

Graduation Requirements

In pursuit of its mission to ensure that all students reach their learning potential and are prepared for postsecondary and career opportunities, the Board of Education has established the following graduation requirements for students entering the ninth grade in the 2017-18 school year and each ninth grade class thereafter.

To receive a high school diploma from the district, students must meet or exceed the district's academic standards and measures required by this policy. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district.

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.

Students must successfully complete an Individual Career and Academic Plan (ICAP). Students will follow a course of study or pathway based on their ICAP.

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English (Reading, Writing, and Communicating) and Math (Mathematics). The Board has selected its own measures from these state graduation guidelines.

Students must complete at least one English measure and one Math measure and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English and Math. The Board's approved measures and cut scores are outlined in this policy's accompanying exhibit. (I-23-E)

Exceptions to the Board's required measures and cut scores/criteria

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy's accompanying exhibit but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation guidelines.

Courses required for graduation and units of credit needed

A total of 26 credits earned during grades 9 through 12 are required for graduation. A credit is defined as the amount of credit given for the successful completion of a course. 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 9 through 12 in the prescribed categories listed below.

Required credits/courses

Credits	Area	Required Course Content
4	English	
3	Mathematics	
3	Science	
4	Social Studies	Personal Financial Literacy, Civics
2	Physical Education*	PE 1, Health
10	Electives	
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26	Total	

*Two seasons of participation in an athletic activity may result in a waiver of one-half (1/2) credit of physical education up to a maximum waiver of one (1) credit. Total credit requirements for graduation must be met.

Credit from other institutions and home-based programs

- All students entering from outside the district must meet the district graduation requirements as follows: Transferring students in grades 9 and 10 must meet all district graduation and credit requirements
- Transferring students in grades 11 and 12 must meet all core academic credit requirements (16) and remaining district graduation requirements
- Transferring students in grades 11 and 12 will undergo a transcript review process whereby a district designee will determine the credit requirements based on total credit access over the course of their four full academic years
- The principal will have the final authority on determining credit requirements for transfer students

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 other agency "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.

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 calculated as of the last Friday in April.

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

Grades for honors courses will be given the following values: A=4.5, B=3.5, C=2.5, D=1.5.

Grades for advanced placement and concurrent enrollment courses will be given the following values: A=5, B=4, C=3, D=2.

The student with the highest-class rank, with at least three semesters of attendance at Weld Central High School, will be valedictorian. When more than one student holds the numerical one rank, all students holding the rank will be declared co-valedictorians.

The student with the second-class rank, with at least three semesters of attendance at Weld Central High School, will be salutatorian. When more than one student holds the numerical one rank, all students holding the rank will be declared co-salutatorians.

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 and career connected learning opportunities not outlined in a student's plan of study aligned to a graduation pathway must be approved in advance by the principal and 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 eight credits per school year. Students who wish to take fewer credits in any given school year for exceptional circumstances must obtain advance permission from the principal. Second semester seniors who have met credit requirements may request a part time schedule in order to pursue post secondary course enrollment, certificate program completion, or work force readiness opportunity aligned with career pathway completion.

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 are ready for postsecondary education or other opportunities prior to completing four years of high school. Therefore, the superintendent or designee may grant permission to students wishing to graduate early, provided the student has met all district graduation requirements in accordance with this policy and its accompanying exhibit. If granted, early graduation shall be no earlier than the completion of the first semester of the senior year. Early graduates will be allowed to participate in the traditional May graduation ceremony with their corresponding graduating class.

Adopted: August 16, 2006

Revised: October 26, 2011

Revised: September 16, 2015

Revised: June 21, 2017, October 24, 2018

Revised and recoded by the Board: July 17, 2019

Revised: September 23, 2020, October 27, 2021, April 27, 2022 (with an effective date of July 1, 2022)

LEGAL REFS.: C.R.S. 22-1-104 (*teaching history, culture and civil government*)
C.R.S. 22-1-104.7 (2)(a) (*requirement to incorporate Holocaust and Genocide students standards into existing course required for graduation*)
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.:

Board policies:

EL-5, Commitment to Accomplishment and Accountability

EL-6, Educational Program

Administrative policies:

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

Weld County School District Re-3J, Hudson, Colorado

Menu of College and Career-Ready Demonstrations



High school graduation requirements are set by local school boards. They must align with the Colorado Graduation Guidelines, which are designed to help all students and families in Colorado plan for success after high school.

The State of Colorado requires local school boards and districts to select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school. Weld County School District Re-3J has adopted all of the state menu options included in this exhibit.

Districts have the authority to provide accommodations to students in meeting the college and career demonstrations necessary to earn a standard high school diploma for: English learners, gifted students and students with disabilities.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP); 21st Century Essential Skills; and Colorado Academic Standards for all content areas, including: one course in Civics, and by July 2023, one course that incorporates Genocide and Holocaust studies.

Students must demonstrate readiness for college and career based on at least one measure in Reading, Writing and Communicating, and one measure in Mathematics ¹.

MENU OF OPTIONS: This menu lists the minimum scores required.

ACCUPLACER

CLASSIC	Reading, Writing and Communicating 62 on Reading Comprehension OR 70 on Sentence Skills	Mathematics 61 on Elementary Algebra	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.
NEXT GENERATION	Reading, Writing and Communicating 241 on Reading OR 236 on Sentence Writing	Mathematics 255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)	

ACT

Reading, Writing and Communicating 18 on ACT English	Mathematics 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.
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ACT WorkKeys - National Career Readiness Certificate

Reading, Writing, Communicating, and Mathematics Bronze or higher	ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students must score at the bronze level (a score of at least 3) in all three assessments- Applied Mathematics, Graphic Literacy and Workplace Documents - and they will earn the ACT's National Career Readiness Certificate.
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¹ In order to match the language in statute for Colorado Academic Standards, and to better reflect the skills necessary for success in life after high school, "English" and "Math" have been more clearly defined as, "Reading, Writing, and Communicating" and "Mathematics."

Menu of College and Career-Ready Demonstrations, Page 2

Advanced Placement

Reading, Writing and Communicating 2	Mathematics 2	AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).
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ASVAB

Reading, Writing, Communicating, and Mathematics 31 on the AFQT	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 on the AFQT 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.	
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Concurrent Enrollment

Reading, Writing and Communicating Passing grade per district and higher education policy	Mathematics 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 and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course, and 3) governed by a district-level cooperative agreement or MOU. Districts choose which courses will fulfill the option.
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District Capstone

Reading, Writing and Communicating Individualized	Mathematics Individualized	A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.
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Industry Certificate

Reading, Writing and Communicating Individualized	Mathematics Individualized	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.
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International Baccalaureate (IB)

Reading, Writing and Communicating 4	Mathematics 4	IB exams assess students enrolled in the official IB Diploma Programme. Districts choose which IB exams will fulfill this option. Scores range from 1 to 7 (highest).
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SAT - Scores updated for SAT (2016)

Reading, Writing and Communicating 470	Mathematics 500	The SAT is a college entrance exam. The SAT includes sections on reading, writing and math. The highest possible score for each section is 800.
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Collaboratively developed, standards-based performance assessment

Reading, Writing and Communicating State-wide scoring criteria	Mathematics State-wide scoring criteria	For this option, students use an authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation.
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