WORK SESSION AGENDA
1st Floor Board Room

4:30 p.m. – 5:00 p.m.             GOB 2008 Update
5:00 p.m. – 5:45 p.m.  Focus on Instructional Core: World Language Update
5:45 p.m. – 6:00 p.m.  Dinner
6:00 p.m. – 6:30 p.m.  Focus on Instructional Core: Instructional Rounds
6:30 p.m. – 7:30 p.m.  2009 Denver Plan: Strategic Vision & Action Plan - Community Rollout Plan
7:30 p.m. – 7:45 p.m.  Review Board Meeting Agenda for September 17, 2009
7:45 p.m. – 8:00 p.m.  Open Discussion/New Business

8:00 p.m. – PROPOSED EXECUTIVE SESSION

The Board of Education will enter into executive session following the Work Session Meeting on September 14, 2009 for the purpose of legal counsel regarding discussions determining positions relative to matters that may be subject to negotiations; developing strategy for negotiations; and instructing negotiators as authorized by C.R.S. § 24-6-402(4)(e).
2009 Bond Project Status
Board of Education Update
September 14, 2009
Executive Summary

- 275 total projects, 170 completed as of 9/8/2009
- 2009 Program Budget of $150M
  - Final costs estimated at $135-145M
    - Estimates continue to be refined as projects close out
- Majority of projects completed prior to school start or can be done off hours with the following exceptions:
  - North High School (May 2011)
    - Renovation of the original building built in 1911
  - Amesse, Johnson, Palmer, and Samuels (October 2009)
    - Installing four new Learning Landscapes
  - 18 schools for completion of existing Learning Landscapes (October-November 2009)
  - Amesse, Henry, Kaiser, Place Bridge, Samuels (September 2009)
    - Replacement of aging chillers
  - Kunsmiller (October 2009)
    - Installation of a storm drain system on school grounds
  - McMeen and Steele (December 2009)
    - Elevator work to comply with Americans with Disabilities Act Level 1
  - George Washington HS Turf Field (October 2009)
    - Engineering changes to mitigate impermeable clay under the field
  - Manual and Montebello (October 2009)
    - Replacement of stage performance lighting
November 2008 bond approval
  • $454M
  • $990M maximum repayment cost
  • 7.3% interest rate ceiling
Partial issuance in March 2009
  • $150M issued
  • 5.1% net effective interest rate
  • $55M interest savings from ceiling
As part of the future issuances of the remaining $304M approved allocation, DPS is leveraging stimulus opportunities and is currently planning two issuances:
  • $24M of Qualified School Construction Bonds (QSCBs) in Fall 2009
  • Build America Bonds (BABs), timing and sizing yet to be determined
Major Projects

• Green Valley Ranch K-12 Campus
• North High School Renovation
• Learning Landscapes
• Energy Savings
• Shared Campus Renovations
• Fire Detection/Suppression Systems
• Regional Renovations
• Early Childhood Education (ECE)
• Lunchroom Table Replacement
• Non-Construction Projects
Green Valley Ranch

Project Budget

- $48.5M

Schedule

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- **Design**
  - Start: 1/15/09
  - CD: 8/15/09

- **Construction**
  - Start: 6/25/09
  - FCD: 6/30/10

Legend:
- Blue: Design Start Date (Start) / Completion Date (CD)
- Orange: Construction Start Date (Start) / Substantial Completion Date (SC) / Final Completion Date (FCD)
- Green: Milestone / Key Date
Green Valley Ranch

• Project Manager
  • George Latuda

• Status
  • On schedule and fully funded as a 2009 project
  • Architectural/engineering design phase complete
    • Pursuing Silver Level Leadership in Energy and Environmental Design (LEED) certification
      • High efficiency infrastructure, geothermal heating/cooling to minimize required energy
      • Expect reduced energy consumption from 75 BTU/sf/year to 25 BTU/sf/year
      • Landscape design and low flow fixtures to minimize water requirements
    • Partnered with Xcel Energy for Energy Design Assistance
      • High efficiency motors/lighting/HVAC to reduce energy and qualify for rebates
      • Expect $71,000 rebate in 2010
  • Final bid package to be completed early October
  • Expect full building permits by mid-October
  • Site work began with groundbreaking ceremony 6/25/09
    • General infrastructure work underway
      • Casting slabs and concrete formwork
      • Curbs, roads and gutters
      • Excavation for underground plumbing and placement of geothermal piping
    • Project completion scheduled for end of June 2010

• Challenges
  • Working with contractor to maintain aggressive schedule
North High School

Project Budget
- $24.4M

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- **Design Start Date (Start) / Completion Date (CD)**
- **Construction Start Date (Start) / Substantial Completion Date (SC) / Final Completion Date (FCD)**
- **Milestone/ Key Date**
• Project Manager
  • Gary Beutler

• Status
  • 3 phase project on schedule and fully funded as a 2009 project
    • Phase 1: Relocate and rebuild critical offices in other areas of North HS
      • Completed prior to school start
      • Denver Health Clinic, student counseling, copy rooms, computer labs, admin offices
      • 9th Grade Summer Academy and Freshman Academy moved off site to Smedley due to space constraints caused by main building construction
    • Phase 2: Selective demolition and asbestos abatement of main building
      • Begins September 2009
      • Asbestos abatement areas are isolated and sealed-off for student safety
    • Phase 3: Demolition/construction/rebuilding of main building and roof
      • Design plan review underway, will submit to state for permits mid-October 2009
      • Final bid process begins mid-October 2009
      • Expect bid and permit approval by mid-December 2009 to begin phase work

• Challenges
  • Minimizing student exposure to construction and impact to school operations
    • Routing plan created with principal, controls erected to funnel students away from construction areas
  • Engaged with Landmark Commission for work affecting architecture
Learning Landscapes

Project Budget

- $4.9M

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- **Design Start Date (Start) / Completion Date (CD)**
- **Construction Start Date (Start) / Substantial Completion Date (SC) / Final Completion Date (FCD)**
- **Milestone/ Key Date**
Learning Landscapes

- **Project Manager**
  - Darin DeLay/Ed Huszcza

- **Status**
  - **19 partials from 2003 bond, repaint existing landscapes & install final elements**
    - Bryant Webster: extended learning landscape installation completed 8/19/09
    - Bradley, Cole, Columbine, Grant Ranch, Green Valley, Greenwood, Lowry, Mann, Maxwell, Place, Sandoval, Stedman
      - Major construction (asphalt, concrete, etc) scheduled to complete 10/15/09
      - Landscapes on order and to be installed by 11/1/09
    - Archuleta, Blair, Howell, Roberts, Waller, Westerly Creek
      - Expect all sites complete by 10/31/09
    - Select areas of existing landscapes are fenced off for student safety during construction
  - **4 new learning landscapes**
    - Amesse
      - Engaged with DPR to reach land agreement, schedule may be impacted
      - Students using fenced in open space for playground
    - Johnson, Palmer
      - Install scheduled to complete and equipment open to students on 9/25/09
      - Sod rooting in open space areas scheduled to complete and open to students 10/23/09
    - Samuels
      - Sod laid 9/3/09, install scheduled to complete and open to students 10/9/09
      - Formal dedication scheduled for 10/15/09
        - Have developed mitigation plans to minimize impact to school recess operations
        - Other open spaces at school fenced off to provide temporary playgrounds
    - Emergency egress plans created, fencing in place to funnel students to safe zones
  - **Challenges**
    - Maintaining Amesse schedule during land agreement coordination with DPR
Energy Savings

Project Budget
- $11.9M

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- **Construction Start Date (Start) / Substantial Completion Date (SC) / Final Completion Date (FCD)**
- **Milestone/ Key Date**
Energy Savings

- **Project Manager**
  - Larry Vair

- **Status**
  - 26 schools in total
  - Scope consists of boilers/chillers/lighting replacement
  - Construction scheduled to complete 1/8/10
    - Asbestos abatement complete
    - Hot water and steam boilers installed and testing on schedule for completion by 9/30/09 prior to cold weather
      - Bromwell, Godsman, Samuels, Traylor: factory start-up testing began 9/2/09
      - Greenlee, Morey, Park Hill, University Park, Valverde: factory start-up testing scheduled to begin late September
    - Chiller replacement on schedule at Amesse, Henry, Kaiser, Place Bridge, Samuels
      - Temporary chillers in place, permanent chillers expected operational by mid-September
    - Lighting replacement will continue through the school year during off hours
    - No impact to school operations anticipated
  - Post-installation energy measurement & verification 1/11/10 through 3/12/10
  - Expect minimum of $210,000 in energy savings per year

- **Challenges**
  - PM engaged with contractor, principals, and building facility managers for ongoing work during school year
## Project Budget
- **$5.5M**

## Schedule

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- **Design Start Date (Start) / Completion Date (CD)**
- **Construction Start Date (Start) / Substantial Completion Date (SC) / Final Completion Date (FCD)**
- **Milestone / Key Date**
Shared Campus Renovations

- **Project Manager**
  - Rick Kochis
- **Status**
  - Kunsmiller, Rishel, Smiley, West renovated to accommodate Office of School Reform and Innovation programs into existing DPS schools
  - Building and interior renovations completed prior to school start
    - Partitioned buildings to create individual space for different programs
      - Rishel MS, KIPP HS, Math and Science Leadership Academy (MSLA)
  - Additional minor work to be completed off hours, no impact to school operations
    - Punch list items, replacement of temporary doors with permanent doors at West
    - Punch list items at Rishel, Smiley
  - Minor renovations of Columbine PEC completed 8/31/09
  - Some exterior renovation projects extended beyond school start
    - Rishel
      - Completed installation of expanded playground 8/20/09
    - Kunsmiller
      - Existing storm drain system unusable, installation of new system required select parking lot and playground demolition
      - Replacement playground completed 9/1/09
      - Parking lot scheduled for completion 9/14/09
      - Parking lot construction area fenced off for student safety
      - Engaged with principal to minimize impact to school operations
- **Challenges**
  - None
Fire Detection/Suppression Systems

Project Budget
- $5.8M

Schedule

2009

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Legend:
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- Construction Start Date (Start) / Substantial Completion Date (SC) / Final Completion Date (FCD)
- Milestone/ Key Date
Fire Detection/Suppression Systems

• Project Manager
  • David Evans

• Status
  • 22 projects for replacement of fire detection/suppression systems, fire department code enhancements
    • 17 fire detection and alarm control panel projects
      • Holm, Sabin, Valdez in close out phase
      • Barrett, College View, Columbian, Fairview, Goldrick, Hill, King, Knapp, Marrama, Newlon, Oakland, Slavens, Thomas Jefferson on schedule to complete by 12/15/09
    • 4 fire suppression projects
      • Barrett and University Park: closeout stage, will complete by 9/30/09
      • Fairview: awaiting Denver Water approval and street tie-in, will complete by 9/30/09
      • Steele: working with Denver Water, will complete by 10/9/09
    • 1 fire alarm transmitters replacement project across all district facilities (165)
  • Work performed off hours, fire alarms remain functional, no impact to school operations

• Challenges
  • Working with Denver Fire Department (DFD) to receive full design-build permits required for project closures and to maximize scheduling opportunities for fire detection/suppression system tests
Regional Renovations

Project Budget
- $17.1M

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- **Design Start Date (Start)** / **Completion Date (CD)**
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- **Milestone/Key Date**

Start 1/23/09
CD 5/27/09
Start 5/27/09
School Start 8/19/09
SC 12/31/09
FCD 1/26/10

Project Closeout/Elevator Work
Regional Renovations

• Project Manager
  • Susan Ouellette
• Status
  • 113 projects
    • Painting, bathroom renovations, ADA compliance, new elevators for ADA access, carpet, floor tile, re-roofing, asphalt paving, fencing, bleachers, lighting, door hardware, turf field, etc
  • Several projects continuing into the school year, engaged with school staff to minimize impact to school operations
    • George Washington HS artificial turf field
      • Schedule delayed one month to engineer a solution for impermeable clay/drainage issue underneath the field
      • Schedule updated to complete 10/31/09
      • Athletic teams using alternative fields until complete
    • Elevator work at Steele and McMeeen
      • Must be performed during school day
      • Area is restricted from student access for safety until scheduled completion on 12/31/09
    • Stage lighting replacement at Manual and Montebello
      • Schedule delayed one month to perform required neutral wiring work to link house/stage lighting with fire system and master lighting control panel
      • Schedule updated to complete 10/15/09
      • Requires closing of stages, stage events moved to gymnasium
• Challenges
  • Engaged with principals to minimize impact to school operations
### Early Childhood Education (ECE)

#### Project Budget
- $3.1M

#### Schedule

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- **Milestone/ Key Date**
Early Childhood Education (ECE)

- **Project Manager**
  - Ed Huszcza

- **Status**
  - 9 modular projects completed prior to school start
    - Modular buildings installed at:
      - Ellis, Godsman, Goldrick, McMeen, Montclair, Samuels, Schenck, Schmitt, Traylor
    - Required drainage, asphalt foundation, power, fire alarm connections, security, technology, accessible ramps and stairs for operation
    - Final inspections completed 8/4/09
      - All sites safe and suitable for children
    - Installation of furnishings, fixtures and equipment completed prior to school start
    - Computers, math kits, reading assessments in place
    - Projecting increases in enrollment for half-day and full-day kinder and ECE

- **ECE Center (Knight) complete**
  - Installation of furnishings, fixtures and equipment completed prior to school start
  - No construction required

- **Challenges**
  - None
Lunchroom Table Replacement

Project Budget
- $2.0M

Schedule

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<td></td>
</tr>
</tbody>
</table>

- **Design Start Date (Start) / Completion Date (CD)**
- **Construction Start Date (Start) / Substantial Completion Date (SC) / Final Completion Date (FCD)**
- **Milestone/ Key Date**
Lunchroom Table Replacement

• Project Manager
  • Ron Buckner

• Status
  • Project complete
  • 38 schools received new lunch tables, chairs and storage containers
  • All tables and containers successfully installed
  • Defective paint finish on containers corrected by manufacturer prior to school start

• Challenges
  • None
Non-Construction Projects

• Enterprise Technology Projects
  • Instructional Management System
    • Project budget: $2.3M
    • 2009 project to purchase and implement Schoolnet software within the Teacher & Administrator portals
    • Allows access to student data, performance, curricular & instructional resources
    • Principal Portal launched in January 2009
    • Teacher Portal beta testing underway at Gust and Steck
    • Holm, Montclair, Place identified as pilots for September trials
    • Extensive roll-out begins with 40-50 elementary schools in January-February 2010
  • Hardware and infrastructure
    • Project budget: $450,000
    • Replacement of end-of-life enterprise servers and storage systems
    • Replacement of over 10,000 school-based phones with highly capable VoIP phones
    • Bids to be released in October, work to begin in January 2010
Non-Construction Projects

• Educational Technology
  • Project budget: $4.0M
  • Provides Promethium boards, computers, document cameras, projectors, etc, to incorporate technology into classrooms
  • Funding allocated to schools based on enrollment and technological inventory
  • Remaining 40 schools must submit a technology purchase plan to DoTS by 10/31/09
  • Schools have expended $1.65M as of 9/8/09

• Hazmat/Environmental
  • Project budget: $1.75M
  • Asbestos abatement occurs as part of work on boilers, floor and ceiling tiles, pipe insulation, plaster, paint
  • Soil samples on learning landscape projects
  • Removal of hazmat items from each project

• Security
  • Project budget: $1.1M
  • Security camera interface conversion from analog to digital
  • Replacement of site-based DVR systems to centralized network storage
  • Replace burglar alarm phone lines with IP connections at each school
  • Work to begin January 2010
2010 Projects

• In process of planning projects for 2010
• Continuing projects
  • Green Valley Ranch
  • North High School
• Expected projects
  • Installation of 13 new learning landscapes
  • 2010 ESCO energy savings contract(s)
    • 34 projects for installation of energy efficient boilers, chillers, lighting and windows across 15 schools
  • 7 fire detection/suppression projects across 7 schools
  • 56 facility renovation projects across 20 schools
• Exploring options to pull 31 projects across 12 schools forward to take advantage of favorable construction environment
  • 4 fire detection/suppression projects
  • 1 learning landscape asphalt project
  • 25 facility renovation projects
Subject: Policy IKF-Graduation Requirements policy revisions

Recommended Action: This item is for discussion purposes only. This is the second hearing on the proposed changes. A final vote on the policy will occur on October 15, 2009.

Background: The intent behind the 2006 revised graduation policy was to institute a more rigorous high school experience that prepares all students for post-secondary success. We are still committed to this philosophy and the proposed 2009 revisions offer a more flexible approach to the requirements.

The board of education discussed possible revisions to Policy IKF during its regular August, 2009 board of education meeting. The attached materials include a comparison of graduation requirements for class 2010 and 2011, an FAQ in response to the questions board members asked at the August board meeting, the Guide to Graduation and Post Secondary Education, the red-lined version of the current policy and the clean version of what the revised policy would look like if approved by the Board of Education.

Suggested changes to the policy are highlighted in red, bold italics.

Benefits of changing the policy:
+Changing the language on ASCENT will bring policy into alignment with state statute.
+Changing the policy requirements will give students at all ranges of the learning continuum more flexibility in creating their post secondary pathway.

Risks and Mitigating Factors associated with changing the policy:
Risk: The PEP process not functioning at the optimal level to ensure that students are appropriately advised on their post secondary path.

Mitigating factors: The PEP process for working with students and their parents is central to achieving the District’s goal of growing college enrollment rates by 3.5% each year to 63% in 2013. The district is creating a common PEP template for ALL DPS students to use. The PEP will include students’ career goals, post secondary goals, and DPS course of study which fulfills the graduation requirements and post secondary plans. These plans will be housed in our post secondary planning system, Naviance, in which students, parents, and staff members can access the plans. Counselors have been receiving extensive PD the past 2 years on a variety of classroom guidance lessons, which assist students in the post secondary planning process. Counselors have also been trained on collecting and analyzing data on the impact of these classroom guidance lessons.
Submitted by:  Mr. Antwan Wilson, Executive Director for Post Secondary Readiness for Dr. Ana Tilton, Chief Academic Officer.

Date:  September 9, 2009
Graduation requirements for classes up to and including 2010 (passed in XXXX)

- 220 credits to graduate
- 4 years of language arts, (Intro to Lit/Comp and American Lit and 2 other English courses)
- 2.5 years of social studies, (1 year of US History, .5 Civics, .5 geography and .5 SS elective)
- 3 years of mathematics, (Algebra I and Geometry and 2 years of Mathematics)
- 2 years of science, 1 named course (Biology?)
- 1 year of physical education
- 95 general elective credits

Graduation requirements for the graduating class of 2011 (passed in 2006)
(intent to mirror CCHE requirements)

- 240 credits to graduate
- 4 years of language arts, 3 named courses (Intro to Lit/Comp, American Lit, World Lit or Upper division Writing and 4th year of English)
- 3 years of social studies, 1 year of Geography, 1 year of US History, .5 year Civics and .5 electives
- 4 years of mathematics, 3 named courses, including Algebra I, Geometry, Algebra II and a 4th year, which must be higher than Algebra I
- 3 years of science (Earth Science, Biology and Chemistry or Physics)
- 1 year of physical education
- 2 years of world language
- 1 year of fine or performing arts
- 20 academic elective credits
- 50 general elective credits (overlaps with academic electives)
- Personal education plan
- Declared area of focus in junior year
- APEX 5th year Diploma

Proposed Graduation requirements for the graduating class of 2011 (for review in 2009)

- 240 credits to graduate
- 4 years of language arts (Intro to Lit/Comp, American Lit, World Lit or Upper Division Writing and 4th year of English)
- 3 years of social studies, including 1 year of US History, .5 of Civics, and 1.5 year of Social Studies
- 4 years of mathematics including Algebra I, Geometry, Algebra II and a 4th year, which must be higher than Algebra I
- 3 years of science (2 of which come from Earth, Biology, Chemistry or Physics)
- 1 year of physical education
- 1 years of world language
- 1 year of fine or performing arts or CTE
- 20 academic elective credits
- 50 general elective credits (overlaps with academic electives)
- Personal education plan
- ASCENT 5th year Diploma
Frequently Asked Questions
About the 2009 Proposed Graduation Policy Revision to
The World Languages requirements
For the Graduating Class of 2011

Question: Can students be admitted into all Colorado colleges with 1 year of World Language?

Answer: The Colorado Commission on Higher Education adopted the HEAR requirements in January, 2008. Their website can be viewed at http://highered.colorado.gov/Academics/Admissions/coursecompletion.html# on this site, it states:

“In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado's public four-year colleges or universities. The requirements go into effect in two phases: Phase 1 for students graduating in 2008 and 2009, and Phase 2 for students graduating in 2010 and beyond. Private colleges and universities set their own admission standards, so students should contact those institutions directly for information regarding their enrollment policies. Additionally, public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admissions requirements.

Students planning to attend a four-year college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements. In addition to the Higher Education Admission Requirements, students must also meet the Admission Eligibility Index.

Meeting the Higher Education Admissions Requirements does not guarantee admission to a four-year public institution. Colleges and universities may have additional requirements.

<table>
<thead>
<tr>
<th>Academic Area*</th>
<th>2008/2009 Graduates</th>
<th>2010+ Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>English**</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)***</td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Natural/Physical Sciences (two units must be lab-based)***</td>
<td>3 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Sciences (at least one unit of U.S. or world history)</td>
<td>3 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>not required</td>
<td>1 year</td>
</tr>
<tr>
<td>Academic Electives****</td>
<td>2 years</td>
<td>2 years</td>
</tr>
</tbody>
</table>

* CCHE, CDE, and School Districts are developing standards for alternative demonstration of proficiency to be accepted in lieu of course completion. For course guidelines see paragraph 4.01 of the Admissions Standards Policy.

**Two units of ESL English may count for HEAR requirements when combined with two units of successfully completed college preparatory English.

***College-preparatory ESL mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR requirements.

****Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences
and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses.

The Colorado Commission on Higher Education does not review individual high school courses to determine whether or not they meet Colorado’s Higher Education Admissions Requirements. Because local school districts in Colorado oversee their high school curricula and colleges and universities establish their own entrance requirements, it is their discretion to determine what coursework meets the Higher Education Admission Requirements.”

**Question:** Are there some schools in Colorado that are harder to gain admission to?

**Answer:** The following Colorado schools have been ranked by Peterson’s Four-Year Colleges according to the difficulty of admissions.

<table>
<thead>
<tr>
<th>GENERAL COLLEGE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most Difficult</strong></td>
</tr>
<tr>
<td>More than 75% of the freshmen were in the top 10% of their high school class and scored over 1310 on the SAT I or over 29 on the ACT. About 30% or fewer of applicants were accepted.</td>
</tr>
<tr>
<td><strong>Very Difficult</strong></td>
</tr>
<tr>
<td>Examples: Colorado College, Colorado School of Mines, Pepperdine University, UCLA</td>
</tr>
<tr>
<td>More than 50% of the freshmen were in the top 10% of their high school class and scored over 1230 on the SAT I or over 26 on the ACT. About 60% or fewer applicants were accepted.</td>
</tr>
<tr>
<td><strong>Moderately Difficult</strong></td>
</tr>
<tr>
<td>Examples: University of Colorado/Boulder, University of Denver, Colorado State</td>
</tr>
<tr>
<td>More than 75% of the freshmen were in the top half of their high school class and scored over 1010 on the SAT I or over 18 on the ACT. About 85% or fewer applicants were accepted.</td>
</tr>
<tr>
<td><strong>Minimally Difficult</strong></td>
</tr>
<tr>
<td>Examples: Metro State College, Mesa State, Portland State</td>
</tr>
<tr>
<td>Most freshmen were not in the top half of their high school class and scored below 1010 on the SAT I or below 19 on the ACT. Up to 95% of the applicants were accepted.</td>
</tr>
</tbody>
</table>

**Question:** How do we know that school counselors are prepared to support students with a differentiated course of studies based on their post-secondary goals?

**Answer:** The 2006 Revised graduation policy states: "Each student who enters a Denver Public Schools high school will develop a personal education plan (P.E.P.). This plan will set his/her intended course of study as he/she begins his/her journey toward graduation. The student and an academic adviser (this may be a teacher, counselor, dean administrator or other professional school staff member) will review and amend the P.E.P. each semester, prior to the development of a new class schedule (for students attending the 8th grade in the Denver Public Schools, the P.E.P. will be initiated during the spring semester of the 8th grade year). Schools may opt for an "advisement" class to provide for the P.E.P. This process will not only provide clear information and a focus on the future for the student, but also bring a new purpose to the important articulation between middle school and high school staff members.” The PEP contains the course of studies plan and is developed based on student interests and the adopted graduation policies.

The district is creating a common PEP template for ALL DPS students to use. The PEP will include students’ career goals, post secondary goals, and DPS course of study which fulfills the graduation requirements and post secondary plans. These plans will be housed in our post secondary planning system, Naviance, in which students, parents, and staff members can access the plans. Counselors have
been receiving extensive PD the past 2 years on a variety of classroom guidance lessons, which assist students in the post secondary planning process. Counselors have also been trained on collecting and analyzing data on the impact of these classroom guidance lessons.

**Question:** Why did the district make the Graduation Policy changes in 2006 and now propose to change them again in 2009?

**Answer:** The intent behind the 2006 revised graduation policy was to institute a more rigorous HS experience that prepares all students for post-secondary success. We are still committed to this philosophy and the proposed 2009 revisions offer a more flexible approach to the requirements.

**Question:** If a student only takes 1 year of World Languages because his/her initial Personal Education Plan was to pursue a career and then later decides that s/he wants to attend college, will s/he be unable to meet college entry requirements?

**Answer:** The proposed graduation requirements will prepare all students for entry into a 2 year or 4 year college based on the CCHE HEAR requirements. If a student changes his/her mind in the middle of high school from a career plan to a college plan, they would most likely have a harder time getting accepted to the most rigorous college because they probably would not have taken rigorous AP, IB, or concurrent enrollment classes that are more attractive to these schools. However, several schools (i.e. Metro State College and Mesa State) have been ranked as minimally difficult for admissions.

The following list shows the where the majority of our students attend for post-secondary schooling.

1. Community College of Denver
2. Metropolitan State
3. University of Colorado, Denver
4. University of Colorado, Boulder
5. Colorado State University

*Based on data from National Student Clearing House. Graduates from ’02-07

**Question:** What opportunities for feedback are there for these proposed graduation policy changes?

**Answer:** In 2006, when the Board of Education was considering adopting a more robust, rigorous graduation requirements policy there was a substantial parent and community engagement process that occurred over many months. The 2009 proposed changes were presented to the Board of Education on August 20th, 2009. A full document can be accessed on the District’s website. At the Board of Education meeting on September 17 and October 15, there will be a period of public comment. At these times, members of the public can request to speak to the board of education and present their feedback. The final reading and vote will occur on October 15, 2009.
DENVER PUBLIC SCHOOLS
GUIDE TO GRADUATION & POST SECONDARY EDUCATION

Denver Public Schools understands that 85% of the careers in the 21st century require post secondary education, (US Dept. of Labor). Current studies suggest that today’s high school students will experience 12-15 different careers in their lifetime. DPS students need to understand the multiple pathways available for educational opportunities beyond high school and be prepared for life-long learning. Many options exist for our students including four-year or two-year college degrees, career and technical certificates, as well as military options. Students and parents must plan, starting as early as middle school, to be prepared for life after high school.

This document includes guidelines from the Department of Higher Education in Colorado, DPS gradation requirements, and college index scores. The following information will be valuable in assisting students create their Personal Education Plans.

HIGHER EDUCATION ADMISSIONS REQUIREMENTS
Colorado has Higher Education Admissions Requirements for students who plan to attend any of Colorado’s public, four-year colleges or universities. Private colleges and universities set their own admissions standards, so you should contact those institutions directly for information regarding their enrollment policies. Public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admissions requirements; however students must be college ready to take college classes at a two-year institution. Assessments are given in math, reading, and writing to determine if students are eligible to enroll without remediation.

Students planning to attend a four-year college or university in Colorado (Adams State College, Colorado School of Mines, Colorado State University, Colorado State University—Pueblo, Fort Lewis College, Mesa State College, Metropolitan State College of Denver, University of Colorado at Boulder, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Northern Colorado, Western State College) will need to complete the following classes in order to fulfill the Higher Education Admissions Requirements. Additionally, you will need to find out from the colleges to which you are applying what GPA and ACT or SAT scores they require and if there are other courses outside of the Higher Education Admissions Requirements that must also be completed for admission. The Higher Education Admissions Requirements have been established in addition to the Admissions Eligibility Index. This index can be found online at:
http://highered.colorado.gov/Academics/Admissions/coursecompletion.html

<table>
<thead>
<tr>
<th>ACADEMIC AREA</th>
<th>HS GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>4 units</td>
</tr>
<tr>
<td><strong>MATHEMATICS (Algebra I level and higher)</strong></td>
<td>4 units</td>
</tr>
<tr>
<td><strong>NATURAL/PHYSICAL SCIENCES (2 units must be lab-based)</strong></td>
<td>3 units</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCES</strong> (at least 1 unit of U.S. or world history)</td>
<td>3 units</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong></td>
<td>1 unit of same language</td>
</tr>
<tr>
<td><strong>ACADEMIC ELECTIVES</strong>*</td>
<td>2 units</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

Note: One unit is equal to one full year of credit in a specific subject.

* Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, and International Baccalaureate courses. Approved career and technical education courses with content comparable to courses meeting Colorado’s Model Content Standards and industry specific/CTE standards are counted as academic electives beyond the minimum years listed above.

The CCHE has further described the types of courses that meet their requirements by indicating that they need to be “sufficiently challenging to be college-preparatory” and that they need to fit “in a logical sequence of courses leading to higher and more rigorous course work.” For a fuller explanation of the criteria, contact your counselor or go to the CCHE website at http://www.state.co.us/cche/academic/admissions.html.
## HB 05-1057

Enacted in 2005, HB 05-1057 requires districts to provide to parents a list of courses the district has available that satisfy the CCHE’s Higher Education Admission Guidelines. The following Denver Public Schools courses meet those criteria:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>WORLD LANG</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Lit.*</td>
<td>Algebra 1</td>
<td>Anatomy/Physiology</td>
<td>African Anthropology</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>American Literature*</td>
<td>Algebra 1 Integrated</td>
<td>Astronomy*</td>
<td>Adv. Constitutional Law</td>
<td>Arabic 1</td>
</tr>
<tr>
<td>American Studies Eng/His</td>
<td>Algebra 2 Integrated</td>
<td>Biology*</td>
<td>Afro-American History*</td>
<td>Arabic 2</td>
</tr>
<tr>
<td>Bible as Literature</td>
<td>Algebra 2*</td>
<td>Biotechnology</td>
<td>Am. Economic Systems</td>
<td>Chinese 1-4*</td>
</tr>
<tr>
<td>British Literature*</td>
<td>Algebra Adv. Int. 2*</td>
<td>Botany</td>
<td>American Contemporary issues</td>
<td>French 1*</td>
</tr>
<tr>
<td>College Prep Lit &amp; Comp</td>
<td>Algebra Adv. Integrated</td>
<td>Chemistry*</td>
<td>American Indian History</td>
<td>French 2*</td>
</tr>
<tr>
<td>Competitive Speech</td>
<td>Algebra Advanced 2*</td>
<td>Earth Science*</td>
<td>Ancient Cultures</td>
<td>French 3*</td>
</tr>
<tr>
<td>Creative Writings</td>
<td>Algebra Advanced Integrated</td>
<td>Earth Space Science</td>
<td>Ancient History*</td>
<td>French 4*</td>
</tr>
<tr>
<td>English 090</td>
<td>Algebraic Principles in Marketing</td>
<td>Environmental Science</td>
<td>Asian Studies*</td>
<td>German 1</td>
</tr>
<tr>
<td>English Seminar</td>
<td>Geometry Integrated</td>
<td>Geology</td>
<td>Black Exp. Today</td>
<td>German 2</td>
</tr>
<tr>
<td>Hispanic American Lit.*</td>
<td>Geometry*</td>
<td>Health/Medical Science</td>
<td>Chicano Mexican Amer. Studies</td>
<td>Italian 1</td>
</tr>
<tr>
<td>Honors Thesis</td>
<td>Math 090</td>
<td>Life Science</td>
<td>Civics*</td>
<td>Italian 2</td>
</tr>
<tr>
<td>Humanities*</td>
<td>Math 099</td>
<td>Marine Biology*</td>
<td>Comparative Government</td>
<td>Italian 3</td>
</tr>
<tr>
<td>Intro. to Literature*</td>
<td>Pre-Calculus Integrated*</td>
<td>Physical Science*</td>
<td>Economics</td>
<td>Italian 4</td>
</tr>
<tr>
<td>Journalism</td>
<td>Pre-Calculus*</td>
<td>Physics*</td>
<td>Geography*</td>
<td>Japanese 1-3*</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Probability and Statistics</td>
<td>Science Research Honors</td>
<td>Global Learning</td>
<td>Lakota Language</td>
</tr>
<tr>
<td>Shakespeare Alive</td>
<td>Zoology</td>
<td></td>
<td>History of Colorado</td>
<td>Latin 2</td>
</tr>
<tr>
<td>Technical Writing</td>
<td></td>
<td></td>
<td>International Relations</td>
<td>Russian 1</td>
</tr>
<tr>
<td>Themes in Literature</td>
<td></td>
<td></td>
<td>Law</td>
<td>Russian 2</td>
</tr>
<tr>
<td>Women’s Literature</td>
<td></td>
<td></td>
<td>World History</td>
<td></td>
</tr>
<tr>
<td>World Lit. and Comp.*</td>
<td></td>
<td></td>
<td>Medieval History*</td>
<td>Russian 3</td>
</tr>
<tr>
<td>World Literature*</td>
<td></td>
<td></td>
<td>Minority Cultures</td>
<td>Russian 4</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Offered for honors credit</td>
<td>*Offered for honors credit</td>
<td>*Offered for honors credit</td>
<td>*Offered for honors credit</td>
<td>*Offered for honors credit</td>
</tr>
<tr>
<td>All AP English courses</td>
<td>All AP Math courses</td>
<td>All AP Science courses</td>
<td>All AP Social Studies courses</td>
<td>All AP World Language courses</td>
</tr>
<tr>
<td>All MYP English courses</td>
<td>All MYP Math courses</td>
<td>All MYP Science courses</td>
<td>All MYP Social Studies courses</td>
<td>All MYP World Language courses</td>
</tr>
<tr>
<td>All IB English courses</td>
<td>All IB Math courses</td>
<td>All IB Science courses</td>
<td>All IB Social Studies courses</td>
<td>All IB World Language courses</td>
</tr>
<tr>
<td>CU Succeed English</td>
<td>CU Succeed Math</td>
<td>CU Succeeds Science</td>
<td>CU Succeed Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
Denver Public Schools
HIGH SCHOOL GRADUATION REQUIREMENTS

The high school diploma awarded by the Denver Public Schools represents a high standard of quality in curriculum content, instruction, and student learning, and should be maintained as a document that reflects substantial effort by the student and the school district in preparation for the world of work or higher education.

General or the Combined General and IEP Course of Study Requirements
Two hundred forty semester hours (24 units) shall be required for students to graduate from high school and receive a high school diploma. Transcripts shall reflect differences in program content. For the Combined General diploma up to 140 semester hours may be earned in Special Education course in any subject area. The content area requirements are as listed below:

<table>
<thead>
<tr>
<th>General Course of Study Diploma Requirements</th>
<th>Semester</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Language Arts</strong>—A minimum of forty semester hours (4 units) shall be earned including ten semester hours (1 unit) of Introduction to Literature and Composition 1 &amp; 2 and ten semester hours (1 unit) of American Literature 1 &amp; 2. Ten semester hours (1 unit) World Literature, or upper division writing course. Ten semester hours (1 unit) other Language Arts.</td>
<td>40</td>
<td>4.0</td>
</tr>
<tr>
<td>2. <strong>Mathematics</strong>—Forty semester hours (4 units) shall be earned. Ten semester hours (1 unit) of algebra or its integrated equivalent, ten semester hours (1 unit) of geometry or its integrated equivalent are required and ten semester hours (1 unit) of algebra 2 or its integrated equivalent. Students are required to take an additional 1 unit of math, a higher level than algebra</td>
<td>40</td>
<td>4.0</td>
</tr>
<tr>
<td>3. <strong>Science</strong>—Thirty semester hours (3 units) shall be earned: Students will be required to complete 30 semester hours (3.0 units) of science credit, 20 semester hours (2 units) must come from Earth Science, Biology, Chemistry, or Physics.</td>
<td>30</td>
<td>3.0</td>
</tr>
<tr>
<td>4. <strong>Social Studies</strong>—Thirty semester hours (3 units) shall be earned. Ten semester hours (1 unit) in U.S History, five semester hours (.5 unit) in Civics and fifteen semester hours (1.5 units) of other social studies</td>
<td>30</td>
<td>3.0</td>
</tr>
<tr>
<td>5. <strong>Physical Education/Dance, Citywide Marching Band, ROTC, or DPS Athletics</strong>—Ten semester hours (1 unit) shall be earned or exempted for athletic participation.</td>
<td>10</td>
<td>1.0</td>
</tr>
<tr>
<td>6. <strong>World Language</strong>—Ten semester hours (1 unit) shall be earned in the same World Language such as French, Spanish, or any other language offered in Denver Public Schools</td>
<td>10</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Electives</strong>—Eighty semester hours (8.0 units) shall be earned</td>
<td>80</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Academic Electives</strong>—Twenty semester hours (2 units) of Fine Arts which include art, dance, drama, and music, or Career Technical Education. Ten semester hours (1 unit) academic elective, which include English/Social Studies Electives, Career and Technical Education courses, AVID, Gear-Up, and A.P./I.B. courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Electives</strong>—Within the 240 semester hours (24 units) required for graduation, 50 semester hours (5.0 units) are available for electives. An extensive elective program is offered in the core curriculum subjects. In addition, students may choose electives in art, business/marketing, consumer and family studies, foreign language, industrial/technology, music, physical education/dance, or special offerings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community-based experience</strong>—Within the 240 semester hours (22 units) required for a diploma, a minimum of 220 semester hours (21 units) shall be earned in classroom-based instruction. Students may, therefore, earn and apply a maximum of twenty semester hours (2 units) of community-based experience toward graduation requirements. These experiences may include, but are not limited to, field or service experiences, work experiences, and internships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>240</td>
<td>24.0</td>
</tr>
</tbody>
</table>

*Colleges and universities may have institutional admissions requirements that go beyond these course requirements. Work closely with the admissions staff at the college or university of your choice for complete information.*
DENVER PUBLIC SCHOOLS HIGH SCHOOL GRADUATION REQUIREMENTS
Class of 2011 and 2012

General Information

High School credits may not be earned in middle school. Example: a student who completes Algebra 1 in MS, still must take 4 years of math in high school.

Exemptions
- Athletic sports that are sanctioned by the Denver Public Schools’ Board of Education and meet the criteria below may exempt a student from the physical education graduation requirement. No grade or credit will be given for athletic participation and such exemptions will not reduce the total number of hours required to earn a diploma. Both semesters of the physical education requirement may be exempted by athletic participation.

Criteria governing physical education exemptions:
  a. The student must maintain academic eligibility for the entire season.
  b. One full sport season is required to exempt a student from five semester hours (5 units) of PE requirement.
  c. A student must be a high school freshman, sophomore, or junior to qualify for the exemption. Seniors who have not yet met the physical education requirement are not allowed to take this exemption and must enroll in a physical education course.

A high school diploma from Denver Public Schools certifies that a student has fulfilled all graduation requirements in one of five course areas:

- The General Course of Study
- Individualized Education Program (IEP)*
- Combined General and IEP*
- Work Experience and Study*
- ASCENT Diploma (Accelerating Students Through Concurrent Enrollment)

*The Combined General and Individualized Education Program (IEP), Work Experience and Study and the IEP options are available only to students with identified special education needs or to students whose transcripts reflect one or more core academic or elective course credits as

Additional Information Regarding Requirements
- Students who are unsatisfactory or partially proficient in math and Literacy CSAP will be double blocked during their 9th grade year, and in some cases their 10th grade year. This additional blocked class counts as an academic elective credit.
- A student may register for 70 credit hours, (35 credits per semester) during the regular school year. The limit may be increased to 80 credits, (5 additional credits per semester) with special permission from the principal.
  The maximum number of credits a student may earn in summer school is 10 semester hours.

Graduation Exercises
- To participate in commencement exercises with their class, students must complete the equivalent of 240 hours and also complete all required classes by the end of their senior year.

<table>
<thead>
<tr>
<th>Grade Level Classification of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 semester hours</td>
</tr>
<tr>
<td>120 semester hours</td>
</tr>
<tr>
<td>170 semester hours</td>
</tr>
<tr>
<td>240 semester hours</td>
</tr>
</tbody>
</table>

Transfer Students
- A transfer student from outside the Denver Public Schools must meet the requirements to receive a diploma from the Denver Public Schools. All graduation requirements must be met prior to graduation, including attendance in the Denver Public Schools for at least two semesters, with a minimum of 50 semester hours (5 units) of credit earned.

Valedictorian/Salutatorian
- The average of all eight semesters are used to determine each school’s valedictorian salutatorian. Students must be enrolled in their school of attendance for a minimum of three (3) years and achieve the highest grade point average in their graduating class in order to qualify and be the class valedictorian/salutatorian.
College Index:
Colorado Schools use the index below to determine eligibility for admission. To calculate your score:

1. Find your GPA and/or class rank on left side of table. Use the GPA or rank that is higher
2. Find your SAT and/or ACT score on the top of table. If you have both ACT/SAT, use higher score
3. Follow the row containing your GPA and/or class rank and the column containing your best test score to determine your CCHE admissions index

Table 1: Commission’s Admission Standards for first time freshmen

| Adams State College | 80 |
| Colorado School of Mines | 110 |
| Colorado State University | 101 |
| Colorado State University-Pueblo | 86 |
| Fort Lewis College | 86 |
| Mesa State College | 85 |
| Metropolitan State College | 76 |
| University of Colorado, Boulder | 103 |
| University of Colorado at Colo. Springs | 92 |
| University of Colorado at Denver | 93 |
| University of Northern Colorado | 94 |
| Western State College of Colorado | 80 |

Table 2: Index Score and Eligibility

<table>
<thead>
<tr>
<th>SAT</th>
<th>400</th>
<th>500</th>
<th>600</th>
<th>700</th>
<th>800</th>
<th>900</th>
<th>1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>&lt;12</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

| Adams State College | 80 |
| Colorado School of Mines | 110 |
| Colorado State University | 101 |
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| University of Colorado at Denver | 93 |
| University of Northern Colorado | 94 |
| Western State College of Colorado | 80 |

CCHE Admissions Eligibility Index, Fall 2008 – Fall 2010

Revised 1/16/2008
Concurrent Enrollment:
DPS students may take advantage of college course work while in high school to earn both college and high school credit. The below courses are guaranteed transfer courses for the state of Colorado. Meaning, a student will earn college credit, which must be accepted at any state college or university. For a full list of these course see, http://www.cccs.edu/EdServices/gtpathways.html

FREQUENTLY ASKED QUESTIONS

Q: Will completion of the pre-collegiate course requirement as part of finishing my high school requirements guarantee my admission to a four-year college or university in Colorado?
A: No. The pre-collegiate course requirement is an addition to the CCHE Admissions Standards Policy for public higher education institutions. All four-year public institutions in Colorado have selective admission requirements articulated in the Admissions Standards Policy. Colleges and universities may have institutional admissions requirements that go beyond the pre-collegiate courses and the selective admissions standards established for each institution. Students are advised to work closely with the admissions staff at the college/university of choice for complete information about admission requirements. Keep in mind that all two-year colleges in Colorado have open admissions policies. The pre-collegiate admissions requirements do not apply to students entering a community college or to students entering Metropolitan State College of Denver if they are 20 years old or older.

Q: I have a disability. Will I have to complete the pre-collegiate Admissions Requirements?
A: Yes. The pre-collegiate course requirements and the selective admissions standards will be factors in the admission decision for all students, even if an identified disability has resulted in a modified high school curriculum. In accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), Colorado’s collegiate institutions do not discriminate on the basis of the presence of a disability. However, to qualify for academic accommodations at a postsecondary institution, students with disabilities must first meet the institution’s “essential admissions requirements.” The pre-collegiate curriculum constitutes an essential admission requirement. For more information about the federal guidelines regarding students with disabilities in the college/university setting, go to http://www.ed.gov/about/offices/list/ocr/transition.html.

Q: Who do I contact if I’m unsure if a course will fulfill a pre-collegiate requirement?
A: Contact the counseling office at your school for specific course advice. Also check the CCHE website periodically for an expanded list of courses that will meet the pre-collegiate criteria.

Q: What are some other things I should do while I’m in high school to prepare me for college?
A: Do your best in your classes. Keep in mind that most colleges give preference to students who challenge themselves throughout high school over those who take easier classes and get a higher grade point average. Explore whether you want to take Advanced Placement courses, or pursue an International Baccalaureate diploma program. You may also want to enroll for dual credit classes that allow you to earn college credit while in high school through the Concurrent Enrollment/ASCENT program. Your school counselor can provide you with details on each of these opportunities. Get involved in activities such as clubs, music, sports, and/or volunteer work. When you have an opportunity, try some leadership roles in these activities.

Q: How many years of Foreign Language do you need to get into college?
A: Institutions have different requirements for World Language. The majority of DPS students enroll at 4 institutions: Community College of Denver, no foreign Language requirement, University of Colorado, Boulder, 3 year foreign language requirement, Metropolitan State College, 1 year foreign language requirement, and University of Colorado, Denver, 1 year foreign language. Please check with the institution you plan to apply for detailed admission requirements.
If your plans after graduation from high school include college, you should keep in mind the five major factors upon which college admission is based:

1) Quality of your courses of study while in high school;
2) Grades earned in these courses and the resulting grade point average and class rank;
3) Test scores on the ACT and/or SAT tests;
4) Activities both in and out of school; and
5) Letters of recommendation when appropriate.

Admission requirements to colleges and universities vary greatly. Students should seek information about the colleges or universities they are interested in attending, to determine the exact requirement. Catalogs may be obtained from the college and many are available in the high school post-graduate or counseling center.

### GENERAL COLLEGE REQUIREMENTS

The following colleges and universities are listed according to the levels of entrance difficulty developed by *Peterson's Four-Year Colleges, 2010.*

<table>
<thead>
<tr>
<th>Most Difficult</th>
<th>Very Difficult</th>
<th>Moderately Difficult</th>
<th>Minimally Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: US Air Force Academy, Stanford, Harvard, Yale, Duke</td>
<td>Examples: Colorado College, Colorado School of Mines, Pepperdine University, UCLA</td>
<td>Examples: Adams State, Colorado State University, Fort Lewis College, Naropa University, Regis University, Rocky Mountain College of Art Design, University of Colorado at Boulder, University of Colorado at Colorado Springs, University of Denver, University of Northern Colorado, Western State College, Yeshiva Toras Chaim Talmudical Seminary</td>
<td>Examples: Colorado Technical University, Colorado Springs, Colorado Technical University Online, Mesa State, Metropolitan State College</td>
</tr>
<tr>
<td>More than 75% of the freshmen were in the top 10% of their high school class and scored over 1310 on the SAT I or over 29 on the ACT. About 30% or fewer of applicants were accepted.</td>
<td>More than 50% of the freshmen were in the top 10% of their high school class and scored over 1230 on the SAT or over 26 on the ACT. About 60% or fewer applicants were accepted.</td>
<td>More than 75% of the freshmen were in the top half of their high school class and scored over 1010 on the SAT or over 18 on the ACT. About 85% or fewer applicants were accepted.</td>
<td>Most freshmen were not in the top half of their high school class and scored somewhat below 1010 on the SAT or below 19 on the ACT. Up to 95% of the applicants were accepted.</td>
</tr>
</tbody>
</table>

### ADDITIONAL POST-SECONDARY EDUCATION OPTIONS

<table>
<thead>
<tr>
<th>Non-Competitive</th>
<th>Community Colleges</th>
<th>Apprenticeships</th>
<th>Technical Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: College America- Fort Collins, DeVry University, Jones International University, National American University, Platt College, University of Phoenix</td>
<td>Offer Associate Degree and Certificate programs to prepare students for transfer to other colleges or for direct entry into the workforce. Examples: Arapahoe Community College, Community College of Denver</td>
<td>Generally four year programs offering journeyman Certificates and Associates Degrees. Apprentices receive paid on-the-job training and enroll in technical courses at community colleges. Example: Colorado Contractor’s Association</td>
<td>Offer Associates and Bachelors Degrees for students who wish to begin a career immediately after the specialized training. Examples:</td>
</tr>
<tr>
<td>Virtually all applicants were accepted regardless of high school rank or test scores.</td>
<td>High school diploma or General Education Development (GED) certificate or at least 16 years old and not attending high school or enrolled in Post-Secondary Education Options; Placement Tests.</td>
<td>High school diploma or General Education Development (GED) certificate; At least 17 years old; Pre-qualifying tests; Interviews. Some programs will consider grade point averages in their selection procedures.</td>
<td>High School diploma or General Education Development (GED) certificate; At least 17 years old, A GPA of at least a 2.0; Some programs may require ACT or SAT scores; Placement exams</td>
</tr>
</tbody>
</table>
**Top 10 Questions to Ask Your High School Counselor About College**

*Chris Diehl*

Your guidance counselor is your ally in the college search process. Ask your counselor some questions on this list and you’ll be amazed at what they can offer you.

**What classes should I take?**

This question can encompass several things, including whether to take AP courses, what classes colleges want to see on transcripts, what electives it would be useful for you to take and recommendations of what college level courses are available.

**What standardized tests should I take and when are they?**

Your counselor can tell you whether it’s better to take the SAT or the ACT or both. Other important questions to ask: How do I sign up for the tests? When are they? Where will the tests be given? How much do they cost?

**What can I do now to plan for college?**

Your counselor can advise you on what sort of degree you should pursue, give you a timeline on when to start thinking about college, and show you how to start educating yourself on college options.

**Are there any college fairs being given at our school?**

College fairs are a great opportunity to see what colleges have to offer, even if graduation is still a couple of years away.

**How can I start building my college resume (and also have fun)?**

As a sophomore or junior, you’re in a great position to take leadership positions in any activities you’re involved in or find out about other cool and fun extracurricular activities you can participate in and have fun with.

**I’m not ready to commit to anything, but could you tell me about what kind of jobs and careers are out there?**

You have a long time before you even have to find a “real-world” job, let alone settle on a career. But your counselor might be able to suggest some career or job possibilities, if he or she knows what you’re interested in. You never know—they might be able to recommend some cool opportunities to learn more about what you’re interested in.

**Do you know about any good scholarships or financial aid?**

Many counselor offices know about community scholarships or other resources to look for scholarships and financial aid (such as FastWeb!) that you can apply for now and stow away for when you end up going to college in a year or two. It also might not hurt to ask about options for financing college.

**What do I need to do for you to give me a recommendation when I am ready to graduate?**

Your counselor could answer this question in a couple of ways. They might tell you what activities to participate in, or they may simply tell you to come in more often so they can get to know you. Either way, your counselor could be a great opportunity for a recommendation for senior year, if you start building the relationship now.

**Can we go over my transcript?**

Reviewing your transcript with your counselor gives you a few opportunities. First, it can show whether any mistakes have been made (for example, maybe you received a B minus when it should have been a B). Second, and maybe more importantly, your counselor can take a look at the courses you’ve taken and advise if you’re missing any required courses that colleges want you to take.

**Do you keep in touch with any of your former students?**

If the answer is yes, take this opportunity to network a little. If a former student is attending a college you are interested in, ask if you might be able to contact that person and ask how things are going.
Policy IKF- Graduation Requirements

Note: These requirements begin with the graduating class of 2011.

The high school diploma awarded by Denver Public Schools represents a high standard of quality in curriculum content, instruction, and student learning, and should be maintained as a document that reflects substantial effort by the student and the school district in preparation for the world of work or higher education.

THE PERSONAL EDUCATION PLAN

Each student who enters a Denver Public Schools high school will develop a personal education plan (P.E.P.). This plan will set his/her intended course of study as he/she begins his/her journey toward graduation. The student and an academic adviser (this may be a teacher, counselor, dean administrator or other professional school staff member) will review and amend the P.E.P. each semester, prior to the development of a new class schedule (for students attending the 8th grade in the Denver Public Schools, the P.E.P. will be initiated during the spring semester of the 8th grade year). Schools may opt for an "advisement" class to provide for the P.E.P. This process will not only provide clear information and a focus on the future for the student, but also bring a new purpose to the important articulation between middle school and high school staff members.

DECLARED AREA OF FOCUS

The specific intent of this policy is to bring renewed meaning and focus to the experience of students in both the 11th and 12th grade years of study. Every student, during the first semester of his/her junior year, will declare an "area of focus." The student will need to engage in at least 1.0 unit of study, beyond the graduation requirement, of a particular content area (but not necessarily beyond the required 240 semester hours), and develop a portfolio of his/her learning that demonstrates both the depth of his/her academic understanding and communicates his/her intended application of this understanding in life beyond high school graduation. This effort strongly supports a drive toward increased rigor and an experience during the senior year that is highly relevant to the continuation of their learning and life experiences.

The course requirements stated are definitive. An individual school may not impose course requirements beyond those stated as a condition of graduation from high school, unless permission is granted by the Chief Academic Officer.

A high school principal may waive a given requirement if, in the principal's judgment, it is determined to be in the best educational interest of the student or if required in order to provide each student with disabilities a Free Appropriate Public Education (FAPE).
A high school diploma from Denver Public Schools certifies that a student has fulfilled all graduation requirements in one of five course areas. A personalized education plan is required for each course area:

· General Course of Study

· Achieving Personal Excellence (APEX)
  
  • Accelerating Student Through Concurrent Enrollment (ASCENT)

· Combined General Course of Study

· Work Experience and Study

· Designated Course of Study.

The Combined General Course of Study, Work Experience and Study, and the Designated Course of Study options are available only to students with identified special education needs or to students whose Individualized Education Program necessitates one of these courses of study. A student's course of study is not reflected in a differentiated diploma, but rather in the student's transcript. Every student diploma will state, "This diploma is reflective of the student's course of study as recorded on an official transcript."

REQUIRED UNITS OF STUDY

General Course of Study

Twenty-four (24) units of study (240 semester hours) shall be required in grades 9, 10, 11, and 12 for students to graduate from high school and receive a high school diploma. The content area requirements are as listed below.

1. Language Arts

A minimum of forty semester hours (4 units) shall be earned including ten semester hours (1 unit) of Introduction to Literature and Composition 1 & 2 (9th Grade), ten semester hours (1 unit) of American Literature 1 & 2 (10th Grade), ten semester hours (1 unit) of upper division writing academic elective or world literature, and ten semester hours (1 unit) of other language arts.

2. Social Studies

Thirty semester hours (3 units) shall be earned: ten semester hours (1 unit) of Geography (9th Grade), ten semester hours (1 unit) in U.S. History (10th Grade), five semester hours (.5 units) in Civics (11th Grade), and five semester hours (.5 units) of other Social Studies are required.
Thirty semester hours (3 units) shall be earned: ten semester hours (1 unit) in U.S. History, five semester hours (.5 units) in Civics, and fifteen semester hours (1.5 units) of other Social Studies are required.

3. Science

Thirty semester hours (3 units) shall be earned including ten semester hours (1 unit) of Earth Science (year-long) (9th Grade), ten semester hours (1 unit) of Biology (year-long) (10th Grade), and ten semester hours (1 unit) of Chemistry or Physics. There will be an exam for Earth Science that students may take during eighth grade to test out of Earth Science in the ninth grade. However, the student will still be required to complete 30 semester hours of science credit, starting with Biology.

Thirty semester hours (3 units) shall be earned: Students will be required to complete 30 semester hours of science credit, 20 semester hours (2 units) must come from Earth Science, Biology, Chemistry, or Physics.

4. Mathematics

Forty semester hours (4 units) shall be earned. Ten semester hours (1 unit) of Algebra I or its integrated equivalent (9th Grade), ten semester hours (1 unit) of Geometry or its integrated equivalent (10th Grade), ten semester hours (1 unit) of Algebra II or the integrated equivalent, and ten semester hours (1 unit) of higher math from an approved course list are required. Except that the high school Algebra requirement will be waived for a student who successfully completes one year of algebra in middle school. However, such students will still be required to complete forty semester hours (4 units) of mathematics in high school, including ten semester hours (1 unit) of Geometry and 10 semester hours of Algebra II (1 unit). In no case, will students receive high school credit for courses completed in middle school.

5. Physical Education/Dance, Citywide Marching Band, ROTC, or DPL Athletics

Ten semester hours (1 unit) of Physical Education or Dance shall be earned or an equivalent shall exempt the student from this requirement. Equivalents shall include: Citywide Marching Band, ROTC, DPS Athletics.

Athletic sports that are sanctioned by the Denver Public Schools Board of Education and meet the criteria below may exempt a student from the physical education graduation requirement. No grade or credit will be given for athletic participation and such exemptions will not reduce the total number of hours required to earn a diploma. Both semesters of the physical education requirement may be exempted by athletic participation.

Criteria governing physical education exemptions:

a. The student must maintain academic eligibility for the entire season.
b. One full sport season is required to exempt a student from five semester hours (5 units) of P.E. requirement,

c. A student must be a high school freshman, sophomore, or junior to qualify for the exemption. Seniors who have not yet met the physical education requirement are not allowed to take this exemption and must enroll in a physical education course.

d. The waiver must be requested in the same semester that the sport is played. (This aligns with the criteria of the Board policy and with the guidelines provided on the Criteria for Athletic Exemption form that is located on page 23 of the High School Procedures Guide.)

d. The waiver must be requested in the same semester that the sport is played.

6. Academic Electives

Twenty semester hours (2 units) shall be earned. Ten semester hours (1 unit) of fine arts (Music, Art, Drama) must be earned. Another ten semester hours (1 unit) shall be earned from an approved electives list.

Ten semester hours (1 unit) of fine arts (Music, Art, Drama) or Career Technical Education (CTE) must be earned.

7. World Languages

Twenty semester hours (2 units) of the same language shall be earned. Students will not have the option to waive one year of World Languages. However, a student may take a proficiency exam in eighth grade to test out of level one of a World Language. The student must then complete 20 semester hours of a higher level of the same language or take another language.

Ten semester hours (1 unit) of a world language shall be earned.

8. Community Service and Service Learning

Within the 240 semester hours (24 units) required for a diploma, a minimum of 220 semester hours (22 units) shall be earned in classroom-based instruction. Students may, therefore, earn and apply a maximum of twenty semester hours (2 units) of community service and/or service learning experience, approved by the school, toward graduation requirements. These experiences may include, but are not limited to, field or service experiences, work experiences, volunteering with community organizations, and internships.
9. Electives

Student must earn 50 semester hours of electives, of which 20 semester hours may be community service and service learning.

General Course of Study Additional Information

At least four years (eight semesters) of attendance is required for students to complete grades 9, 10, 11, and 12 except that:

* students with a 3.0 GPA who have completed all core curriculum/elective requirements and 240 credit hours (24 units) and all required assessments may graduate in seven semesters

* students with a 3.5 GPA who have completed all core curriculum/elective requirements and 240 credit hours (24 units) and all required assessments may graduate in six semesters.

* students with an Individual Education Program who are working towards a general course of study may earn up to 40 semester hours (4 units) in Special Education classes in only one core subject area. In addition, they may earn up to twenty semester hours (2 units) of Special Education credit in world language classes.

Achieving Personal Excellence (APEX) Requirements COURSE OF STUDY

Accelerating Student Through Concurrent Enrollment (ASCENT) Requirements COURSE OF STUDY

Provided that the high school has approval by the Superintendent or his designee, students will be awarded an APEX diploma if they meet all of the requirements in one through five in the general course of study, earn 35 hours of elective credit, and meet the requirements to earn an Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science (A.A.S.) Degree from a community college or a certificate of career and technical education.

Provided that the high school has approval by the Superintendent or his designee, students will be awarded an ASCENT diploma if they meet all of the requirements in one through five in the general course of study, earn 35 hours of elective credit, and meet the requirements to earn an Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science (A.A.S.) Degree from a community college or a certificate of career and technical education.
Combined General Course of Study

The combined General Course of Study requirements are the same as those for the General Course of Study, except that students with an Individual Education Program may earn up to 140 semester hours (14 units) in Special Education courses in the core subject areas and world language classes.

Work Experience and Study

Two hundred and forty semester hours (24 units) will be required in grades 9, 10, 11, and 12, and/or through the first semester in which the student's twenty-first (21st) birthday falls, from courses approved by the school principal and determined by the staffing team. Transcripts will reflect differences in program content. The content areas and work study requirements are as listed below. Numbers of units are stated as minimums:

1. Language Arts 3.0 Units
2. Social Studies 2.0 Units
3. Science 1.0 Unit
4. Mathematics 2.0 Units
5. Physical Education/ Dance, Citywide Marching Band, or ROTC 1.0 Unit (unless otherwise specified by IEP)
6. Electives
   1.0 Unit in vocations and/or Transition Classes - Required

8.0 Units (may include work experience)

7. Work Experience and Study 6.0 Units of work experience earned in Special Education-coordinated work experience. Vocations/Transitions course must be taken and passed as a prerequisite or in conjunction with work experience/study

1. Language Arts 3.0 Units
2. Social Studies 2.0 Units
3. Science 1.0 Unit
4. Mathematics 2.0 Units
5. Physical Education/ Dance, Citywide Marching Band, or ROTC 1.0 Unit (unless otherwise specified by IEP)
6. Electives

1.0 Unit in vocations and/or Transition Classes - Required

8.0 Units (may include work experience)

7. Work Experience and Study 6.0 Units of work experience earned in Special Education-coordinated work experience. Vocations/Transitions course must be taken and passed as a prerequisite or in conjunction with work experience/study

Designated Course of Study Requirements:

The designated course of study will substitute for the curriculum/content standard approved by the Board of Education. In making determinations for earning a diploma, assessment instruments will be selected and administered so as to best ensure that when an assessment is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level rather than reflecting the student's impaired sensory, manual, or speaking skills.

1. Students with severe and profound disabling conditions that interfere with their ability to meet the requirements for either of the above courses of study and have satisfied the requirements of an Individualized Education Program shall graduate with a high school diploma.

2. Students may attend school in grades 9, 10, 11, and 12, and/or through the semester in which the student's twenty-first (21st) birthday falls, as determined by the IEP.

Transfer Students

A transfer student from outside the Denver Public Schools must meet the requirements to receive a diploma from the Denver Public Schools. All graduation requirements must be met prior to graduation, including attendance in the Denver Public Schools for at least two semesters, with a minimum of 50 semester hours (5 units) of credit earned.

Certificate of Attendance

Students who attend school regularly but do not meet the course of study requirements in any of the three courses of study areas may be awarded a Certificate of Attendance.

CROSS REF.:  
IHCDA, Post Secondary Options/Concurrent Enrollment  
IHDB, Adult High School/GED Programs  
IKE, Promotion, Retention, and Acceleration of Students
Revised: August 21, 2008

Revised:
May 19, 2005
December 1996
May 1997
May 1999
May 2000
Policy IKF- Graduation Requirements

Note: These requirements begin with the graduating class of 2011.

The high school diploma awarded by Denver Public Schools represents a high standard of quality in curriculum content, instruction, and student learning, and should be maintained as a document that reflects substantial effort by the student and the school district in preparation for the world of work or higher education.

THE PERSONAL EDUCATION PLAN

Each student who enters a Denver Public Schools high school will develop a personal education plan (P.E.P.). This plan will set his/her intended course of study as he/she begins his/her journey toward graduation. The student and an academic adviser (this may be a teacher, counselor, dean administrator or other professional school staff member) will review and amend the P.E.P. each semester, prior to the development of a new class schedule (for students attending the 8th grade in the Denver Public Schools, the P.E.P. will be initiated during the spring semester of the 8th grade year). Schools may opt for an "advisement" class to provide for the P.E.P. This process will not only provide clear information and a focus on the future for the student, but also bring a new purpose to the important articulation between middle school and high school staff members.

The course requirements stated are definitive. An individual school may not impose course requirements beyond those stated as a condition of graduation from high school, unless permission is granted by the Chief Academic Officer.

A high school principal may waive a given requirement if, in the principal's judgment, it is determined to be in the best educational interest of the student or if required in order to provide each student with disabilities a Free Appropriate Public Education (FAPE).

A high school diploma from Denver Public Schools certifies that a student has fulfilled all graduation requirements in one of five course areas. A personalized education plan is required for each course area:

- General Course of Study
- Accelerating Students Through Concurrent Enrollment (ASCENT)
- Combined General Course of Study
- Work Experience and Study
- Designated Course of Study.

The Combined General Course of Study, Work Experience and Study, and the Designated Course of Study options are available only to students with identified special education needs or to students whose Individualized Education Program necessitates one of these courses of study. A student's course of study is not reflected in a differentiated diploma, but rather in the student's transcript. Every student diploma will state, "This diploma is reflective of the student's course of study as recorded on an official transcript."
REQUIRED UNITS OF STUDY

General Course of Study

Twenty-four (24) units of study (240 semester hours) shall be required in grades 9, 10, 11, and 12 for students to graduate from high school and receive a high school diploma. The content area requirements are as listed below.

1. Language Arts: A minimum of forty semester hours (4 units) shall be earned including ten semester hours (1 unit) of Introduction to Literature and Composition 1 & 2 (9th Grade), ten semester hours (1 unit) of American Literature 1 & 2 (10th Grade), ten semester hours (1 unit) of upper division writing academic elective or world literature, and ten semester hours (1 unit) of other language arts.

2. Social Studies: Thirty semester hours (3 units) shall be earned: ten semester hours (1 unit) in U.S. History, five semester hours (.5 units) in Civics, and fifteen semester hours (1.5 units) of other Social Studies are required.

3. Science: Thirty semester hours (3 units) shall be earned: Students will be required to complete 30 semester hours of science credit, 20 semester hours (2 units) must come from Earth Science, Biology, Chemistry, or Physics.

4. Mathematics: Forty semester hours (4 units) shall be earned. Ten semester hours (1 unit) of Algebra I or its integrated equivalent (9th Grade), ten semester hours (1 unit) of Geometry or its integrated equivalent (10th Grade), ten semester hours (1 unit) of Algebra II or the integrated equivalent, and ten semester hours (1 unit) of higher math from an approved course list are required. The high school Algebra requirement will be waived for a student who successfully completes one year of algebra in middle school. However, such students will still be required to complete forty semester hours (4 units) of mathematics in high school, including ten semester hours (1 unit) of Geometry and 10 semester hours of Algebra II (1 unit). In no case, will students receive high school credit for courses completed in middle school.

5. Physical Education/Dance, Citywide Marching Band, ROTC, or DPL Athletics: Ten semester hours (1 unit) of Physical Education or Dance shall be earned or an equivalent shall exempt the student from this requirement. Equivalents shall include: Citywide Marching Band, ROTC, or DPS Athletics.

Athletic sports that are sanctioned by the Denver Public Schools Board of Education and meet the criteria below may exempt a student from the physical education graduation requirement. No grade or credit will be given for athletic participation and such exemptions will not reduce the total number of hours required to earn a diploma. Both semesters of the physical education requirement may be exempted by athletic participation.
Criteria governing physical education exemptions:

a. The student must maintain academic eligibility for the entire season.

b. One full sport season is required to exempt a student from five semester hours (5 units) of P.E. requirement,

c. A student must be a high school freshman, sophomore, or junior to qualify for the exemption. Seniors who have not yet met the physical education requirement are not allowed to take this exemption and must enroll in a physical education course.

d. The waiver must be requested in the same semester that the sport is played.

d. The waiver must be requested in the same semester that the sport is played.

6. Academic Electives: Twenty semester hours (2 units) shall be earned. Another ten semester hours (1 unit) shall be earned from an approved electives list. Ten semester hours (1 unit) of fine arts (Music, Art, Drama) or Career Technical Education (CTE) shall be earned.

7. World Language: Ten semester hours (1 unit) of a world language shall be earned.

8. Community Service and Service Learning: Within the 240 semester hours (24 units) required for a diploma, a minimum of 220 semester hours (22 units) shall be earned in classroom-based instruction. Students may, therefore, earn and apply a maximum of twenty semester hours (2 units) of community service and/or service learning experience, approved by the school, toward graduation requirements. These experiences may include, but are not limited to field or service experiences, work experiences, volunteering with community organizations, and internships.

9. Electives: Student must earn 50 semester hours of electives, of which 20 semester hours may be community service and service learning.

General Course of Study Additional Information

At least four years (eight semesters) of attendance is required for students to complete grades 9, 10, 11, and 12 except when the following occurs:

* students with a 3.0 GPA who have completed all core curriculum/elective requirements and 240 credit hours (24 units) and all required assessments may graduate in seven semesters
* students with a 3.5 GPA who have completed all core curriculum/elective requirements and 240 credit hours (24 units) and all required assessments may graduate in six semesters.

* students with an Individual Education Program who are working towards a general course of study may earn up to 40 semester hours (4 units) in Special Education classes in only one core subject area. In addition, they may earn up to twenty semester hours (2 units) of Special Education credit in world language classes.

Accelerating Students Through Concurrent Enrollment (ASCENT) Course of Study

Provided that the high school has approval by the Superintendent or his designee, students will be awarded an ASCENT diploma if they meet all of the requirements in one through five in the general course of study, earn 35 hours of elective credit, and meet the requirements to earn an Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science (A.A.S.) degree from a community college or a certificate of career and technical education.

Combined General Course of Study

The combined General Course of Study requirements are the same as those for the General Course of Study, except that students with an Individual Education Program may earn up to 140 semester hours (14 units) in Special Education courses in the core subject areas and world language classes.

Work Experience and Study

Two hundred and forty semester hours (24 units) will be required in grades 9, 10, 11, and 12, and/or through the first semester in which the student's twenty-first (21st) birthday falls, from courses approved by the school principal and determined by the staffing team. Transcripts will reflect differences in program content. The content areas and work study requirements are as listed below. Numbers of units are stated as minimums:

1. Language Arts 3.0 Units
2. Social Studies 2.0 Units
3. Science 1.0 Unit
4. Mathematics 2.0 Units
5. Physical Education/ Dance, Citywide Marching Band, or ROTC 1.0 Unit (unless otherwise specified by IEP)
6. Electives
1.0 Unit in vocations and/or Transition Classes - Required

8.0 Units (may include work experience)

7. Work Experience and Study 6.0 Units of work experience earned in Special Education-coordinated work experience. Vocations/Transitions course must be taken and passed as a prerequisite or in conjunction with work experience/study

Designated Course of Study Requirements

The designated course of study will substitute for the curriculum/content standard approved by the Board of Education. In making determinations for earning a diploma, assessment instruments will be selected and administered so as to best ensure that when an assessment is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level rather than reflecting the student's impaired sensory, manual, or speaking skills.

1. Students with severe and profound disabling conditions that interfere with their ability to meet the requirements for either of the above courses of study and have satisfied the requirements of an Individualized Education Program shall graduate with a high school diploma.

2. Students may attend school in grades 9, 10, 11, and 12, and/or through the semester in which the student's twenty-first (21st) birthday falls, as determined by the IEP.

Transfer Students

A transfer student from outside the Denver Public Schools must meet the requirements to receive a diploma from the Denver Public Schools. All graduation requirements must be met prior to graduation, including attendance in the Denver Public Schools for at least two semesters, with a minimum of 50 semester hours (5 units) of credit earned.

Certificate of Attendance

Students who attend school regularly but do not meet the course of study requirements in any of the three courses of study areas may be awarded a Certificate of Attendance.

CROSS REF.:
IHCDA, Post Secondary Options/Concurrent Enrollment
IHDB, Adult High School/GED Programs
IKE, Promotion, Retention, and Acceleration of Students
