

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.

- All students will demonstrate mastery of the district academic content standards by successful completion of general education requirements AND a successful completion of a designated pathway. Successful completion means that the student has received a passing grade for the course, which appears on his/her official transcript:***

General Education Requirements:

9th and 10th grade:

English:	English I (2 sem.), English II (2 sem.)
Math:	Algebra I (2 sem.), Geometry (2 sem.)
Science:	Integrated Science (2 sem.), Biology (2 sem.)
Social Studies:	US History (2 sem.) , Civics (1 sem.), Economics (1 sem.)
Tech Literacy:	1 semester (9 th grade required)
Physical Education:	2 semesters
Exploratory Electives:	3 semesters

Additionally, Before Graduation:

Physical Education:	2 semesters add'l ⁺
Fine/Practical Arts:	2 semesters
Health:	1 semester
Computers:	1 semester
Completion of the Individual Career and Academic Plan (ICAP) in Advisory	(8 semesters)

In rare cases (such as student late transfer into the district), these requirements could be demonstrated within the capstone, upon review and recommendation of the Academic Review Committee. The Academic Review Committee will consist of the Counselor, Principal, Registrar, and Academic Adviser. It may also include, as necessary, the student, parent, and other faculty.

Designated Pathways:

At the end of the sophomore year, students will choose a pathway, or course of study. All pathways will include:

Math (2 semesters)
Science (2 semesters)
Social Science (2 semesters)
Communications (4 semesters)
Electives (14-16 additional semesters)

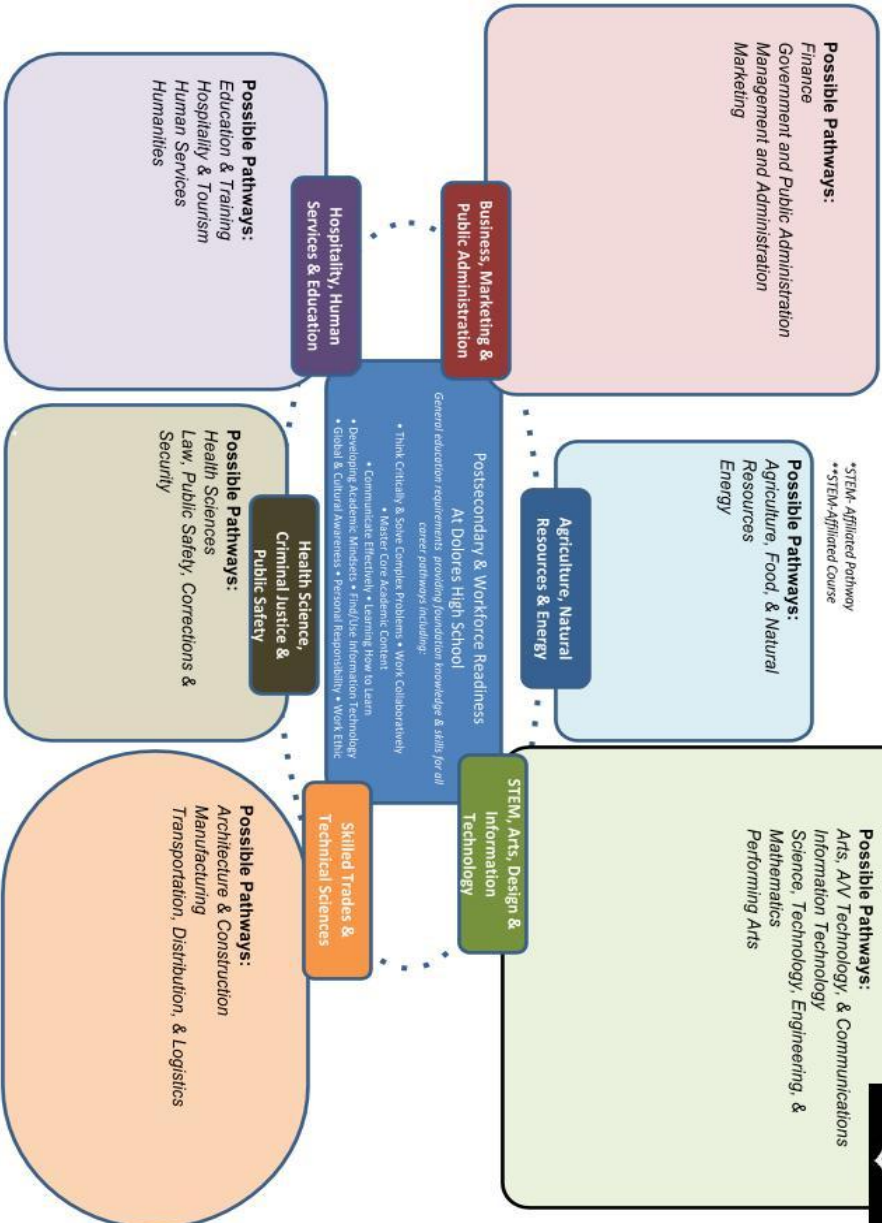
+the second year of PE may be waived through successful completion of 4 sanctioned sports seasons

The majority of courses taken within the pathway will be directly related to the study of that pathway, taking into consideration the individual needs of the student and their future plans. These courses will include on-campus, concurrent education, and online courses, in addition to other options as might be vetted by the Academic Review Committee and found to be of merit and in alignment with Colorado Academic Standards.

No course that is taught by an instructor on campus will be offered as an online option, unless at the parent/student's expense, or as an option for credit recovery.

Pathways will be designed around the 6 major areas of the Colorado Career Cluster Model.

Colorado Career Cluster Model at DHS



Pathways may also include supervised internships that would count toward some of the required coursework for the pathway, as analyzed on a case-by-case basis by the Academic Review Committee and designated internship supervisor. These internships will support minimum requirements in Reading/English and mathematics, which will be documented by the internship supervisor.

Each pathway will also require a Capstone Project, to include a community service component. This project will be a multi-semester project that begins in the second semester of the sophomore year, and is presented in the second semester of the senior year.

Coursework completed and counted in the general education requirements as exploratory coursework *will not* be counted as part of a pathway.

The pathway course requirement will be waived if the student is enrolled full-time in a post-secondary institution as a dual enrollment student.

- 2. Each student will satisfy demonstration of minimum competencies required by the State of Colorado, each student must achieve a minimum score on one or more assessments from the menu of options approved by the Colorado State Board of Education in September 2015, listed on the following pages:***

Menu of Options	English	Math
<p>ACCUPLACER 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 college courses that match their skill levels.</p>	62 on Reading Comprehension	61 on Elementary Algebra
<p>ACT 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.</p>	18 on ACT English	19 on ACT Math
<p>ACT Compass ACT Compass is an untimed, computerized test that helps your college evaluate your skills and place you into appropriate courses. ACT Compass offers tests in reading, writing, math, writing essay, and English as a Second Language (ESL).</p>	79	63
<p>ACT WorkKeys - National Career Readiness Certificate WorkKeys measures skills such as reading, math, listening, locating information, and teamwork—skills that employers feel are critical to job success. Students and job applicants who take the WorkKeys tests have a clear way to demonstrate their abilities to employers.</p>	Bronze or higher	Bronze or higher
<p>Advanced Placement (AP) is a program in the United States and Canada, created by the College Board, which offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations.</p>	2	2
<p>ASVAB The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.</p>	31	31

<p>Concurrent Enrollment Concurrent enrollment provides high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers, or on college campuses. It is a low-cost, scalable model for bringing accelerated courses to students in rural high schools.</p>	70% or higher grade, resulting in transcribed credit	70% or higher grade, resulting in transcribed credit
<p>Industry Certificate An industry certification is a credential recognized by business and industry. It could be an assessment, an examination or a license that is administered and recognized by an industry third-party or governing board. Industry certificates measure competency in an occupation, and they validate the knowledge base and skills that show mastery in a particular industry.</p>	Individualized	Individualized
<p>International Baccalaureate (IB) Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.</p>	4	4
<p>SAT 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.</p>	430	460

In rare cases, reviewed by an Academic Review Committee on a case-by-case basis, a student may petition to have his/her Capstone Project substitute for the minimum competency score. In these cases, the student's adviser and the Academic Review Committee will ensure that the minimum competencies are demonstrated within the Capstone Project.

Students on Specialized Learning Plans:

All requirements can be modified for students on an Individualized Education Program (IEP) or an Advanced Learning Plan (ALP), which may include use of the CDE Extended Evidence Outcomes and use of the District Capstone as a demonstration of state minimum competencies. However, these modifications **MUST** be documented within the student's IEP or ALP, and must be reviewed on a semester basis.

College Sports Eligibility—NCAA Clearinghouse:

**Please note: Students interested in pursuing athletics in college must meet the minimum NCAA Clearinghouse recommendations outlined below:

Division I: 16 Core Courses	Division II: 14 Core Courses (if enrolling prior to August 1, 2013) 16 Core Courses (if enrolling on or after August 1, 2013)
4 years of English	3 years of English
3 years of math (algebra 1 or higher level)	2 years of math (algebra 1 or higher level)
2 years of natural or physical science (including one year of lab science if offered)	2 years of natural or physical science (including one year of lab science if offered)
1 extra year of English, math, or science	2 extra years of English, math or science; 3 extra years if enrolling on or after August 1, 2013
2 years of social science	2 years of social science
4 years of additional core courses (from any category above, or in a foreign language, nondoctrinal religion or philosophy)	3 years of additional core courses (from any category above, or in a foreign language, nondoctrinal religion or philosophy); 4 extra years if enrolling on or after August 1, 2013

Academic standards***Division I eligibility***

- All students entering college must have completed **16 core courses** in high school.
- Students must earn a minimum required GPA in core courses and a combined SAT or ACT sum score that matches this GPA on a sliding scale, which can be found in the [NCAA Eligibility Center Quick Reference Guide \(.pdf/270K\)](#).

Division II eligibility

- All students entering college prior to August 1, 2013, must have completed **14 core courses** in high school.
- All students entering college on or after August 1, 2013, must have completed **16 core courses** in high school.
- Standards require a minimum GPA of 2.0 and a combined minimum SAT score of 820 or sum ACT score of 68.

NCAA core courses definition

- An academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion or philosophy.
- A four-year college preparatory course and a course at or above the high school's regular academic level, for example, an AP® class or outside college course.

Students who intend to play college sports should see their Academic Adviser in the spring of their freshman year in order to register with the clearinghouse. Registration can happen anytime in high school, but it is important to note that students intending to play college sports will need to work with their academic adviser and the Academic Review Committee to ensure that their pathways contain the required coursework for NCAA eligibility.

High School Course Completion Prior to High School:

Students who complete a high school class with a “C” or better prior to their Freshman year will be able to apply that course (if applicable) to the high school general ed requirements. This will show on the high school transcript; however, it will not be calculated in the student’s high school GPA. All courses taken in the freshman and sophomore years will apply only to general education requirements, and will not result in a waiver of any of the pathway requirements.

Walking at Graduation without Completed Credit:

Students who lack no more than one course completion toward meeting the graduation requirements at Dolores High School may petition the Academic Review Committee for permission to walk in graduation ceremonies. Permission must be sought in writing, prior to the second semester of the year in which the student is seeking graduation. The written request for permission must be accompanied by a detailed description of an appropriate summer school, correspondence, college or other course to be completed within one year from the date of the graduation ceremonies. However, such student shall receive a blank folder. A diploma shall be awarded only upon successful completion of the approved course.

Students who are lacking required coursework toward graduation at any point during high school (i.e., failing grades) will meet with their academic advisor, the school

counselor, parents, and registrar in order to create a coursework recovery plan within the first two weeks of the next grading period. The student will be required to complete the recovery coursework prior to the beginning of the next school year.

Credit from other institutions and home-based programs: All students entering from outside the district must meet the district graduation requirements. The Academic Review Committee shall determine whether courses taken outside the district will satisfy required coursework toward graduation. 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 Academic Review Committee. The district will review the transcripts and course syllabi 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 prior to approving the coursework completion toward graduation requirements.

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, including the last semester of their senior year.

For purposes of determining valedictorian and salutatorian, grades for regular classes will be given the following values: A=4, B=3, C=2, D=1. Grades for college/honors courses completed at Dolores High School will be given the following values: A=5, B=4, C=3, D=1. Grades for college courses from any accredited college or university will be given the following values: A=5, B=4, C=3, D=1. Grades from Advanced Placement courses (approved by the College Board) 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. Certain courses may be taken more than one time (ex: yearbook/web design, PE, etc.) The student with the highest weighted GPA will be valedictorian. When more than one student has the same weighted GPA, all students with that GPA 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. Coursework for transfer students will be weighted ONLY if they are concurrent enrollment classes that have resulted in transcribed college credit.

Independent study: Independent study, internship experience and experienced-based programs approved in advance by the Academic Review Committee 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, and juniors shall be a minimum of 6 courses per semester. Seniors must be enrolled for a minimum of 6 courses per semester, but may request special permission to attend 5 courses per day, with an ungraded, non-credit bearing work release for one period. Study Hall and

Teacher Assistant courses will not count toward GPA or pathway completion. These will be pass/fail courses.

The student must submit an official college transcript in order to receive weighted credit.

The student must submit a test score for the AP exam which accompanied the course in order to receive weighted credit.

Adopted: Prior to 1987

Revised: May 1987, December 1988, February 1990, February 1991, July 1994, June 1998, May 2002, March 2004, January 2005, December 2005, February 2008, July 2011, March 2015, June 2016, November 2017

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 applicable to students enrolling in 9th grade beginning in the 2012-13 school year*)
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*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHA, Basic Instructional Program
IHAC, History and Civil Government Education
IHBG, Home Schooling
IHCDA, Concurrent Enrollment
IK, Academic Achievement
ILBA, District Program Assessments
ILBB, State Program Assessments
ILBC, Literacy and Reading Comprehension Assessments