

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

All students must meet or exceed the district's academic standards prior to becoming eligible to graduate or complete the requirements and goals as listed on a student's Individualized Education Program (IEP), which may include modified 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 24 credits earned during grades nine through twelve shall be required for graduation as detailed in the regulation that accompanies this policy.

The learning services department will develop procedures to define standards-based 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.

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 6 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: March 12, 1985
Revised: February 28, 1989
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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
IHAC, History and Civil Government Education
IHBG, Home Schooling
IHBK*, Preparation For Postsecondary and Workforce Success
IHCDA, Concurrent Enrollment
IK, Academic Achievement
IKC, Class Rankings/Grade Point Averages
ILBA, District Program Assessments
ILBB, State Program Assessments
ILBC, Literacy and Reading Comprehension Assessments