

HIGH SCHOOL GRADUATION REQUIREMENTS

- WHEREAS, one of the purposes of PTA is “to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education”; and
- WHEREAS, the Utah State Board of Education and the Utah State Legislature occasionally consider changes in high school graduation requirements; and
- WHEREAS, the Utah State Public Education Strategic Plan envisions a system that personalizes education for each student with 100 percent of Utah’s students achieving the objectives of their individually developed SEOP; and
- WHEREAS, Utah PTA has supported resolutions that encourage arts and the education of the whole child (1977), recognize excellence in education (1984) and the need for social as well as academic experiences (1986), and recognize the importance of a quality SEOP for post high school plans and supporting all aspects of learning and future goals (1995); and
- WHEREAS, electives such as student government, performing arts, yearbook and literary staffs, school TV programs and internships may give students critical hands-on experiences that enhance academic learning and develop leadership, creativity, personal discipline, and problem solving skills needed in the real world and often assist college-bound students in scholarship applications and future careers; and
- WHEREAS, the Utah State core curriculum includes many rigorous courses beyond math, science, and language arts in a variety of subjects including world languages, technology, fine arts, social studies, health and PE; and
- WHEREAS, many offerings for rigor exist in varied subjects through Advanced Placement (AP), concurrent enrollment, and career and technical education (CTE); and
- WHEREAS, only 40% of Utah students typically enter post-secondary education and the job market consists of a wide range of careers which require different high school preparations and post high school paths that may or may not include traditional college coursework; now, therefore, be it
- Resolved, That Utah PTA encourage rigor in student academic pursuits, but also value each student’s diverse needs and post high school plans by encouraging statewide practices and requirements that achieve balance and flexibility in student curriculum; and be it further
- Resolved, That Utah PTA support school rigor in a wide variety of subjects and oppose efforts that too narrowly define academic rigor solely as language arts, math, and science; and be it further
- Resolved, That Utah PTA ask the State Board of Education to encourage the implementation of flexible four-year plans as part of the SEOP process for grades 9-12 to help students explore and better focus their high school courses toward post high school plans.