

**Instructional Program**

**Graduation Requirements Entering 9<sup>th</sup> Grade in Fall 2008 ADOPTED: 08/13/2013**

This policy specifies graduation requirements for students enrolling in the ninth grade for the first time during the 2008-2009 school year, as well as students enrolling in the ninth grade for the first time during the 2009-2010 school year and subsequent years.

The Houston Board of Education (“the Board”) shall provide secondary school curriculum and instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.

To be eligible for graduation with a secondary school credential as defined in the State Board of Education (SBOE) Rule 160-4-2-.48, High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and for Students Enrolling in the Ninth Grade for the First Time in the 2009-2010 School Year and Subsequent Years, students must successfully complete selected courses specified in the SBOE rule and satisfy additional requirements specified in this policy.

Students who enroll from another state must meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in State Board Rule 160-3-1-.07, Testing Programs - Student Assessment.

Students who enroll in the ninth grade for the first time during the 2008-2009 school year and then withdraw, must meet the graduation requirements specified in this policy and the assessment requirements specified in State Board Rule 160-3-1-.07, Testing Programs - Student Assessment.

The Board shall make available to all students the required areas of study.

A course shall count only once for satisfying any unit of credit requirement for graduation.

**See the following chart for students enrolling in the ninth grade for the 2008-2009 school year and following:**

<b><u>AREAS OF STUDY</u></b>		<b><u>Units Required</u></b>
(I)	English/Language Arts*	4
(II)	Mathematics*	4
(III)	Science*	4
<i>The 4<sup>th</sup> Science unit may be used to meet both the science and elective requirement.</i>		
(IV)	Social Studies*	3
(V)	CTAE and/or Modern Language/Latin and/or Fine Arts	3
(VI)	Health and Physical Education**	1
(VII)	Electives	4
<b>STATE REQUIRED UNITS (MINIMUM)</b>		<b>23</b>

\*Required Courses and/or Core Courses

\*\*Three (3) units of credit in JROTC may be used to satisfy this requirement.

**See the following chart for students enrolling in the ninth grade for the 2009-2010 school year and following:**

<b><u>AREAS OF STUDY</u></b>		<b><u>Units Required</u></b>
(I)	English/Language Arts*	4
(II)	Mathematics*	4
(III)	Science*	4
<i>The 4<sup>th</sup> Science unit may be used to meet both the science and elective requirement.</i>		
(IV)	Social Studies*	3
(V)	CTAE and/or Modern Language/Latin and/or Fine Arts	3
(VI)	Health and Physical Education**	1
(VII)	Electives	5
<b>REQUIRED UNITS (MINIMUM)</b>		<b>24</b>

\*Required Courses and/or Core Courses

\*\*Three (3) units of credit in JROTC may be used to satisfy this requirement.

**COURSE CREDIT**

Course credit will be awarded as outlined in policy JBC.

**STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student’s IEP team determines that the student has:

1. Completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation and/or independent living skills to equal a minimum of 23 units for students enrolling in the ninth grade for the 2008-2009 school year, 24 units for students enrolling in the ninth grade for the 2009-2010 school year and subsequent years, and
2. participated in the GAA during middle school and high school and earned a proficient score on the high school GAA in Mathematics, English/Language Arts, Science, and Social Studies, and
3. reached the 22<sup>nd</sup> birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

**GRADUATION SUPPORT SERVICES**

The Board shall provide instructional, support and delivery services that include, but are not limited to, the following:

1. A continuous guidance component beginning with the eighth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.
2. Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

3. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.
4. Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.
5. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

**ADOPTED: 05/13/2008; 04/14/2009; 07/09/2013**

**HOUSTON COUNTY SCHOOL SYSTEM**