

Regulations Pertaining to Graduation Requirements

High School Regulation for Crew, Leadership, and Post-Secondary Preparation Courses

These guidelines have been established to ensure rigorous content and alignment of credit students receive across the individual Mapleton schools that offer these types of courses:

- 1) Crew, Leadership, and Post-Secondary Preparation are considered elective courses.
- 2) A School-Board-approved curriculum must be used in all such classes.
- 3) The course title must match the course content. If the sole curriculum is based on Post-Secondary Options work, the course must be titled as such: Post-Secondary Options, not Leadership or Crew.
- 4) A course title of “Advisory” **cannot** be used as it is not recognized by CDE for October count purposes. For example, if the advisory time is dedicated to team building and leadership, the course title could simply be “Leadership.” As stated in #3, the course title must match the content.
- 5) If Crew, Leadership, or Post-Secondary Preparation is identified in graduation regulations as a requirement for graduation at a specific school, that course must be held.
- 6) Schools can determine the frequency of the course.
- 7) Credit must align with the time spent in the course. For example, if a student passes an Advisory course that met for 50 minutes daily over the course of the semester, a half of a credit is given.
- 8) A school can elect to have both Leadership/Crew courses and Post Secondary Option courses.
- 9) A grade of P=Pass or F=Fail will be given for all Crew and Post-Secondary Options courses.
- 10) The courses will appear on transcripts each year offered.
- 11) These courses are not to be used for independent study or study hall.

Tenth Grade Passage Regulation

Each tenth grade student enrolled in Mapleton Public Schools must complete a Passage experience. “Passage” is a mid-high school exhibition of learning. Passage rubrics will reflect each school’s individual model. Common elements that must be included in these rubrics are:

- Academic Proficiency
- Post-Secondary Readiness
- Character
- Social competency
- Community Service

Passages will be documented on transcripts as “pass” when completed satisfactorily and will not bear credit. Completing a Passage is not a district promotion requirement.

Senior Capstone Regulation

Each Mapleton high school student must provide a Senior Capstone presentation of student learning. The Capstone is a culminating learning experience that reflects a student’s academic and personal abilities and development in three areas. The presentation must be public and to at least a small panel or audience of adults. Capstone presentations must meet all criteria in the three areas listed below. Individual schools may establish requirements which exceed the District requirements listed here.

Area 1: Evidence of an extended **independent research project** that demonstrates important applied learning skills and is above and beyond the scope of other required research projects in the school’s curriculum.

The independent research project will include a written research paper and a supporting visual presentation (poster, power point, data/graphs, dance, movie, work of art, demonstration, etc.) to support the written information.

Each student will designate a sponsor to approve the project and to provide support and oversight throughout the project preparation period. A “Project Approval Form” will be utilized by the student to clearly communicate the project topic and scope (Exhibit A). The designated sponsor will approve the project no later than December 31 of the student’s senior year.

The approval form will include: project objectives/purpose, topic (Why this topic?), the research plan, obstacles, timeline, and check-in signature lines for the sponsor and school representative if the sponsor is not a school employee. A signature will be required a minimum of once per grading period.

Each high school must provide time during the year to support the organization and planning of the project by students and oversight of the project by sponsors.

The quality of the independent research project will be determined using district-provided rubrics (Exhibit B). The rubrics will address the following: written requirements, visual requirements, objective/purpose, presentation skills and application of the topic to future aspirations. The overall presentation must be at the advanced or proficient level as determined by the panel. Students must be allowed time to revise the project in order to meet the expected criteria.

Area 2: Service to one's community is an integral part of establishing a responsible, competent citizenry. **Community service experiences** help students develop academic skills, career, and civic responsibilities. Through service to the community, students address local needs, seek to resolve issues, and make meaningful contributions to community through authentic involved citizenship. Service to one's community should be a fundamental part of a student's general course of study in Mapleton Public Schools.

The purpose of this policy is to ensure uniformity among the individual high schools while allowing each school site to tailor their program to their school community. Each Mapleton high school student must complete a community experience and include a reflection of the experience as part of his/her Senior Capstone. A common rubric that highlights Mapleton's uniform expectations for satisfactory completion of the community service regulation appears below (Exhibit C). In order to ensure a meaningful and effective community service experience, all high schools will develop opportunities that meet the following criteria and use a common rubric to assess a student's understanding of their service project:

The following guidelines support the aforementioned regulation:

1. If students are not in "good academic standing" they cannot replace a required course (determined by graduation requirements) with a community service project.
2. Students cannot use hours required by the justice system to fulfill community service hours.
3. Students may meet community service hours during school.
4. Students may meet community service hours starting at the 9th grade year.
5. Students must contract with a supervising certified staff member before hours will be counted toward fulfilling regulation.
6. If a student transfers into the District after January he or she must meet with the receiving director or his/her designee to establish a plan for fulfilling the community service regulation.

Area 3: ICAP – An **Individualized Career and Academic Portfolio** will be fully developed during the final two semesters of each student's high school career. A post secondary curriculum will be used with students during the school day to support the completion of the portfolio. The ICAP will include:

- College List
- At least one completed college application
- Personal statement
- Resume
- At least one letter of recommendation

- Transcript and a transcript reflection (written or verbal) that answers: How will my GPA impact my post-secondary plans? What information on my transcript needs to be highlighted or needs further explanation?
- ACT/SAT/Accuplacer Reflection (written or verbal) that answers: How will my ACT score impact my post-secondary plans?
- Completed Scholarship Application and Financial Aid Forms if applicable.

An ICAP checklist (Exhibit D) will be used to monitor the completeness of the ICAP.

When a student transfers after January, either from in or out of the district, he or she must meet with the receiving school's Director or designee to establish a plan to fulfill the Capstone requirement.

Adopted: June 27, 2006

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