Bangor Adult Education Directed Study: Second-semester seniors who require not more than two (2) credits to meet graduation requirements may enroll in Directed Study, an off-site program overseen by Bangor Adult Education. A student enrolling in Directed Study may not participate in the Bangor High School Graduation Ceremony but may earn the diploma upon completion of the course(s) corresponding to credit and/or proficiency needs. Directed Study courses require 45-60 hours of academic work and up to five (5) contacts with a Bangor High School administrator or designee with knowledge of diploma requirements in the course content area. All Directed Study courses (including required contacts) must be completed and a grade report provided by August 1 following the senior year unless otherwise approved by the Principal. The Principal grants final approval of credit earned through Directed Study. Grades and credits for successfully completed courses will appear on the transcript as transfers.



C. STUDENTS WITH DISABILITIES: CERTIFICATE OF COMPLETION AND CERTIFICATE OF ATTENDANCE

The IEP team will discuss and document at each annual/triennial IEP meeting the student's progress toward meeting all diploma requirements that apply to the student's cohort graduation year. At the written request of the parent(s) or guardian(s), the Principal will consider and may approve in writing a student with a disability exiting high school with one of two non-diploma certificates:

Certificate of Completion: Students with a disability identified under IDEA who complete their schooling not having met graduation requirements may be considered for a Certificate of Completion for meeting the goals and objectives of the IEP.

Certificate of Attendance: Students with a disability under IDEA who complete their schooling not having met graduation requirements and not having met the goals and objectives of the IEP may be considered for a Certificate of Attendance.

D. LOCAL GRADUATION REQUIREMENTS FOR STUDENTS ENROLLED IN PROJECT TRANSITION

Students enrolled in the Project Transition Life Skills Program who earn all required academic credits earn a diploma. Academic credits are earned through demonstration of competent independence as established in each of four program components.

Academic Skills: Instruction and assessment focus on reading (vocabulary and comprehension); academic listening and speaking (personal data, general speaking); functional writing (personal data and general writing); mathematics (number facts and computation, math concepts and operations, calendar, elapsed time, and measurement in various forms); and integrated science and social studies topics and concepts. The IEP team determines the developmental appropriateness of a student's instructional program in Fine Arts and Health. To earn academic credit associated with these courses and required for a diploma, a student must demonstrate functional independence with accommodations in the mainstream classroom setting.

Post-Secondary Exploration: Instruction and learning experiences emphasize education, work, and career choices; job-related and task-oriented writing skills; job-related knowledge and skills (work vocabulary, interviewing, direction words, employment terminology and forms); and communication and technology skills (telephone and computer).

Independent Living: Instruction and learning experiences target skills related to food (types, preparation, costs, and diet); clothing; housing (resources and leasing); money and finance (equivalent value and making change, purchasing skills, credit and deposit/savings); health (medical and body/health vocabulary, disease prevention, chemical health).

Community Participation: Instruction and learning experiences focus on awareness of and accessing community agencies and resources; reading and interpreting signs (navigational, employment, safety); citizenship (voting).

V. EARLY AWARDING OF DIPLOMAS

A student who has met the State's and the School Committee's diploma requirements in fewer than four years of high school may be awarded a diploma as established in Bangor School Department Policy IKFA.



VI. EXTENDED STUDY

Students are eligible for extended years of study to complete diploma requirements if they have not reached the age of twenty at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources most suited to the student's postsecondary goals. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

VII. PARTICIPATION IN GRADUATION CEREMONY

A student must complete all requirements for the high school diploma, the Certificate of Completion, or the Certificate of Attendance and must pay any owed debt to the Bangor School Department in order to participate in graduation exercises. Additionally, the student must be in compliance with the Bangor School Department Code of Conduct.

Legal Reference: 20-A MRSA § 4502(8), 4722, 4722-A, 6209
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

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