

Board Policy IHF(6): Graduation Requirements - Entering Fall 2008-09 and thereafter

Status: DRAFT

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GRADUATION REQUIREMENTS – ENTERING FALL 2024-25 AND THEREAFTER

I. ELIGIBILITY FOR GRADUATION

This policy specifies programs of study that shall be offered by Henry County Board of Education for students to meet graduation requirements.

II. HENRY COUNTY SCHOOLS' GRADUATE PROFILE

Henry County Schools is committed to empowering all students with exceptional opportunities and access that lead to success in a global society. Therefore, the Henry County Schools' Graduate Profile outlines the individual attributes and habits of mind that, in addition to acquiring a core body of knowledge, each student is expected to develop by the time they graduate. In addition to acquiring a core body of knowledge through academic coursework, all students will develop their individual capacities to:

- Foster a lifelong love for reading and a commitment to continuous learning.
- Contribute to the Henry County community through service.
- Apply critical thinking skills to solve problems and think interdependently.
- Apply knowledge of financial skills to real life situations.
- Confront challenges, recognizing the need to persevere through adversity and cultivate effective conflict resolution skills.
- Respectfully collaborate and communicate, orally and in writing, with others in meaningful and productive ways.
- Demonstrate Postsecondary Readiness Skills through completion of a Capstone. (Interviewing, completing applications to college, technical school, military, or career, completing resumes, and utilizing digital & information literacy skills)

III. DEFINITIONS

- A. **Career, Technical and Agricultural Education (CTAE) Pathways** – Three elective units in a coherent sequence that includes rigorous content aligned with industry-related standards leading to college and work readiness in a focused area of student interest.
- B. **Core Courses** - courses identified as “c” or “r” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses.
- C. **Elective Courses** – any courses identified as “e” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9- 12 Courses that a student may select beyond the core requirements to fulfill the unit requirements for graduation.
- D. **High School Mathematics Decision Rubric for Eligible Students with Disabilities -2.0** - The purpose of this High School Mathematics Decision Rubric is to assist Individualized Education Program (IEP) teams as they engage in the discussion around eligible students with disabilities completing an alternate course sequence, aligned with their transition plan for post-secondary options, to meet the mathematics course requirements of State Board of Education (State Board) Rule 160-4-2-.48. According to the Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades State Board Rule (160-5-1-.15), this rubric should only be used for students who (1) have a disability documented prior to high school that has precluded the student from achieving grade-level proficiency in mathematics; AND (2) have earned credit in Algebra: Concepts and Connections and Geometry: Concepts and Connections; AND (3) the preponderance of data indicates the student would not be able to successfully progress in the Advanced Algebra: Concepts and Connections course.
- E. **Georgia Alternate Assessment (GAA)** - an alternate assessment based on alternate academic achievement standards. The GAA is a standardized, task-based assessment with multiple access points designed for students with significant cognitive disabilities under the Individuals with Disabilities Education Act (IDEA) whose Individualized Education Program (IEP) team has determined they are

unable to meaningfully access the regular assessment program, even with maximum appropriate accommodations. The purpose of the GAA is to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

F. **Required courses** - specific courses identified as “r” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses that each student in a program of study shall pass to graduate from high school.

G. **Secondary School Credential** - a document awarded to students at the completion of high school experience.

1. **Alternate Diploma** – the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards-based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).
2. **High School Diploma** - awarded to students who have satisfied attendance requirements, unit requirements, and the state assessment requirements as referenced in Rule 160-3-1-.07.
3. **High School Certificate** - awarded to students who do not complete all the criteria for a diploma or who have not passed the state assessment requirements, but who have earned 23 units as referenced in Rule 160-3-1-.07.
4. **Special Education Diploma** - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP).

H. **Significant Cognitive Disabilities** – students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).

I. **Unit** – one unit of credit awarded for completion of course.

IV. **GRADUATION REQUIREMENTS 2024 – 2025+**

This policy specifies graduation requirements for students enrolling in the ninth grade for the first time during the 2024 - 2025 school year and subsequent years.

The Henry County 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 student sin developing their unique potential to function in society.

To be eligible for graduation with a secondary school credential, as define in the State Board of Education (SBOE) Rule 106-4-2-.48, High School graduation requirements for students enrolling in the ninth grade for the first time in 2024 – 2025 school year and subsequent years, students must successfully complete selected courses specified in the SBOE rule and satisfy additional requirement 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 reference in the State Board Rule 160-3-1-.07, testing programs – student assessment.

Students who enroll in the ninth grade for the first time during 2024 - 2025 school year and then withdraw, must meet the graduation requirements specified in this policy and the assessment requirements specified in the State Board Rule 160-3-1-.07, testing programs – student assessment.

V. **UNITS OF CREDIT**

The board shall make available to all students the requires areas of study as outlined in Rule 160-4-2.48.

A course shall count only once for satisfying any unit of credit requirement for graduation. See the following chart:

AREAS OF STUDY	Units Required
(I) English/Language Arts*	4
(II) Mathematics*	4
(III) Science*	4
Note: The 4th Science unit may be used to meet both the science and elective requirements.	
(IV) Social Studies*	3
(V) 2 units of the same World Language or 2 units of American Sign Language or 2 units of Computer Science	2
(VI) CTAE and/or Fine Arts	3
(VII) Health and Physical Education**	1
(VIII) Electives	2
(IX) Community Service ***	5
Total	23.5

* Required Courses and/or Core Courses

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

*** Requirement will be outlined in supporting regulation

VI. **COURSE CREDIT**

- A. Unit credit shall be awarded only for courses that include concepts and skills based on the Henry Teaching and Learning Standards (HTLS) as aligned to the Georgia's K-12 Mathematics Standards for grades 9-12 or those approved by the SBOE. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 Henry Teaching and Learning Standards (HTLS) as aligned to the Georgia Standards of Excellence (GSE). The Individualized Education Program (IEP), if applicable, shall specify whether core courses taken as part of an IEP shall receive core unit credit.
- B. No course credit may be awarded for courses in which instruction is based on the GSE or Georgia's K-12 Mathematics Standards curriculum for grades K-8.
- C. Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.
- D. Completion of diploma requirements does not necessarily qualify students for admission to post-secondary institutions

VII. **AREAS OF STUDY**

- A. Courses that shall earn unit credit are listed in Rule 160-4-2-.20 List of State Funded Subjects and 9-12 courses for students entering ninth grade in 2008 and subsequent years.
- B. Any student may select any course listed in the course listing rule. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They must be successfully completed and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core unit requirements. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the unit requirements.

- C. **English Language Arts:** Four units of credit in English language arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and Composition shall be required. All courses that may satisfy the remaining units of credit are identified with a "c." The Writing, Conventions, and Listening, Speaking, and Viewing strands of the HTLS as aligned to Georgia Standards of Excellence shall be taught in sequence in grades 9-12. Literature modules may be taught in any sequence in grades 10-12.
- D. **Mathematics:** Four units of core credit in mathematics shall be required of all students, including Algebra, or its equivalent and Geometry, or its equivalent and Algebra II or its equivalent. Additional core courses needed to complete four credits in mathematics must be chosen from the list of HTLS as aligned to GSE /AP/IB/dual enrollment designated courses.
1. The mathematics requirements above apply to each student with a disability, consistent with his or her Individualized Education Program. Students with Disabilities who earn credit in Algebra and the associated mathematics support course, and Geometry and the associated mathematics support course, may upon determination through the Individualized Education Program Team meet mathematics diploma requirements by completing Algebra II for a total of 3 mathematics core credits. Successful completion of 3 core units of mathematics may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.
 2. All students, including students with disabilities, who enter ninth grade in 2024 – 2025 and beyond, and who earn core credit in Algebra I and Geometry, along with 2 other core mathematics courses, will have satisfied the minimum mathematics requirements for high school graduation. Algebra I Support I, Geometry Support, and Algebra II Support may be designated as elective or core courses for students who entered ninth grade in 2008-2009, 2009-2010, 2010-2011. Students who complete Geometry, along with 2 other core mathematics courses, but who do not complete Algebra II, may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institutions without additional coursework.
- E. **Science:** Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.
- F. **Social Sciences:** Three units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One-half unit of American Government/Civics shall be required. One-half unit of Economics shall be required.
- G. **World Language/ American Sign Language/Computer Science:** A total of two units of credit shall be required from the following areas: 2 units in the same World Language or 2 units of American Sign Language or 2 units of Computer Science.
- H. **Health and Physical Education:** One unit of credit in health and physical education is required. Students shall combine one-half or one-third units of credit of Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061) to satisfy this requirement. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement under the following conditions: 1) JROTC courses must include Comprehensive Health and Physical Education Rule requirements in rule 160-4-2-.12 and 2) the local Board of Education must approve the use of ROTC courses to satisfy the one required unit in health and physical education.
- I. **Electives (Fine Arts):** Electives may be selected from courses in fine arts.
- J. **Electives (Career, Technical and Agricultural Education (CTAE) Pathways):** Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries.
- K. **Capstone:** Students will engage in a Capstone Experience that highlights the student's journey toward college, career, and life-ready skills post-graduation as aligned to the Board of Education's Profile of a

VIII. STATE REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT

A unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study. Henry County Schools has waived seat time requirements under its strategic waiver contract.

IX. STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

A student with significant cognitive disabilities who entered the ninth grade for the first time prior to the 2020- 2021 school year may graduate and receive a regular high school diploma when the IEP team determines that the student has:

- A. 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, self- determination, independent living, and personal care to equal a minimum of 23 units of instruction, and
- B. Participated in the GAA during middle school and high school, and
- C. Reached his or her 22nd birthday OR has transitioned to an employment/education/training setting in which the support needed are provided by an entity other than the local school system.

A student with significant cognitive disabilities who entered the ninth grade for the first time on or after the 2020-2021 school year may graduate and receive an alternate diploma when the student's IEP team determines the student has:

- A. Completed an integrated curriculum based on the Georgia Standards for Excellence (GSE) that includes instruction in Mathematics, English/Language Arts, Science, and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, and
- B. Participated in the GAA during middle school and high school, and
- C. Has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

X. GRADUATION SUPPORT SERVICES

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

- A. A continuous guidance component beginning in middle school. The purpose of the guidance component is 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.
- B. Record keeping and reporting services that document student progress toward graduation and include information for the school, parents, and students.
- C. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.
- D. Instructional programs, curriculum and course guides, and remedial opportunities to assist each student in meeting graduation requirements.
- E. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

Graduation Requirements - Entering Fall 2008-09 and thereafter

I. ELIGIBILITY FOR GRADUATION

A student shall become eligible for graduation upon satisfying the State Board of Education requirements for attendance, units, and the state assessment requirements as outlined in Rule 160-4-2-.48.

II. **DEFINITIONS**

- A. **Alternate Diploma** – the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards-based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).
- B. **Career, Technical and Agricultural Education (CTAE) Pathways** – Three elective units in a coherent sequence that includes rigorous content aligned with industry-related standards leading to college and work readiness in a focused area of student interest.
- C. **Core Courses** - courses identified as “c” or “r” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses.
- D. **Elective Courses** – any courses identified as “e” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses that a student may select beyond the core requirements to fulfill the unit requirements for graduation.
- E. **Georgia Alternate Assessment (GAA)** - an alternate assessment based on alternate academic achievement standards. The GAA is a standardized, task based assessment with multiple access points designed for students with significant cognitive disabilities under the Individuals with Disabilities Education Act (IDEA) whose Individualized Education Program (IEP) team has determined they are unable to meaningfully access the regular assessment program, even with maximum appropriate accommodations. The purpose of the GAA is to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.
- F. **Required courses** - specific courses identified as “r” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses that each student in a program of study shall pass to graduate from high school.
- G. **Secondary School Credential** - a document awarded to students at the completion of the high school experience.
 - 1. **High School Diploma** - awarded to students who have satisfied attendance requirements, unit requirements, and the state assessment requirements as referenced in Rule 160-3-1-.07.
 - 2. **High School Certificate** - awarded to students who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements, but who have earned 23 units as referenced in Rule 160-3-1-.07.
 - 3. **Special Education Diploma** - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP).
- H. **Significant Cognitive Disabilities** – students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).
- I. **Unit** – one unit of credit awarded for a completion of course.
- J. **Unit, Summer School**- one unit of credit awarded for a minimum of 120 clock hours of instruction.

III. **GRADUATION REQUIREMENTS 2008-2009+**

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

The Henry County 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 2008-2009 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.

IV. UNITS OF CREDIT

The Board shall make available to all students the required areas of study as outlined in rule 160-4-2-.48.

A course shall count only once for satisfying any unit of credit requirement for graduation. See the following chart:

AREAS OF STUDY	Units Required
(I) English/Language Arts*	4
(II) Mathematics*	4
(III) Science*	4
Note: <i>The 4th 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
STATE REQUIRED UNITS (MINIMUM)	23

* Required Courses and/or Core Courses

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

V. COURSE CREDIT

- A. Unit credit shall be awarded only for courses that include concepts and skills based on the Georgia Performance Standards (GPS) or Common Core Georgia Performance Standards (CCGPS) for grades 9-12 or those approved by the SBOE. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS or CCGPS requirements. The Individualized Education Program (IEP), if applicable, shall specify whether core courses taken as part of an IEP shall receive core unit credit.
- B. No course credit may be awarded for courses in which instruction is based on the GPS curriculum for grades K-8.
- C. Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.

- D. Completion of diploma requirements does not necessarily qualify students for admission to post-secondary institutions

VI. AREAS OF STUDY

- A. Courses that shall earn unit credit are listed in Rule 160-4-2-.20 List of State Funded Subjects and 9-12 courses for students entering ninth grade in 2008 and subsequent years.
- B. Any student may select any course listed in the course listing rule. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They must be successfully completed and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core unit requirements. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the unit requirements.
- C. **English Language Arts:** Four units of credit in English language arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and Composition shall be required. All courses that may satisfy the remaining units of credit are identified with a "c." The Writing, Conventions, and Listening, Speaking, and Viewing strands of the Georgia Performance Standards shall be taught in sequence in grades 9-12. Literature modules may be taught in any sequence in grades 10-12.
- D. **Mathematics:** Four units of core credit in mathematics shall be required of all students, including Mathematics I or GPS Algebra, or its equivalent and Mathematics II or GPS Geometry, or its equivalent and Mathematics III or GPS Advanced Algebra or its equivalent. Additional core courses needed to complete four credits in mathematics must be chosen from the list of GPS/ CCGPS /AP/IB/dual enrollment designated courses.
1. The mathematics requirements above apply to each student with a disability, consistent with his or her Individualized Education Program. Students with Disabilities who earn credit in Mathematics I or GPS Algebra and the associated mathematics support course, and Mathematics II or GPS Geometry and the associated mathematics support course, may upon determination through the Individualized Education Program Team meet mathematics diploma requirements by completing Mathematics III or GPS Advanced Algebra for a total of 3 mathematics core credits. Successful completion of 3 core units of mathematics may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.
 2. All students, including students with disabilities, who enter ninth grade in 2008- 2009, 2009-2010, and 2010-2011, only and who earn core credit in Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 other core mathematics courses, will have satisfied the minimum mathematics requirements for high school graduation. Mathematics Support I, GPS Algebra Support I, 5 Mathematics Support II, GPS Geometry Support II, and Mathematics Support III, and GPS Advanced Algebra Support III may be designated as elective or core courses for students who entered ninth grade in 2008-2009, 2009-2010, 2010-2011. Students who complete Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 other core mathematics courses, but who do not complete Mathematics III or GPS Advanced Algebra, may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institutions without additional coursework.
- E. **Science:** Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.
- F. **Social Sciences:** Three units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One-half unit of American Government/Civics shall be required. One-half unit of Economics shall be required.
- G. **CTAE/Modern Language/Latin/Fine Arts:** A total of three units of credit shall be required from the following areas: CTAE and/or Modern Language/Latin and/or Fine Arts. Students are encouraged to

select courses in a focused area of interest.

1. **Career, Technical and Agricultural Education (CTAE) Pathways:** Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries.
2. **Modern Language/Latin:** All students are encouraged to earn two units of credit in the same modern language/Latin. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Technical College System of Georgia do not require modern language/Latin for admissions.
 - a. Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.
 - b. American Sign Language may be taken to fulfill the modern language requirements.
3. **Fine Arts:** Electives may be selected from courses in fine arts.

H. **Health and Physical Education:** One unit of credit in health and physical education is required. Students shall combine one-half or one-third units of credit of Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061) to satisfy this requirement. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement under the following conditions: 1) JROTC courses must include Comprehensive Health and Physical Education Rule requirements in rule 160-4-2-.12 and 2) the local Board of Education must approve the use of ROTC courses to satisfy the one required unit in health and physical education.

VII. STATE REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT

A unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study. Henry County Schools has waived seat time requirements under its strategic waiver contract.

VIII. STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

A student with significant cognitive disabilities who entered the ninth grade for the first time prior to the 2020-2021 school year may graduate and receive a regular high school diploma when the IEP team determines that the student has:

- A. 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, self-determination, independent living, and personal care to equal a minimum of 23 units of instruction, and
- B. Participated in the GAA during middle school and high school, and
- C. Reached his or her 22nd 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.

A student with significant cognitive disabilities who entered the ninth grade for the first time on or after the 2020-2021 school year may graduate and receive an alternate diploma when the student's IEP team determines the student has:

- A. Completed an integrated curriculum based on the Georgia Standards for Excellence (GSE) that includes instruction in Mathematics, English/Language Arts, Science, and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, and
- B. Participated in the GAA during middle school and high school, and

- C. Has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

IX. GRADUATION SUPPORT SERVICES

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

- A. A continuous guidance component beginning in middle school. The purpose of the guidance component is 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.
 - B. Record keeping and reporting services that document student progress toward graduation and include information for the school, parents, and students.
 - C. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.
 - D. Instructional programs, curriculum and course guides, and remedial opportunities to assist each student in meeting graduation requirements.
 - E. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.
-