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ISB-RA Revised 4/21/09, 5/7/09, 6/15/09, 8/12/09, 8/18/09, 09/11/09, 10/14/09

Proposed Policy Draft Concepts for Poudre School District

High School Graduation Requirements

Graduation Requirements

The 21st century graduation requirements will reflect:

- A standard based education,
- Applied mastery of postsecondary and workforce ready learning skills and content as defined by the Board Ends Policy 1.0,
- Minimum requirement is 240 credits, of which 175 are earned in required areas and 65 are earned in elective areas.

All credits must be part of an approved program of study (See Chart Below) and must demonstrate competency of Real World Applications, Creative Applications, Critical Thinking, Decision Making, Advocacy, and Adaptation to ever changing personal and global contexts skills as outlined in District Ends Policy 1.0. Learning Skills and Content as defined in District Ends Policy 1.0 will be imbedded into the core required courses identified above and will be reflected in the classroom grade and performance assessments. Each student will develop an approved program of study that reflects both academic and applications of workforce and postsecondary readiness. Students in the Poudre School District will be allowed a "maximum course load dictated by the school schedule every school year".

Multiple Pathway and Career Planning

Multiple pathways will provide a focus area, or areas, of study for a student, and will provide for fluid movement between paths. Each high school will develop multiple pathway options that are in accordance with legislation Senate Bill 08-212. These multiple pathway options will also adhere to State Board graduation guidelines and timelines to be completed by December 15, 2009. Each school will provide the Assistant Superintendent and Director of Curriculum, Instruction and Assessment a draft of the schools multiple pathway options by January 2011 with implementation no later than Fall of 2012. Additionally each secondary school will assist students in the development of a student academic plan, which will guide student learning and document progress toward personal, career, and post-high school goals. Student academic plans will include a review of graduation requirements, multiple pathway options, and specific student course selection each year. Credit may be earned in a variety of ways including mentoring, civic education and service learning, work, post secondary and high school courses, internship, and independent study depending on the agreed career plan for the student.

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Core Credit Requirements

Discipline/Area	Proposed Credit Requirements
Math	10 Algebra or Equivalent
	10 Geometry or Equivalent
	10 Algebra II recommend or a mathematics course aligned to an approved career pathway
Science	10 Biological Science
	10 Physical Science
	10 Other Science beyond Biological & Physical Science and aligned to an approved Career Pathway
LA	10 English 9
	10 World Literature and Composition
	10 US Literature
	5 English Elective aligned with approved Career Pathway
	5 Speech
SS	10 Global Studies: Geography, History, Economics, Anthropology
	10 United States Studies and Civic Education
	5 United States Government and Strengthening Democracy
	5 Humanities
	5 Economics
World Language	10 World Language (in same language)
Creative Application	10 Creative Application - courses emphasize creative work including developing original products, creating artifacts such as artworks or gourmet foods, performing, and problem solving using critical and creative thinking. Courses that fulfill the Creative Applications requirement may include the visual, performing and literary arts; manufacturing and construction; business courses in web technology and entrepreneurship; and consumer and family courses that emphasize creative work in foods, fashion, and interior design
Wellness	15 Physical Education & Health
Financial Literacy	5 Personal Finance
Electives	65 Courses aligned to career pathways

Note: Students enrolled in the International Baccalaureate (IB) program fulfill graduation requirements through the prescribed IB course of study and may not match certain courses above; however standard will meet or exceed those outlined above. Each content discipline area will be asked to submit courses to meet state standards and proficiency, state law, board ends DE 1.0/1.1 & superintendent policies at a designated date prior to the final recommendation.

DRAFT!!!

Graduation Courses Taught in Middle School

To receive credit for an approved course taken prior to 9th grade a student must:

- Receive a passing grade in the course, and
- Score 70% or higher on the district-adopted summative assessment for that course

The Director of Curriculum, Instruction and Assessment and the Assistant Superintendent of Secondary Schools will identify the credit-bearing courses that may be offered in middle school for graduation credit. Teachers who teach these courses will have "highly qualified" credentials. The Director of Curriculum, Instruction, and Assessment may conduct a pilot study, offering a course at a small number of schools before implementing it system wide. Approved courses will be published annually in the District Course Catalog.

A credit-bearing course offered at any middle school must meet the following criteria:

- The teacher must be highly qualified specific to the course and subject taught;
- The district approved curriculum must be taught; and the district-adopted summative assessment must be administered for that course;
- Partial credit will not be awarded for completing one semester of a two-semester sequence in middle school.

International Baccalaureate Diploma

Students enrolled in the International Baccalaureate (IB) program fulfill graduation requirements through the prescribed IB course of study and may earn an International Baccalaureate Diploma.

Endorsements Categories

Poudre School District (PSD) Content Area Endorsements are allowable under the criteria set forth by the State Board of Education scheduled to be determined by July 1, 2011 the district will develop guidelines that are aligned with State Board of Education criteria that will result in approved post secondary multiple career pathways.

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Poudre School District Endorsement of Academic Merit

This endorsement is awarded with the PSD diploma to students completing the following additional provisions. Special recognition will identify Meritorious Service graduates at time of graduation.

- Maintain an un-weighted 3.2 cumulative grade point average, or higher;
- Receive credit for the PSD Algebra 2 course or higher;
- Earn at least 30 credits in an Advanced Placement (AP), International Baccalaureate (IB) or Post Secondary (PS) course.

Poudre School District Endorsement of Post Secondary Success

This endorsement is awarded with the PSD diploma to students completing the following additional provision. Special recognition will identify meritorious Service graduates at the time of graduation.

- Earn an associates degree with a "C" average or higher GPA
- Complete a certificated program from a community college with a "C" average or higher GPA

Certificate Categories

Certificate of Civic Education or Meritorious Service

Graduating seniors who have completed 260 or more Civic Education Volunteer hours or Service Learning (SL) volunteer hours and complete a Capstone Course qualify for the Certificate of Meritorious Service. Special recognition will identify meritorious service graduates at the time of graduation.

Graduating seniors who have participated in at least one extra curricular activity for all four years of high school are eligible for a certificate of Meritorious Service. Extra curricular activities must be non-credit bearing.

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Poudre School District High School Certificate of Attendance

This certificate will be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following criteria:

The student has been enrolled in a special education program beyond Grade 8 or its age equivalent and, during a review of the student's IEP, and, with the agreement of the student's parents/guardians, it is determined that the student has developed appropriate skills to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, including but not limited to—

- Gainful employment;
- Work activity centers;
- Sheltered workshops; or
- Supported employment

The student has been enrolled in a special education program for four years beyond Grade 8 or its age equivalent and will have reached age 21 by the end of the school year.

Timeline and phase in for the new requirements

The changes to graduation requirements and the diploma will be implemented for students entering Grade 9 for the first time in 2011-2012.