

Graduation Requirements

In pursuit of its mission to ensure that all students reach their learning potential, the Board of Education has established the following graduation requirements.

District academic standards

Students must meet or exceed the district's academic standards.

Graduation from high school is a culminating event that results from the foundations built at the elementary and middle levels. Graduation is a collaborative effort among levels in a student's public school career. Each level of school and each staff member or parent/guardian who instructs or counsels a student shares responsibility for the ultimate ability of that student to demonstrate proficiency in the district's academic standards and to meet the expectations for graduation.

Units of credit needed

A total of 26 credits earned during grades nine through 12 are required for graduation. A credit is defined as the amount of credit given for successfully completing a course that meets four days per week for a minimum of 50 minutes daily for at least 36 weeks or the equivalent. Successful completion means that the student obtained a passing grade for the course.

The following criteria shall entitle a student to a high school diploma:

- Achievement in the district's academic standards as demonstrated by mastery of the curriculum, which may include, but is not limited to, daily classroom assignments, state and district assessments, classroom assessments, and student participation in, and completion of assigned projects.
- Completion of 26 credits in grades nine through 12 in the prescribed categories listed below.
 - Content-specific credits may be earned through on-campus, online, or dual-credit (DC) courses as the principal approves.
 - A total of 1 PE credit (earned 0.50 credits per sport/season) can be earned through participating in a high-school level sport or as a team manager. Credit two must be earned through in-class participation.
 - A student may earn a maximum of 2 elective credits (0.50 credits per semester) through being a teacher's aide.
- Completion of the requirements and goals listed on a student's Individualized Education Program (IEP) may include modified academic standards.

Required credits/courses

Credits	Area
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4	English
4	Mathematics
3	Science
3	Social Studies
2	Physical Education
.50	Health
1	Fine Arts (includes art, drama, music courses)
1	Foreign Language
7.5	Electives (including but not limited to business, technology, ag ed, industrial arts courses)
26	Total

Senior year reduced schedule requirements

A senior student who has earned all required credits and met testing requirements for graduation may request a reduced schedule during the second semester of their senior year if they meet the following requirements.

1. GPA of 3.0 or higher
2. 80% or higher attendance rate the semester before schedule reduction
3. A family meeting with counselor/principal and parent signature
4. No more than two office referrals the semester before schedule reduction.

This privilege can be revoked at any time if any of the above requirements should no longer be met.

State graduation college and career readiness requirements

Local school boards and districts must select from a state menu of academic measures for college readiness and create a list of options their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. School districts may offer some or all of the state menu

options, may raise a cut score on an included assessment, and may add graduation requirements in other content areas. Graduation Guidelines begin with the implementation of: Individual Career and Academic Plans (ICAP), Colorado Academic Standards, and 21st Century skills.

Students must demonstrate college or career readiness in English and math based on at least one measure. The measures that the Norwood School District has decided to include are:

ACCUPLACER (Next Generation)

ENGLISH	MATH
241 on Reading Comprehension or 236 on Writing,	255 on Arithmetic or 230 on Quantitative Reasoning

ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels.

ACT

ENGLISH	MATH
18 on ACT English	19 on ACT Math

ACT is a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.

ASVAB

ENGLISH	MATH
31	31

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

CONCURRENT ENROLLMENT

ENGLISH	MATH
Passing grade per district and higher education policy	Passing grade per district and higher education policy

Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by district and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course.

SAT

ENGLISH	MATH
470 on SAT English	500 on SAT Math

The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.

INDUSTRY CERTIFICATE

Industry certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation and they validate a knowledge base and skills that show mastery in a particular industry.

DISTRICT CAPSTONE

The Norwood School District Capstone event is a culmination of four years of high school preparation for graduation and life after high school. Students will be required to fulfill a written project that outlines in detail, their plans after high school. Once the written project is approved, students will prepare a presentation and brief members of the administration, staff and school board. See Appendix 1 for detailed requirements.

Credit from other institutions and home-based programs

All students entering from outside the district must meet the district graduation requirements. The principal shall determine whether credit toward graduation requirements shall be granted for courses taken outside the district. Students who are currently enrolled in the district and wish to obtain credit from outside institutions, or through "online" programs, must have prior approval from the principal.

The district shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing.

Credit from a dropout recovery program

In accordance with applicable state law, college courses completed pursuant to the student's participation in a "dropout recovery program" shall count as credit toward completion of the district's graduation requirements. A student seeking to enroll in a dropout recovery program shall work with his or her high school principal or designee in selecting college courses.

Class rankings and grade point averages

Graduating seniors shall be ranked within the graduating class for each high school upon the basis of grade-point averages for the four-year program, excluding the last semester of the senior year.

Grades for regular classes will be given the following values: A=4, B=3, C=2, D=1.

Grades for advanced placement classes will be given the following values: A=5, B=4, C=3, D=1.

After a course has been passed, no future grade earned in the same course shall be used to determine class rank or grade point average.

The student with the highest-class rank will be valedictorian. When more than one student holds the numerical one rank, all students holding the rank will be declared co-valedictorians.

When transcripts of transfer students show grades such as pass or satisfactory, such grades shall not be counted in determining class rank or grade point average. Students entering from home-based education programs must submit student work or other proof of academic performance for each course for which credit toward class ranking or grade point average is sought.

Independent study

Independent study, work experience and experienced-based programs approved in advance by the principal may be taken for high school credit. Students must submit a request for approval that includes a summary of the educational objectives to be achieved and monitored by a faculty member.

Student course load

The course load for freshmen, sophomores, juniors and seniors shall be a minimum of seven credits per school year. Students who wish to take less credits in any given school year must obtain advance permission from the principal.

Years of attendance

The Board of Education believes that most students benefit from four years of high school experience and are encouraged not to graduate early. However, in some cases, students need the challenge provided by postsecondary education or other opportunities at an earlier age. Therefore, the principal may grant permission to students wishing to graduate early, provided the student has met all district graduation requirements.

Adopted: prior to 2012

Revised and recoded: 4-19-2016

LEGAL REFS.: C.R.S. [22-1-104](#) (teaching history, culture and civil government)

C.R.S. [22-32-109](#) (1)(kk) (board to establish graduation requirements that "meet or exceed" state graduation guidelines)

C.R.S. [22-32-132](#) (discretion to award diploma to honorably discharged veterans)

C.R.S. [22-33-104.5](#) (home-based education law)

C.R.S. [22-35-101](#) et seq. (Concurrent Enrollment Programs Act)

CROSS REFS.: [AE](#), Accountability/Commitment to Accomplishment

[AEA](#), Standards Based Education

[IHBG](#), Home Schooling

[IHBK*](#), Preparation for Postsecondary and Workforce Success

[IHCDA](#), Concurrent Enrollment

[IK](#), Academic Achievement

[IKA](#), Grading/Assessment Systems

APPENDIX 1 - NORWOOD PUBLIC SCHOOLS GRADUATION REQUIREMENTS

I. NORWOOD PUBLIC SCHOOL DISTRICT CAPSTONE

1. The state graduation guidelines are outlined on the Colorado Department of Education webpage: (<http://www.cde.state.co.us/postsecondary/gradguidelinesfaqs>) and take effect for the graduating class of 2021. This guideline outlines the requirements passed into law in the state of Colorado for students to receive a high school diploma.
2. The state has allowed school districts to adopt their own graduation requirements through evidence based postsecondary career planning and develop internal requirements for students who do not meet any of the outlined state graduation guidelines identified in the Menu of College and Career Ready Demonstrations document.
3. Norwood Public Schools (NPS) students who do not meet the state graduation requirements must complete the following NPS Graduation Requirements in order to receive a high school diploma.
 - a. Senior Year Introspective Research Assignment that is due for review by the last school day in January of the student's senior year.
 - b. Prepare a multi-media presentation for selected faculty, administration, and school board members based on the research assignment, and brief their postsecondary career plan. Students must present the month prior to graduation.

II. SENIOR YEAR INTROSPECTIVE RESEARCH CAPSTONE

As students begin their senior year, NPS students who have not met the State Career Readiness Graduation Guidelines must begin this project. The intent of this capstone is to demonstrate academic competency in English and math by incorporating the student's postsecondary plans. This assignment is a research-based paper that must include factual evidence that is correctly cited. The paper needs to be typed, 12-15 pages in length in MLA format. Seniors will need to work with their English teacher, math teacher and their counselor, and are required to submit one draft before they finalize their assignment for review and evaluation. This is part of our school district's senior graduation requirements, and will be used to grant a diploma from the Norwood School District. Students must complete and submit their final research project for initial review by the last day of school in January of their senior year. Below are the questions that will generate the research project, and they must all be answered as part of this assignment.

1. What are your three most important personal goals for your **senior year**?
2. Why did you pick these goals?
3. How will you accomplish them? (This question must be tied to your postsecondary career pathway.)
4. What are your top three personal **interests**?
5. What are your top three personal **strengths**?

6. How do your interests and strengths fit in to your own personal goals in high school and beyond high school? (You can use your ASVAB results or any other data based results from other sources to help you with this question.)
7. What do you want to do after high school?
8. How does this path fit with your own personal **interests, strengths**, and your **grades** in high school and **test scores**? (Use data and research to answer this question, comparing your interests and strengths to your opportunities based on grades and test scores.)
9. How have the results and information from the postsecondary presentations and test results prepared you for your career path beyond high school? (For example, what have you learned from the SAT and ASVAB, from presentations of guest speakers, etc.)
10. What are the short-term **career opportunities** for the career path that you have chosen? (The answers to these questions must be based on research and text-based evidence.)
11. What are the long-term **career opportunities** for the career path that you have chosen? (The answers to these questions must be based on research and text-based evidence.)
12. What is the **salary range** for the career path that you have chosen? (The answers to these questions must be based on research and text-based evidence.)
13. What is the **education level required** for the career path that you have chosen? (The answers to these questions must be based on research and text-based evidence.)
14. What **schools** or **career pathways** have you evaluated and are interested in pursuing after high school?
15. Why have you chosen these schools or this career pathway?
16. What does success look like to you?
17. To what extent do your goals and your career path **fit** with your description of success?
18. To support your evidence-based research regarding your career pathway after high school, prepare a budget as a supporting document to this assignment identifying all of your **monthly and annual living expenses** based on your **potential salary** for the career pathway that you have chosen. (Expenses must include your projected living costs (rent, utilities, transportation, gas, food, clothes, phone, entertainment, insurance (automobile and health), personal, etc.... (Don't forget to deduct your estimated taxes when coming up with your actual monthly take home wages.) If choosing an educational pathway after high school, how much do these schools **cost** to attend and how do you plan on **paying** for them given your projected salary in the career path that you have chosen?

III. MULTI-MEDIA PRESENTATION OUTLINING A STUDENT'S INDIVIDUAL POSTSECONDARY CAREER PATHWAY

1. Students will use the information gained from their Senior Year Introspective Research Assignment to develop a presentation that will be given to members of the staff, administration, and school board to show competency in their individual postsecondary career pathway plan.
2. Students will present their individual career pathway by the April Board of Education meeting to ensure that the staff, administration and board members approve their plan. If the plan is not approved initially, students must make the recommended corrections and present their plan again prior to graduation.
3. Students must have an approved plan in order to receive a high school diploma from Norwood Public Schools.