RMA TEXAS PUBLIC SCHOOLS

Educational Planning Guide

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How to Use This Planning Guide

Planning a four-year high school program is an important undertaking. The courses you select should be guided by your plans for the future. As the world becomes smaller due to technological advances, it becomes increasingly more important to your future for you to choose a challenging course of study.

When you enter the 9th grade, you are a member of a **cohort** which identifies the year of your expected graduation. Example: a student entering 9th grade in 2021- 2022 is a member of **Cohort 2025**.

It is important to think about your future and the type of post-secondary education that you will need. Your course selections should reflect your desire to prepare for your life after high school. Choosing your courses should be guided by your interests as well as your abilities. Some students are sure of their future plans; others are still deciding. The courses that you choose will help you clarify your interest. While it may seem tempting to schedule a less demanding combination of courses, choosing rigorous courses that meet your needs or interests is the best way to prepare for your future. In Conroe ISD, there is a wide range of programs designed to prepare students for post- high school experiences: college, business or technical school, military service, fine arts, immediate employment and many others. These programs allow you to choose the one that is best suited to your needs.

On the following pages you will see the graduation requirements and the graduation plans that are available to you. There is also information relating to career planning that may be helpful. These pages should assist you in personalizing your plan. You will then find a description of the courses offered along with any information on prerequisites or grade level placement. Students will create their four-year plan with a counselor. Four-year course planning begins in 8th grade. Each year you will re-address and edit your plan as you continue to explore your interests and consider post-secondary options. Four-year plans are fluid and adjusted yearly based upon courses selected and completed each year. Many people can advise you and support you through this process. Your parents, teachers and counselors can assist you to better understand your goals, the graduation programs, and careers. These adults are familiar with the work you have done in different subjects and will be able to make suggestions about your program of studies. Their advice will be very helpful. Other people, who know you well, such as relatives and friends, can also help you. Talk with them so that you can consider their ideas. It is also helpful to talk with people who are currently in those careers that you find interesting. They can share information about their work and what courses will help you prepare for the future.

Course Selection Guidance for High Students and Parents:

- Review the graduation requirements for the year in which you entered high school as a freshman.
- Review the 4-Year Plan that you have completed and/or review records of the high school courses you have already taken.

- Research careers, colleges, and majors.
- Think about your post-secondary education plans and career goals. Decide which college and/or articulated credit opportunities you might want to purse in high school.
- Review the levels in which core courses are offered.
- Choose courses for next year's schedule that support your 4-Year Plan and career goals. Be sure you have completed the prerequisite requirements for the courses you select.

High School Graduation Requirements

Foundation High School Program with Endorsements

College Admission – High School Graduation Requirements

To be eligible for automatic admission to a Texas Public 4-year College, students must:

- Complete the Foundation High School Program (FHSP)
- Complete at least one endorsement
- Complete Algebra II

NOTE: State law allows the University of Texas at Austin to adjust its top 10% admissions at 75% of the freshman class. UT admissions will release auto admission percentages in the fall. (See your counselor for details.)

Any student who completes the Foundation High School Program with endorsements, is eligible to apply to any Texas 4-year college. Students must all meet the college's entrance requirements, and meet all deadlines.

The Foundation High School Plan with Endorsements
The Foundation High School with Endorsements is the default graduation plan for RMA students. It is designed to give students more flexibility in scheduling classes. The plan includes:4 credits in each of the core subjects, 2 credits in Foreign Language, 1 credit each in PE and in Fine Arts. The remaining 5.5 credits will combine to complete an endorsement.

Endorsements
Endorsements may be chosen in the following areas:
- STEM
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Students will be completing their Personal Graduation Plans (PGP) with their counselors to include one or more endorsements. Note: Due to availability of courses, endorsements may have to be adjusted.

Distinguished Level of Achievement
To earn the distinguished level of achievement, students must complete:

- The Foundation High School Program
- An Endorsement
- Algebra II

Students completing the distinguished level are eligible for college admissions under the top 10% automatic admissions provision.

RMA Foundation Program
To better prepare graduates for post high school options, all students are expected to complete the Foundation High School Program with Endorsements. However, in select yet rare situations, a student may be able to graduate under the Minimum Foundation Program. Because this 22-credit program is less rigorous than the 26-credit program with an endorsement, this option may not be selected until after completing the tenth grade and requires parent permission. Please contact your counselor for more information.

College Admission Requirements
Individual college catalogs/websites should be consulted for specific admission requirements. Certain college majors may require more math and science or foreign language. If you are considering applying to a selective college, consult the college website and your high school counselor to learn about specific entrance requirements.

Course Availability
RMA takes pride in serving the specific and unique needs of the community in which our high school campuses are located. A few of the factors that can impact courses offered are the campus size, student interest, teacher availability, and facilities specific to a campus. Although each campus is unique, Richard Milburn Academy will offer courses necessary for students to meet the recommended and foundation high school program.

Eligibility for Participation in Commencement Services: Graduation Requirements

To receive a high school diploma from Richard Milburn Academy, Alter High Schools, a student must successfully complete the graduation requirements and pass required assessments.

Students who wish to participate in graduation ceremonies must do so at the first ceremony after
completing all graduation requirements. Students must meet campus deadlines. Ceremonies are held every spring for both December and June graduates. Consult your counselor for dates.

A student who receives special education services and who has been enrolled in high school for four or more years has the option of participating in the graduation ceremony regardless of whether he/she is actually graduating that year. Students are permitted to participate in only

one graduation ceremony. The actual graduation/completion of high school is still determined by meeting the requirements set forth by Richard Milburn Academy, the State of Texas, and/or criteria established by the student's ARD committee. Students/parents who wish for more information should see their counselor.

Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
English Language Arts	**Four credits:** • English I • English II • English III • An advanced English course	**Four credits:** • English I • English II • English III • English IV or approved alternate course	**Four credits:** • English I • English II • English III • English IV	**Four credits:** • English I • English II • English III • English IV
Mathematics	**Three credits:** • Algebra I • Geometry • An advanced math course	**Three credits:** • Algebra I • Geometry • SBOE approved math course	**Four credits:** • Algebra I • Algebra II • Geometry • An additional math credit	**Four credits:** • Algebra I • Algebra II • Geometry • An additional math credit
Science	**Three credits:** • Biology • IPC or an advanced science course • An advanced science course	**Two credits:** • Biology • IPC or Chemistry and Physics (one of the two serves as an academic elective)	**Four credits:** • Biology • Chemistry • Physics • An additional science credit	**Four credits:** • Biology • Chemistry • Physics • An additional science credit
Social Studies	**Three credits** • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit) • World History or World Geography	**Three credits:** • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) or World Geography (one credit)	**Four credits:** • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) • World Geography (one credit)	**Four credits:** • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) • World Geography (one credit)
Physical Education	**One credit**	**One credit**	**One credit**	**One credit**
Languages Other Than English	**Two credits in the same language** Two credits from Computer Science I, II, and III (other substitutions)	**None**	**Two credits in the same language**	**Three credits in the same language**
Fine Arts	**One credit**	**One credit**	**One credit**	**One credit**
Speech	**Demonstrated proficiency in speech skills**	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)
Electives	**Five credits**	**Seven and one half credits (one must be an academic elective)**	**Five and one-half credits**	**Four and one-half credits**
Total Credits	22	22	26	26

Endorsement

All endorsement plans require the 4th math and 4th science. Campus offerings vary in electives for each endorsement, so please check with your counselor for what is available on your campus.

Science, Technology, Engineering & Math (STEM)

Requires Algebra II, Biology, Chemistry, Physics or Principles of Technology AND:

- Coherent sequence of 4 credits in CTE STEM courses, OR
- Coherent sequence of four courses in computer science, OR
- Three credits in mathematics (Algebra II + two for which Algebra II is the prerequisite, OR
- Five courses in science (two in addition to Physics, Biology, and Chemistry, OR
- In addition to Algebra II, Biology, Chemistry and Physics, three credits from no more than two of the above categories.

Business and Industry

Coherent sequence of four credits from these CTE course clusters (including two in one cluster and one advanced course:

- Architecture and construction
- Arts/Audio-Visual technology, and communications
- Business management and administration

Four credits of any of the above in a coherent sequence that is documented in the student's 4-year plan.

Public Services

Coherent sequence of 4 or more credits in CTE courses (2 in same cluster, one advanced) to include:

Education and training, OR

- Government and Public Administration, OR
- Human services, OR
- Law, Public safety, corrections and securities, OR

Arts and Humanities

Five social studies credits, OR

- Four levels of the same language other than English (LOTE), OR
- Two levels of the same LOTE and two more levels of a different LOTE, OR
- Coherent sequence of 4 credits in one or two categories or disciplines of Fine Arts (Art, Dance & Theater Arts)

Multidisciplinary studies

- Four advanced courses that prepare a student to enter the Workforce successfully, or post-secondary education without remediation (no coherent sequence required), OR
- Four credits in each of the four Foundation subject areas to include English IV and

Chemistry and/or Physics, OR
- Four dual credit courses selected from English, Math, Science, Social Studies, Economics, LOTE or Fine Arts

Sequence of Courses

Students may not take more than 1 required core course per academic school year in English, Mathematics, Science and Social Studies without principal approval. The PGP must indicate the student's intention to take additional courses for elective credit during the junior and/or senior year. No student will be allowed to take a course in which he/she has not completed all of the prerequisite course(s).

Levels of Courses of Study

The District's high schools offer Level Courses, Dual Credit Courses, Career and Technical Education Courses, and Special Education Courses. A brief description of each follows.

Level Courses Level courses are designed to provide students a high level of academic preparation that will enable the student to prepare for post-secondary educational opportunities, military readiness and or joining the community work force.

Dual Credit Courses The high school/college dual credit program will provide qualified high school students an opportunity to earn high school credit toward graduation, as well as college credit for designated courses. Students can select these courses when preparing their high school graduation plan and graduate with college credit hours that can be used toward completion of a college degree. Students should be aware of high school and college deadlines for submitting all required forms and payments. College credits earned through the Dual Credit Program will be accepted by most institutions on the same basis as other college credit. Proof of registration must be provided to the high school counselor. Dual credit grades will count in the GPA. Those who drop the course after the first two weeks of class, or do not attend the course, will receive an F on the high school transcript for that course. All dual credit courses do count for UIL eligibility purposes (no pass, no play) whether they are taken on or off campus.

- Dual credit courses must be approved by the high school counselor in advance, and
- Students must meet college admissions deadlines in accordance with campus deadlines for course requests

Special Education

The goal of an effective special education program is to provide each special education student with an opportunity to be successful in the least restrictive, educational and/or work environments. A variety of instructional settings are used to promote academic and/or career and technology learning based on
students' individual needs and personal goals for adult life. Richard Milburn Academy is committed to the instruction of academic competencies, personal growth, skills, and decision-

making and problem-solving skills that are recognized as critical for success in high school and adult independent living. To achieve these goals, an Individual Education Plan (IEP) will be developed for each student, with special education and/or regular education staff working together to modify materials or instruction determined as appropriate by the Admission, Review and Dismissal (ARD) Committee. Should you have any questions concerning the special education program, please call the counselor or special education diagnostician.

Homebound Services

Referrals for consideration of homebound services through general education or the special education department are forwarded from the SEL and/or Campus Counselor. Students who will miss school for 4 or more weeks due to medical reasons may qualify for homebound services. It is an
ARD/General Education Homebound Committee's decision to determine if a student meets eligibility criteria. Please contact your child's counselor for more information.

College Readiness

How Can I Make Sure My Student Is College Ready?

- Students who take the most rigorous courses tend to be more successful on college entrance tests and in their college courses.
- Students who take more math show higher success rates.
- Students who spend time reading score higher on tests and perform better once on the college campus.
- Writing skills are very important across the curriculum. Knowing one's audience, writing concisely and in an organized, coherent manner is paramount.
- Work on time management, self-advocacy, and persistence with your child.

Four Key Dimensions of College Readiness

- Key Cognitive Strategies: Analytic reasoning, problem solving, inquisitiveness, precision, interpretation, evaluating claims.
- Key Content Knowledge: Writing skills, algebraic concepts, key foundational content, and "big ideas" from core subjects.
- Academic Behaviors (self-management): Persistence, time management, study group use, awareness of performance, self-advocacy.
- Contextual Skills and Awareness ("college knowledge"): Admissions requirements, cost of college, purpose and opportunities of college, types of colleges, college culture, interacting with professors.

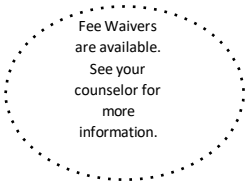
Measuring College Readiness

Testing scores denoting college readiness:

- **ACT**

- English **18**
- Math **22**
- Reading **22**
- Science **23**
- **Exemptions:** ACT Composite **23** with minimum math of **19** and English **19**

- **SAT**
  - Evidence Based Reading & Writing **480**
  - Math **530**



Testing Information

STAAR
Students are required to successfully complete Algebra I, English I, English II, Biology, and US History STAAR exams. More information regarding STAAR EOC can be found at https://tea.texas.gov/student-assessment/testing/staar/staar-resources

ACT
The ACT is one of two college entrance exams required by most colleges and universities. The ACT tests skills in English, math, science, and reading. There is also a recommended 30-minute essay test available for an extra charge. Scores range from 1 to 36 on each section. Those scores are combined into a composite score which also ranges from 1 to 36. A score above 20 is generally in the top 50%. The ACT is administered on Saturdays about 6 times a year. Registration with ACT is required about six weeks in advance. http://www.actstudent.org
Price: $42.50, plus $16.00 for writing section

SAT
The SAT Test is one of two college entrance exams required by most colleges and universities. The SAT tests Evidence Based Reading and Writing, Mathematics with an optional Essay. Evidence-based Reading and Writing range from 200 to 800 on each section. In addition, Math scores range from 200 to 800. The SAT is given on Saturdays several times a year. Registration with the College Board is required about six weeks in advance. Cost of the SAT without essay: $47.50 Cost of the SAT with essay: $64.50http://www.collegeboard.com.org/register

SAT Subject Tests
The SAT Subject Tests are one-hour multiple choice tests. They provide the opportunity for students to demonstrate mastery of specific subjects in the areas of English, history, mathematics, science, and languages. Some colleges and universities require specific exams for admission or placement, and some award credit for high scores. Scores range from 200 to 800, with credit consideration typically given for scores above 560. Students should register for these tests after completing the highest-level courses in the subject areas. The SAT Subject Tests are given on Saturdays about 6 times a year. Up to three exams may be taken on the

same day, but the SAT Reasoning Test may not be taken on the same day. Registration with the College Board is required about six weeks in advance. Price: Basic registration $26.00. Language with Listening Test adds $26. All other subject tests $22.
http://www.collegeboard.com.org/register

TSI
The State of Texas requires all students to demonstrate college level readiness in reading, math, and writing before taking any courses that count towards a college degree. Meeting TSI standards is also required for any dual credit classes. TSI is an untimed, computerized test used to qualify students for dual credit admissions. Students may be exempt from this test with specified scores on either the STAAR, PSAT, SAT, or ACT. This test is given on college campuses and offered in CISD. Pre-registration is required.
Price: Free of charge the first time for grades 10-11. Retests are $10 per unit or $29 for the entire test.
NOTE: Prices listed are subject to change. Check the website listed or your counselor for current information.

Steps Toward College

Freshman Year

- Focus on the importance of high school and make good academic decisions.
- Get involved in extracurricular activities sponsored by your school and/or community. Make note of time involved, leadership roles, and activities.
- Keep a portfolio/resume listing all your activities, awards, honors, and leadership roles.
- Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can.
- Talk with your parents about planning for college costs.
- Get to know your counselor! He/she will write letters of recommendation for college/scholarships/careers
- Participate in College Night and other college events at your school.

Sophomore Year

- Continue to focus on the importance of high school and make good academic decisions.
- Visit college websites and even college campuses when you get the opportunity.
- Do your best on the PSAT in October. It is free for all sophomores and given during the school day.
- Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can.
- Continue to talk with your parents about planning for college costs.
- Get involved in activities outside the classroom. Work toward leadership positions in activities you like best.
- Make a visit to your counselor – establish a strong connection.

- Continue to do your research on careers, majors, and colleges.
- Start looking at scholarship and financial aid options for when you are a senior

Junior Year

- Use college information to help you start narrowing your college/technical school/career choices.
- If interested in a military career, be sure to visit with local recruiters and/or get information about starting the military academy application process.
- Continue to visit college and/or technical school campuses. Begin to focus on what you are really looking for in a post- secondary experience.
- Speak to college representatives who visit your high school.
- Continue to focus on the importance of high school and make good academic decisions.
- Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can handle.
- Research all financial aid, scholarships, loans, and grants that are available, through institutions, as well as through public/private agencies, churches, and organizations.
- Continue to research college requirements, tuition and fees, other costs, student activities, course offerings, financial aid, etc. for any institutions in which you are interested.
- Continue to conference with your counselor to make sure you are on track for graduation.
- Take the SAT, ACT, and/or SAT Subject Tests.
- Make good choices in selecting senior year classes. Do NOT plan to slack off your senior year.
- Begin work on your college essays.
- Stay involved with your extracurricular activities.
- Visit campuses of those institutions in which you are interested.

Senior Year

- Be responsible for your own education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can.
- Take SAT or ACT again if necessary and SAT Subject Tests, if required by your college.
- Register for, pay and take AP exams.
- Perfect college essays.
- Make final decisions about institutions to which you will apply. Begin the application process, paying close attention to deadlines. Be sure to turn in requests for processing 2 to 3 weeks in advance.

- Track your college applications and scholarshipapplications.
- Ask for letters of recommendation in a timely manner. Remember, teachers and counselors have many letters to write, so give them ample time to craft a letter that will showcase you in the best way possible.
- Observe housing and financial aid deadlines.
- Attend Financial Aid Night. Complete and file FAFSA.
- Pay close attention to audition and portfolio deadlines, which may differ from actual application deadlines.
- Continue to complete and submit scholarship applications.
- Complete and submit the FAFSA.

Exploring Post-Secondary Options

In addition to online resources and those available from the counseling center at your campus, RMA offers several venues to assist you in planning for post-secondary pursuits

1. College Night, held during the fall, gives students and their parents an opportunity to visit with representatives from colleges and universities throughout the United States. Basic financial aid information is also presented.
2. Financial Aid seminars offer information related to financial need and explores such topics as completing the Free Application for Federal Student Aid (FAFSA), types of financial aid available, and other concerns of parents trying to pay for post-secondary education and training. Speakers at Financial Aid seminars present information to parents in all phases of saving for college
3. Military Academies Night is for those students interested in pursuing appointments to one of the five military academies throughout the United States. Information covered includes a general background about what programs of study are available at each academy and how to proceed with applying to these academies. While all students are welcome, it is recommended that those seriously considering an appointment to an academy attend one of these meetings as early in their high school program as possible.
4. Campus-led informational nights are offered by each secondary campus for assisting students with college and financial aid information. Please see your counselor for more information.

Career and Technical Education

The 5 Career Clusters

A career cluster is a group of occupations and industries in related fields of study. Texas has adopted 16 career clusters. Within each cluster are pathways which are more specific groupings of similar occupations. To prepare for these occupations, students would select a program of study which in high school involves course selection. The goal is to have a seamless course of study from high school into college or other postsecondary education or training program. The electives students choose can complement their academic classes to prepare them for the challenges of the real world. RMA offers courses towards the successful completion of the following 5 Career Clusters.

	**Architecture & Construction**	Careers in designing, planning, managing, building and maintaining the built environment.
	**Arts, A/V Technology & Communications**	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	**Business Management & Administration**	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
	**Human Services**	Preparing individuals for employment in career pathways that relate to families and human needs.
	**Law, Public Safety, Corrections & Security**	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

The District offers career and technical education programs in a variety of areas. Courses offered are listed in the Career and Technical Education section of this guide. These courses are designed to meet a variety of needs and interests in technical and practical areas. Students from all academic levels enroll in these courses that integrate academic and application skills. Richard Milburn Academy and several Community Colleges have established the method by which students in identified technical preparatory classes will receive credit toward certain programs and/or degrees when the student completes high school and is enrolled in the program at the college. The District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technology

programs.

Students who complete Career and Technical Education courses may obtain the following industry certifications and licenses. However, due to instructional requirements, time in class may be limited to pursue certification. For more information on the certifications and licenses available, consult your Counselor or Career and Technical Education teacher.

Course	Certifications
Architectural Design II	Autodesk-ACAD, Autodesk-Revit, Apprentice Architectural Drafter Exam, Chief Architect
Audio/Video Production II	Adobe Premier Pro
Graphic Design and Illustration II	Adobe Photoshop, Illustrator, In Design, Fireworks, or Flash
Business Information Management I	Dual Credit. MOS (Microsoft Office Specialist) Word certification offered; some students may also begin MOS Excel and PowerPoint training
Business Information Management II	MOS (Microsoft Office Specialist) Word, Excel PowerPoint or Access certification offered
Lifetime Nutrition & Wellness	ServSafe
Law Enforcement I	OSHA
Law Enforcement II	9-1-1 Telecommunication

Grading and Class Rank System

Grade Point System, Class Rank, and Other Grade-Related Issues

In an effort to recognize those students who have taken a more rigorous course of study, RMA has developed the following system for calculating GPA's:

Grade Range	Letter Semester Grade	Level & All Other Courses
90-100	A	4.0
80-89	B	3.0
75-79	C	2.0
70-74	D	1.0
Below 70	F	0

State Awards

1. Students must be selected from the Summa Cum Laude graduates.
2. In the event that two or more students have the same grade point average, the awards will be determined by calculating numerical averages.

Grades

All semester grades for any courses taken are entered on the transcript. Grades are closed one semester after the end of any course. (Due to summer schedules, questions may be submitted for grades earned the final grading period until August 1 of the same year.) Since grade changes affect GPA, it is very important to take care of these issues in a timely manner.

Transcripts

Grades for all courses taken are placed on the transcript and may not be removed. This includes courses taken at the junior high campuses for high school credit; however, junior high school courses are not calculated in the high school rank – any courses taken after completion of 8th grade are calculated in class rank.

The transcript is the official student academic record. Transcripts include grades and credits for all courses attempted, grade point averages, class rank, and standardized state test scores.

Transcripts for currently enrolled students can be requested through the appropriate campus office. Students 18 years and older must give written permission in order for a parent or other party to receive a transcript.

Unofficial transcripts may be requested by the student and/or parent or guardian and given directly to the person requesting it. Students may make copies of their unofficial transcripts.

Official transcripts are transmitted directly from the campus to an authorized requesting institution. Official transcripts must be mailed by the registrar of the campus and may not be delivered by hand.

Credit Recovery

All courses taken receive a grade and are shown on the transcript. Courses taken and passed for the first time are computed in the rank. Any course previously not passed and retaken for mastery will show on the transcript with the grade received and will be computed as part of the student's GPA and credit acquisition.

Grade Averaging for 2-Semester Courses

High school students failing the first term of a two-term course, but who pass the second term of that course, shall receive credit for both terms when the average of the two terms of the course is **at least 70**. Students who pass the first term but fail the second term must complete a Credit Recovery course with a passing average to earn the remain portion of the credit. ***(**Note, two-term courses must be taken sequential and within the same semester**)***

Grade Level Classification Requirements

The listing below is a summary of the minimum number of state credits needed to be classified as a Freshman, Sophomore, Junior, or Senior:

- Freshman 0 - 5 .5 credits
- Sophomore 6-11 .5 credits
- Junior 12 - 17 .5 credits
- Senior ≥ 18 credits

Students are reclassified during July at the end of each school year. Local credit, (see local credit section), which does appear on the transcript, is not included in determining credits for grade level classification and class rank.

Transfers and Transfer of Credit

Credit is awarded when an official transcript is received from the previous accredited school attended. Credit is awarded for all courses recognized by the Texas Education Agency. In order for home schooling or private school course credit(s) to be awarded, one of the following criteria must be met:

1. Transcript received from an **accredited** school.
2. Transcript received from a non- accredited home school, non-accredited private school, or other organization, **and**

A. Documentation of the curriculum followed and work completed by the student in each subject area must be provided. This documentation is reviewed based on the Texas curriculum guidelines (TEKS). Examples of documentation include:

B. Curriculum followed lesson or unit plans. Course syllabi. Course goals and objectives. Course scope and sequence.

C. Work Completed- Tests and results. Journals. Videos. Portfolios. Laboratory reports. Progress reports. Art work projects.

If documentation is determined to be insufficient, credit-by-exams (CBE) will be administered in the highest level of core classes completed in home school, non- accredited private school, or other organization. If the student scores a 70 or above, upon passing the CBEs, credit will be awarded for all prior credits from the home or other school that match the state requirements for both core and elective courses.

1. Credit by examinations in each individual subject area are per semester (1/2) credit. The cost of the examination(s) is covered by the school.

2. A secondary student assessed by credit-by- examination should be given adequate time to prepare for the test, particularly if multiple subject examinations are required.

3. As an alternative to CBE, to determine course subject mastery, it is a campus decision to offer course semester final exams.

4. Grades recorded on the transcript will be those that were recorded on the transcript provided by the home school, unaccredited private school or other organization. If grades are not provided, "P's" will be awarded.

5. If the student fails the credit-by-examination with a grade of 69 or below, the student must take the course for that subject to receive a grade of 70 or higher to be awarded credit.

    A. To receive credit for the lower level courses, a student must take a CBE for each semester of each course and pass with a grade of 70 or higher. The cost of these exams is the responsibility of the student.

    B. If the lower level course CBE is passed with a grade of 70 or higher then credit for the electives taken in the home, unaccredited private school or other organization will be awarded.

Any student who chooses not to take CBEs for courses taken at a lower level than the course for which the student received CBE credit, must take the lower-level course(s) and receive a grade of 70 or higher to receive credit for the lower level course(s).

In determining whether a transfer grade should receive the extra grade points awarded similar courses at the receiving school, the following criteria will be used:

1. The sending school must be accredited and the course in question must be recorded on the transcript as "above level" (e.g. Honors or AP), and
2. The receiving school must offer that course at the same level.
3. These criteria will be used for both intra-district as well as inter-district transfers.

Grade Transcription

Often a student may enter from another school that has a different grading system from RMA. In that case, grades will be transcribed in the following manner:

1. Convert numerical grade to sending school's letter equivalent.
2. Convert letter equivalent to our grading scale. **Example**: An incoming student's grading scale is

94-100=A
85-93 =B
78-84 =C
70-77 =D

If that student has a 91 in English – 91= B (85) with appropriate grade points.

The scale to be used is:

A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	79
C	77
C-	75
D+	74
D	72
D-	70
F	65

For those grading systems which award credit for grades in the 60's, those grades will be recorded as "70". If any parent or student has a concern about the effect of this transcription on college admissions, the issue can be addressed in a counselor letter which, along with a copy of the former school's transcript, can be attached to the present transcript and mailed with each application.

Grades from Other Countries

Foreign transcripts will be evaluated in the following manner:

1. Transcripts from American or International schools with grading systems equivalent to the District's will be transcribed as any other domestic transcript. Every effort will be made to transcribe to RMA's numeric grading system.
2. Transcripts that reflect grading systems dissimilar to the District's will be evaluated and grades of "P" or "F" will be awarded. These grades will not be assigned grade points nor computed in the student's GPA.
3. For those records coming from countries who administer examinations rather than award course grades, course curriculum will be evaluated, examination grades noted, and "P's" recorded for equivalent courses on the receiving campus.

Course Selection

General Information

In the course description section, you will find a brief description of every course offered at RMA high schools as well as any possible prerequisites. Students are urged to carefully plan their course selections. Although students will receive specific instructions and assistance from school counselors during the preregistration process, the responsibility for selecting appropriate career and graduation choices rests with students and parents. It is very important that students and parents consider selecting appropriate courses. The choices students make determine the master schedule of course offerings available. The master schedule is designed to maximize student opportunities and minimize scheduling conflicts.

Elective Courses

Elective courses are offered and will be taught dependent upon the number of students who sign up for each course. While selecting courses for the next school year, a student should also choose alternate electives which will be substituted in the event that the first-choice elective is not being taught, is full, or conflicts with a required course.

The number of elective offerings is based upon students' selections in the spring**.** Students who fail to list alternates will be placed in available courses which will fill the student's schedule. These courses are not eligible to be changed. In the case of limited space availability for an elective class, seats will be awarded based on grade level classification with preference given to upperclassmen.

Local Credit Courses

Courses receiving "local credit" do not qualify as state requirements for graduation or count for determining grade level classification. This means that local credit courses do not count toward graduation. The student's counselor can best assist in determining whether or not the individual should take a "local credit" course. While local credit courses do not count toward graduation requirements and classification purposes, these courses do count for no pass/no play eligibility for extracurricular activities.

Sample Student Schedule

Schedule Changes

Principals select and hire teachers and create the master schedule based on the student course requests. Because these selections determine the schedule, student schedule changes will be made if only placement mistake has been made. Students receive a verification of the courses that they have selected in the spring. At that time, they will have the opportunity to change selections. Changes after this time will be done only if students have not taken the required prerequisites for a course or who have been misplaced in a course. In the event of a student being placed in the wrong course, he/she must continue to attend the scheduled class until the counselor makes the schedule correction. When a semester begins, administrative changes sometimes occur due to an imbalance of numbers in classes. Students should choose electives and alternates carefully. Those decisions are binding. Schedule changes will not be permitted after the 3rd week of the term.

Student entering RMA in the 9th grade *Foundation w/ Endorsement (26 Credit Hours)*

	Term 1 and 2	Term 2 and 3
Year 1	Eng 1 Alg 1 Bio LOTE 1	W. Geography PE LOTE 2 CTE Level 1
Year 1 requirements: Peace Officer Interaction Training and Personal Graduation Plan		
	Term 1 and 2	Term 3 and 4
Year 2	Eng 2 Chem US History CTE Level 2	Eng 3 Geom W. History CTE Level 3
	Zero Hour: Comm App	Zero Hour: Elective
	Term 1 and 2	Term 3 and 4
Year 3	Eng 4 Alg 2 Physics CTE Level 4	Adv Math Adv Sci Fine Arts Gov/ Eco-Fe
	Zero Hour: Elective	Zero Hour: Elective
Year 3 requirements: CPR Training and FAFSA Completion		

Other Credit Opportunities

Campus Permission

Students who wish to take any course outside of the traditional schedule must get administrative approval. The District permits high school students to take up to two credits via correspondence courses, virtual on-line courses, credits-by-exam, dual credit, summer school and any college summer programs. This allows the school the opportunity to evaluate the program to determine what, if any, credit can be awarded.

For graduating seniors, all courses required for graduation taken outside the school day must be completed by the **beginning of the second** semester/ term 3. This includes the course final.

Correspondence/Virtual/Online Courses

Correspondence courses are courses taken through the mail or online for high school credit. Typically, students are permitted to only take elective offerings. Students are not permitted to take core academic subjects by correspondence and may be enrolled in only one correspondence course at a time. The campus principal must approve any exceptions. Correspondence courses must be taken from state-accredited institutions of higher education and require approval prior to enrollment.

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN. A student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

Students interested in taking online courses must see their counselor for information. It is important for students to know that online courses are rigorous, and are 100% TEKS aligned. Correspondence, Virtual, and Online learning course grades are entered on the student's transcript and counted in the GPA calculation as level grade points unless the course is approved as an Advanced Placement course.

A student should be serious when taking an online course, and should exhibit some of the following attributes and skills in order to be successful when taking an online course: self-starter, effective time manager, proficient in the use of technology, self-disciplined, keyboarding skills.

Credit by Exam

There are two types of Credit by Exam:

Credit by Exam for Credit Recovery (taken class and failed or not completed)

A student who has received prior instruction in a course or subject, but did not receive credit for it may, in certain circumstances, be permitted to earn credit by passing an exam on the

essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the exam.

The attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. A student may not use this exam to regain eligibility to participate in extracurricular activities. Students may not take a credit by exam for the purpose of recovering credit while they are still enrolled in the course. For seniors, this means that students are not eligible to take an exam for recovering credit until the final exams begin. Students are responsible for the cost of this exam. The student will have the grade and grade point of the test recorded on his/her transcript.

Credit by Exam for Acceleration (has not taken class before)

Note: This option is not available for EOC courses.

A student will be permitted to take an exam to earn credit for an academic course for which the student has not had prior instruction. The student must score an **80 or above** in order to receive credit. These scores are not computed in the Grade Point Average (GPA). These exams will be scheduled four times per year. Consult your child's counselor for specific times and locations.

If a student plans to take an exam for credit recovery, the student or parent must register with the counselor no later than 30 days prior to the scheduled testing date. If the student plans to take an exam for acceleration, the student or parent must register online and notify their Counselor.

High School Courses Taken in Junior High

All grades for high school courses taken in junior high school will appear on the high school transcript. High school courses taken during the 7th and/or 8th grades will be given the actual grade on the transcript, but the grades will not count in the calculation of the student's high school grade point average (GPA). Any course taken after completion for 8th grade is calculated in class rank. High school credit will be awarded if a student passes the course. Credits for high school courses are awarded in half- credit units. ***Students may earn high school credit for the course only once.***

Campus Computer-Assisted Courses/ Credit Recovery

Students taking courses on the computer to recover a semester (or more) credit for a course previously failed, will be awarded a numeric grade and grade points for that computer-assisted course. Principal (or his/her designee) approval must be received for a student to take any computer-assisted course as a first time offering. Courses taken as a first time offering will earn grade points and be calculated in class rank.

Science

Biology Transcript Code: BIO *Credit: 1* Biology is a lab-oriented course involving a survey of living systems and their interrelationships. Topics include scientific method, biochemistry, cell structure and function, DNA structure and function, genetics, growth and development of organisms, taxonomy, kingdoms and ecology. Laboratory skills and safety procedures are stressed.	**Chemistry** Transcript Code: CHEM *Prerequisite: Biology and Algebra I Credit: 1* Chemistry I is a lab-oriented course that introduces the basic concepts of inorganic chemistry. Students will use scientific practices to solve investigative questions. Topics include scientific measurement and calculations, lab skills, atomic structure, chemical formulas, equations and stoichiometry, chemical bonding, states of matter, solutions, acids and bases, and nuclear chemistry. Laboratory skills and safety procedures are stressed
Physics Transcript Code: PHYSICS *Prerequisite: Chemistry and Geometry Credit: 1* Physics is a lab-oriented course that studies motion and energy. A combination of laboratory experiments and theory are used to develop the following topics: velocity, acceleration, forces, momentum, energy, heat, sound, electricity, and light. Students will use a systematic approach to answering scientific laboratory and field investigations.	**Earth and Space Science** Transcript Code: ESS *Prerequisite: 3 credits of Science Credit: 1* Earth and Space Science combines earth science, ocean science, atmospheric science, and space science in a single course. In one year, students learn the basics and special topics of geology, oceanography, meteorology, and planetary astronomy in a course that builds upon the knowledge they learned in their earlier high school science courses of biology, chemistry, and physics.
Environmental Systems Transcript Code: ENVIRSYS *Prerequisite: 1 credit of Science Credit: 1* This course is designed to provide an overview of the interrelationships of the natural world. It will also examine environmental problems, both natural and human-made, and alternative solutions for resolving and/or preventing them	**Four credits:** • Biology • Chemistry • Physics An additional science credit
EARTH SPACE SCIENCE Transcript Code: ESS Credit: 1 Earth and Space Science, students conduct field and laboratory investigations, use	

scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that are designed to develop an understanding of the Earth's system in space and time. Concepts included are the complex and dynamic history of the earth and the advances in technologies that help further that understanding, the geosphere and complex subsystems linking it to the Earth's surface, and the fluid earth's influences on climate and its implications to life on earth.	

Social Studies

World Geography Transcript Code: W GEO *Credit: 1* In World Geography studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.	**World History** Transcript Code: W HIST *Prerequisite: World Geography Credit: 1* World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events and issues from earliest times to the present.
US History Transcript Code: US HIST *Prerequisite: World History Credit: 1* Students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War, and post-Cold War eras, and reform movements including civil rights	**US Government** Transcript Code: GOVT *Prerequisite: US History Credit: .5* In Government, the focus is on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels.
Psychology Transcript Code: PSYC *Credit: .5* In Psychology students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data.	**Economics** Transcript Code: ECO-FE *Prerequisite: US History Credit: .5* The focus is on the basic principles concerning production, consumption, and distribution of goods and services in the

Students study topics such as theories of human development, personality, motivation, and learning.	United States and a comparison with those in other countries around the world.
Sociology Transcript Code: SOC *Credit: .5* In Sociology students study dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.	**Special Topics in SS** Transcript Code: SPTSS *Credit: .5* This course uses unique methodology to lead students through an examination of the specific historical periods while fostering their skills in ethical reasoning, critical thinking, empathy and civil engagement. By testimonies, personal reflections, poetry, and images – students are given a lens to thoughtfully examine the universal themes and questions about human behavior. Students are also prompted to draw connections between history and the world today.
	Four credits: • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) • World Geography (one credit)

Math

Algebra I Transcript Code: ALG 1 *Credit: 1* Students will build on the basic foundation of concepts presented in K-8 Mathematics, use symbols to study relationships among quantities, functions to represent and model problem situations, and analyze and interpret relationships. Students will work in many situations to set up equations, use a variety of methods to solve meaningful problems and will continually use problem solving, computation in problem-solving contexts, language and communication, connections within and outside of mathematics, and reasoning, as well as multiple	**Geometry** Transcript Code: GEOM *Prerequisite: Algebra I Credit: 1* Students will build on the basic foundation of concepts presented in K-8 Mathematics and Algebra I, use geometric thinking to understand mathematical concepts and relationships among them, study properties and relationships having to do with size, shape, location, direction, and orientation of one, two, and three- dimensional figures. Students will perceive the connection between geometry and the real and mathematical worlds and use geometrical ideas, relationships, and properties to solve problems. Students will use a variety of

representations, applications and modeling, and justification and proof.	representations (concrete, pictorial, algebraic, and coordinate), tools, and technology to solve meaningful problems by representing figures, transforming figures, analyzing relationships among figures, and proving concepts related to figures.
Mathematical Models Transcript Code: MTHMOD *Prerequisite: Algebra I. Must be taken before Algebra II. Credit: 1* Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines and mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations	**Algebra II** Transcript Code: ALG 2 *Prerequisite: Geometry Credit: 1* Students will build on the foundation presented in Algebra I and Geometry. This includes continued study of linear and quadratic functions, graphing skills, and systems of equations and inequalities. New topics include, but are not limited to, matrices, functions (logarithmic, exponential, polynomial, rational, and piecewise) and conic sections. Students will use multiple representations, technology, and applications for better understanding of these concepts. This course is critical for students who wish to continue in higher mathematics.
Algebraic Reasoning Transcript Code: AlgRea *Prerequisite: Algebra I. Credit 1* Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness	**Four credits:** • Algebra I • Algebra II • Geometry • An additional math credit

such as probes, measurement tools, and software tools, including spreadsheets.	

English

English I Transcript Code: ENG 1 *Credit: 1* This introductory high school course focuses on activities that build on students' prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read extensively in different cultural, historical and contemporary contexts and demonstrate familiarity with works by authors from non-English speaking literary traditions with emphasis on classical literature. Students will engage in the composing process of multi- paragraph compositions including literary, expository, procedural and persuasive and demonstrate organizational structure, a controlling idea or thesis and writing for a variety of audiences.	**English II** Transcript Code: ENG 2 *Prerequisite: English I Credit: 1* English II further expands and refines the skills learned in English I. The focus on writing emphasizes persuasive forms such as logical arguments and expressions of opinion. In addition, writing for a variety of audiences, rhetorical writing activities in the study of literature, expository and procedural will be addressed. English II students read extensively in multiple genres from world literature originally written in English or translated to English. synthesize, and make value judgments regarding text and writing. This course is designed to prepare students for college-level reading and writing intensive courses.
English III Transcript Code: ENG 3 *Prerequisite: English II Credit: 1* English III further expands and refines the concepts and skills learned in both English II and English I. In addition, students will write longer compositions incorporating outside documentation, making rhetorical choices on audience, purpose and form, and writing a variety of persuasive, informative and analytical pieces. Students will read extensively from American literature, both classic and contemporary, with emphasis on the knowledge, history and major features of this discourse. The course will further provide extensive practice through both reading and writing in the development of critical thinking.	**English IV** Transcript Code: ENG 4 *Prerequisite: English III Credit: 1* In English IV the course further expands the concepts and skills learned in earlier English classes. The focus of study will be on commonly recognized patterns of organization, precision in meaning through language and rhetorical choices, analysis of ideas, and use of sophisticated and precise word choices. Students will read and recognize major authors, periods, forms and works in British literature. Focus will be on recurring themes, devices of propaganda, analysis of the presentation of ideas including forms of logical reasoning and techniques of persuasive language. Students will understand the application of abstract concepts and read and think critically.

English I SOL Transcript Code: ENG1 SOL *Credit: 1* This course is available to those students who have been identified as Limited English Proficient. The curriculum emphasizes the development of listening, speaking, reading, writing and culture. Only two credits of ESOL may count as English credits for graduation.	**English II SOL** Transcript Code: ENG2 SOL *Credit: 1* This course is available to those students who have been identified as Limited English Proficient. The curriculum emphasizes the development of listening, speaking, reading, writing and culture. Only two credits of ESOL may count as English credits for graduation.
Creative Writing Transcript Code: CREAT WR *Prerequisite: English II Credit: .5 – 1* The study of creative and imaginative writing allows high school students to earn one-half to one credit while developing versatile skills in essay, poetic, dramatic, and short story forms of writing. All students are expected to demonstrate the recursive nature of the writing process, applying the conventions of usage and mechanics of written English, and analyzing and discussing both published and unpublished writers' pieces and methods, in order to set personal goals for writing.	**Reading 1** Transcript Code: Read1 Credit 1 *Note: THIS COURSE IS REQUIRED FOR THOSE WHO DID NOT MEET THE PASSING STANDARD FOR ENGLISH 1 AND/OR ENG 1 EOC* Reading 1 is designed for students who have failed the state assessment reading test. Individual diagnosis of student need determines the appropriate course of study. General areas of the instruction include the following: word attack skills, including structural analysis and contextual clues; vocabulary development, including the use of advanced and specialized dictionaries; general developmental comprehension skills; and, reading skills, including fluency and comprehension, applied to a variety of practical situations that are cross-curricular.
Reading 2 Transcript Code: Read2 Credit 1 *Note: THIS COURSE IS REQUIRED FOR THOSE WHO DID NOT MEET THE PASSING STANDARD FOR ENGLISH 2 AND/OR ENG 2 EOC* Reading 2 is designed for students who have taken Reading 1 and could benefit from reinforcement of fluency word attack skills, vocabulary development, comprehension skills, and reading skills applied to a variety of practical situations. Emphasis is on recognition and development to individual learning style and overall improvement of reading skills.	**Four credits:** • English I • English II • English III • English IV

Communication Applications Transcript Code: COMMAPP *Credit: .5* Students will learn communication theory and have the opportunity to develop practical skills for both professional and social communication	**One-half credit:** Communication Applications

Spanish I Transcript Code: SPAN 1 *Credit: 1* This course offers basic understanding of the Spanish language and exposure to the culture of the Spanish-speaking world. Introduction to basic vocabulary and grammar will enable students to learn to discuss everyday topics such as family, school, numbers, time and weather. Oral and written practices are stressed.	**Spanish II** Transcript Code: SPAN 2 *Prerequisite: Spanish I Credit: 1* This course continues the study of language skills important for everyday use. The basic skills of reading, writing, speaking, listening, and understanding the culture are continued. This course emphasizes grammatical concepts
French I Transcript Code: FREN 1 *Credit: 1* This course offers a basic understanding of the French language and the culture and geography of the French-speaking world. Introduction to basic vocabulary and grammar will enable students to learn to discuss simple everyday topics such as family, school, numbers, time, sports, clothing. food and travel. Oral and written practices are stressed.	**French II** Transcript Code: FREN 2 *Prerequisite: French I Credit: 1* This course continues the study of language skills, which are important for everyday life. The basic skills of reading, writing, speaking, listening, and understanding the culture are continued.
German I Transcript Code: GERMAN 1 Credit: 1 This course offers a basic understanding of the German language and the culture and geography of the German-speaking world. Students learn the vocabulary for simple everyday topics such as family, school, numbers, time, sports and clothing. Oral and written practices are stressed. Present and past tense verbs, as well as elementary grammar will be presented.	**German II** Transcript Code: GERMAN 2 *Prerequisite: German I Credit: 1* This course continues the study of language skills, which are important for everyday life. The basic skills of reading, writing, speaking, listening, and understanding the culture are continued.
AMERICAN SIGN LANGUAGE I Transcript Code: ASL 1 Credit: 1	**AMERICAN SIGN LANGUAGE II** Transcript Code: ASL 2 Credit: 1

This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness	This course is a continuation of ASL 1 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness.
	LOTE Requirements: Two credits in the same language

Fine Arts

Art I Transcript Code: ART 1 *Credit: 1* This is a one-year foundation course. Thorough application of the fundamentals of design will be used to develop basic skills and techniques as well as an understanding and appreciation of historical and contemporary art and artists. Studio activities include drawing, painting, photography, printmaking, ceramics and sculpture. This course is designed for students who plan to advance to higher level Art courses in a coherent sequence. The rigor of this course is designed for students going on to take Art II and beyond.	**Art II** Transcript Code: ART 2 *Credit: 1* This is a one-year accelerated course. Thorough application of the fundamentals of design will be used to enhance basic skills and techniques as well as an understanding and appreciation of historical and contemporary art and artists. Studio activities include drawing, painting, photography, printmaking, ceramics and sculpture. This course is designed for students who plan to advance to higher level Art courses in a coherent sequence.
	Fine Art Requirement: One credit

Physical Education

Foundations of Personal Fitness Transcript Code: PEFOUND *Credit: .5 - 1* The course teaches students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness is the cornerstone of this	**Aerobic Activities** Transcript Code: PEAA *Credit: .5 - 1* Students acquire the knowledge and skills for movement that provide the foundation for enjoyment and continue social development through physical activity.

course and students design their own personal fitness program. **Health** Transcript Code: HLTH ED *Credit: .5* This course helps students acquire the information necessary to become healthy adults and learn behaviors in which they should or should not participate. Students use problem solving, research and goal setting to gain knowledge and skills useful in making decisions in the areas of nutrition, CPR and First Aid, maturity, diseases (including STDs) and drug use.	
	Physical Education Requirements: One credit

Elective Course Catalog

Electives

Principles of Architecture Transcript Code: PRINARC *Credit: 1* Introduces students to the basic knowledge and skills related to the career opportunities and training in the architecture and construction fields.	**Principles of Arts, A/V Technology & Communication** Transcript Code: PRINAAVTC *Credit: 1* Careers in the Arts, Audio/Video Technology and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and education requirements for those opportunities.
Architectural Design I	**Architectural Design II** Transcript Code: ARCHDSN2 *Prerequisites: Architectural Design Credit: 2*

Prerequisite: Algebra I, Geometry, & Principles of Architecture & Construction (Recommended) Transcript Code: ARCHDSN1 *Credit: 1* In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design and landscape architecture. Architectural Design includes the design, design history, techniques, and tools related to the production of drawings, renderings and scale models for residential architectural purposes.	In Advanced Architectural Design, students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Advanced Architectural Design includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.
Graphic Design and Illustration I *This course is recommended for students in Grades 10-12.* *Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications.* Transcript Code: GRAPHDI1 *Credit: 1* Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.	**Graphic Design and Illustration II** *Prerequisite: Graphic Design and Illustration I or Graphic Design and illustration I with Lab* Transcript Code: GRAPHDI2 *Credit: 1* Advanced Graphic Design and Illustration provides students an opportunity to expand upon the knowledge and skills mastered in Graphic Design and Illustration. Students will create a variety of advanced pictorial renderings and will be given the opportunity to complete Adobe certifications.
Practicum in Graphic Design and Illustration *Prerequisite: Graphic Design and Illustration II or Graphic Design II with Lab* Transcript Code: PRACGRD1 *Credit: 2*	**Principles of Business, Marketing & Finance** *This course is recommended for students in Grades 9-11.* Transcript Code: PRINBMF *Credit: 1*

Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
Business Information Management I *Prerequisite: Touch Systems Data Entry (recommended); Grades 9-12* Transcript Code: BUSIM1 *Credit: 1* Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post- secondary education. Students will apply technical skills through word- processing, spreadsheet, database, and electronic presentation software	**Business Information Management II** *Prerequisite: Business Information Management I* Transcript Code: BUSIM2 *Credit: 1* Students implement personal and interpersonal skills to strengthen individual performance in the workplace and post-secondary education. Students will apply complex technical skills through word-processing and spreadsheet, and developing electronic presentations using multimedia software.
Virtual Business *Prerequisite: Touch Systems Data Entry (recommended).* *Grades 10-12* Transcript Code: VIRTBUS *Credit: .5* Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate	**Global Business** *Prerequisite: Principles of Business, Marketing & Finance (Recommended)* Transcript Code: GLOBBUS *Credit: .5* Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as

for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.	cultural issues, logistics, and international human resource management.
Principles of Business, Marketing & Finance Transcript Code: PRINBMF *Credit: 1* Students are introduced to knowledge and skills of economics and private enterprise systems, impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.	**Principles of Human Services** Transcript Code: PRINHUSR *Credit: 1* This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.
Lifetime Nutrition & Wellness Transcript Code: LNURTWEL *Credit: .5* This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality, human services, and health sciences. Laboratory experiences will focus on the integration of nutrition and wellness knowledge with basic food preparation and management skills.	**Principles of Law, Public Safety, Corrections, and Security** Transcript Code: PRINLPCS *Credit: 1* Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.
Law Enforcement I *Prerequisite: Principles of Law, Public Safety, Corrections, and Security* Transcript Code: LAWENF1 Credit: 1 Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will gain understanding of the role of	**Law Enforcement II** *Prerequisite: Law Enforcement I* Transcript Code: LAWENF2 Credit: 1 Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand the ethical and legal responsibilities, patrol procedures, first responder roles,

constitutional law, at local, state, and federal levels, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime**.**	telecommunications, emergency equipment, and courtroom testimony
Forensic Science *Prerequisite: Biology and Chemistry. Prerequisite or Co-requisite: Law Enforcement I (Recommended)* Transcript Code: FORENSCI Credit: 1 Forensic Science uses a structured and scientific approach to the investigation of crimes such as assault, abuse and neglect, domestic violence, accidental death, and homicide. Students will learn terminology and investigative procedures related to crime scenes, questioning and interviewing, and scientific procedures used to solve criminal acts. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes. Students will conduct fingerprint, ballistics, and blood spatter analysis. Students will gain knowledge and understanding of forensic science by studying the history, legal aspects, and career opportunities in the field of forensics.	

Testing Requirements for Graduation

Students will take the State of Texas Assessments of Academic Readiness (STAAR) exam at the end of English I, English II, Algebra I, Biology, and U.S. History. In order to graduate, a student must meet or exceed the passing score on each STAAR EOC assessment. The performance standard needed to meet the testing requirement for graduation is based on the performance standard in place when students take their first EOC test and will apply to all five EOC assessments.

STAAR EOC retest opportunities will be available for students needing to retest. Students who, upon completion of Grade 11, are unlikely to pass one or more EOCs shall be required to enroll in a corresponding content-area preparatory class and take an end-of-course assessment for that course. Retests will be offered during the summer, fall, and spring administrations of STAAR. Specific substitutions for EOCs are allowed and include AP, IB, PSAT, ACT-PLAN, SAT, and ACT scores. It is the student's responsibility to check with their counselor to determine if he/she is eligible for a substitution. The ARD committees shall determine whether students receiving special education services are required to pass EOCs to receive a high school diploma.

A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination. In order to be eligible for IGC consideration, the student must continue to retest at every eligible opportunity.

Accelerated Instruction Requirements

The district offers multiple supports of acceleration for students who fail their STAAR EOC assessment. All students who do not achieve approaches or higher on STAAR EOC assessments are provided HB4545 tutorials. In addition, students who did not meet the passing standard for STAAR EOC are givens courses that support the STAAR EOC assessment. The table below shows STAAR EOC corresponding courses.

EOC COURSE	*COURSE REQUIRED FOR THOSE WHO DID NOT MEET THE PASSING STANDARD*
Algebra1	Strategic Learning for High School Math
Biology 1	Environmental Systems
English 1	Read 1
English 2	Read 2
US History	Special Topics in Social Studies

Furthermore, students who fail their STAAR EOC assessment are provided Edgenuity STAAR EOC prep courses: algebra 1, biology, English I, English II, and US History.

Individual Graduation Committee

Individual Graduation Committee for Students Who Fail to Meet Testing Requirements for Graduation
For each 11th or 12th grade student who has failed to comply with the end-of-course (EOC) assessment instrument performance requirements under Education Code 39.025 for not more than two courses, the district shall establish an IGC at the end of or after the student's 11th grade year to determine whether the student may qualify to graduate. A student may not qualify to graduate before the student's 12th grade year. A student may graduate by means of an IGC if the student has qualified for an IGC.

The district may not establish an initial IGC for eligible students during the summer (after June 10 or before the start of the next school year). Once the IGC has been established, it is the original IGC for that student.

For a student to be included as a graduate in the district's graduation data in the school year in which the student meets the requirements provided by law to graduate under IGC provisions, an IGC must make a decision to award a diploma no later than August 31 immediately following that school year. A student who graduates because of an IGC decision after August 31 shall be reported in the subsequent year's graduation data.

If a student leaves a district after an original IGC has been established and before that original IGC awards a high school diploma to the student, any other district that later enrolls the student shall request information from the student's original IGC of record and shall implement the original IGC recommendations to the extent possible.

The IGC shall be composed of the following:

1. the principal or principal's designee;
2. for each EOC assessment instrument on which the student failed to perform satisfactorily, the teacher of the course;
3. the department chair or lead teacher supervising the teacher; and
4. as applicable:
    a. The student's parent or person standing in parental relation to the student;
    b. A designated advocate if the parent is unable to serve; or
    c. The student, at the student's option, if the student is at least 18 years of age or is an emancipated minor.

The district shall provide an appropriate translator, if available, for a parent, advocate, or student who is unable to speak English. If the teacher identified in item 2 above is unavailable, the principal shall designate a teacher of the subject of the EOC assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area as an alternate member of the committee. If the student's parent or person standing in parental relation to the student is unavailable to participate in the IGC, the principal shall designate an advocate with knowledge of the student to serve as an alternate member of the committee. All IGC members should receive written notice of IGC meeting.

The district shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the following:

1. the number of students each school year for which an individual graduation committee is established; and
2. the number of students each school year who are awarded a diploma based on the decision of an individual graduation committee.

The district shall maintain documentation to support the decision of the individual graduation committee to award or not award a student a high school diploma.

ICG Curriculum Requirements

To be eligible to graduate and receive a high school diploma from the IGC, a student must successfully complete the curriculum requirements required for high school graduation.

Additional Requirements

A student's IGC shall recommend additional requirements by which the student may qualify to graduate, including additional remediation; and for each EOC assessment instrument on which the student failed to perform satisfactorily:

1. completion of a IGC project (Edgenuity class) related to the subject area of the course that demonstrates proficiency in the subject area; or
2. the completion of a project related to the subject area of the course that demonstrates proficiency in the subject area; or
3. the preparation of a portfolio of work samples in the subject area of the course, including work samples from the course that demonstrate proficiency in the subject area.

A student may submit to the IGC coursework previously completed to satisfy a recommended additional requirement.

In determining whether a student is qualified to graduate, the committee shall consider the criteria at Education Code 28.0258(h) and any other academic information designated for consideration by the board. After considering the criteria, the committee may determine that the student is qualified to graduate. A student may graduate and receive a high school diploma on the basis of the committee's decision only if the student successfully completes all additional requirements recommended by the committee, the student meets applicable curriculum requirements, and the committee's vote is unanimous. The decision of a committee is final and may not be appealed.

A student is qualified to graduate on the basis of an IGC decision only if the student:

- successfully completes the credit requirements for the foundation high school program identified by the State Board of Education or as otherwise provided by the transition plan adopted by the commissioner in 19 TAC, §74.1021,
- the student successfully completes all additional requirements recommended by the IGC, and
- the committee's vote is unanimous. TEC, §28.0258.

In determining whether a student is qualified to graduate the IGC must consider:

- The recommendation of the student's teacher in each course for which the student failed to perform satisfactorily on an EOC assessment;
- the student's grade in each course for which the student failed to perform satisfactorily on an EOC assessment;
- the student's score on each EOC assessment on which the student failed to perform satisfactorily;
- the student's performance on any additional requirements recommended by the committee;
- the number of hours of remediation that the student has attended, including attendance in a college preparatory course if applicable, or attendance in and successful completion of a transitional college course in reading or mathematics, such as, Texas College Bridge;
- the student's school attendance rate;
- the student's satisfaction of any of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas higher education coordinating board;

- the student's successful completion of a dual credit course in English, mathematics, science, or social studies;
- the student's successful completion of a high school pre-advanced placement (ap), ap, or International Baccalaureate program course in English, mathematics, science, or social studies;
- the student's rating of advanced high on the most recent high school administration of the Texas English Language Proficiency Assessment System (TELPAS);
- the student's score of 50 or greater on a college-level examination program (CLEP) examination;
- the student's score on the act, sat, or armed services vocational aptitude battery (ASVAB) test;
- the student's completion of a sequence of courses under a career and technical education program required to attain an industry-recognized credential or certificate;
- the student's overall preparedness for postsecondary success; and
- any other academic information designated for consideration by the board of trustees of the school district

Special Education Students

A student receiving special education services is not subject to the IGC requirements. As provided in 19 Administrative Code 89.1070 and 19 Administrative Code 101.3023, a student's ARD committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a high school diploma. A student's admission, review, and dismissal (ARD) committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

Richard Milburn Academy

INDIVIDUAL GRADUATION COMMITTEE FORM INSTRUCTIONS

Enter the information below to prefill applicable fields in the IGC forms tabbed at the bottom of this document.

Name of Campus (select from drop-down menu):

Name of Campus and telephone number (select from drop-down menu):

Name of Student:

Date of IGC Meeting Notice (mm/dd/yy):

Date completed IGC Meeting Notice due back from parent/guardian (mm/dd/yy):

Date of IGC Meeting (mm/dd/yy):

Time of IGC Meeting (hh:mm A or P):

Name of Campus Principal (select from drop-down menu):

Name of Campus Instructional Coach, if applicable (select from drop-down menu):

Name of Campus Counselor (select from drop-down menu):

Complete remaining fields shaded green and not pre-filled on the tabbed IGC forms.

Richard Milburn Academy

INDIVIDUAL GRADUATION COMMITTEE MEETING REQUIREMENTS

Student: Date:

1. Student is currently enrolled at an RMA-TX campus
2. Student is currently enrolled in Grade 11 in terms of credits earned

   Note: If student is Grade 11 in terms of credits, student **MUST** continue to retake all failed STAAR EOC tests until reaching course completion status in their Grade 12 school year

3. Student is currently enrolled in Grade 12 in terms of credits earned

   Note: If student is Grade 12 in terms of credits, student **MUST** continue to retake all failed STAAR EOC tests until reaching course completion status for potential December or May graduation

4. Student STAAR EOC Assessment history:

STAAR EOC	Score Code *(Scored, Absent, Other)*	Met *(Yes, No, N/A)*	Year Met	# Times Taken *(if not met)*
Algebra I				
Biology				
English I				
English II				
US History				

Note: A minimum of 3 tests must be passed before consideration by the IGC (this requirement is waived for the 2019-2020 school year due to closures)

The above named student has (select one) all requirements necessary to be allowed to begin Senate Bill 149 projects.

If **Met**, an Individual Graduation Committee may convene with the student and their parent/guardian to begin discussing projects, policies, and grduation needs.

Richard Milburn Academy

INDIVIDUAL GRADUATION COMMITTEE MEETING NOTICE

In response to the notification of the individual graduation committee meeting to be held for my student,

	on	at
(student name)	*(meeting date)*	*(meeting time)*

I, _____ as the child's ☐ Mother ☐ Father ☐ Guardian

(print parent/guardian name) *(check box identifying your relationship to student)*

☐ plan to attend my student's committee meeting OR ☐ **do not** plan to attend my student's committee meeting

If you **do not** plan to attend, please check one of the following statements:

☐ I waive my participation in the meeting, and designate the remaining members of the committee as decision makers for all purposes

☐ I designate the following individual to serve on my behalf on the committee for all purposes: _____

(name of individual to serve on your behalf)

☐ I cannot attend in person, but wish to participate by telephone and may contacted at: _____

(telephone number)

If you would like to attend but cannot due to a scheduling conflict, call the campus to reschedule:

_____ _____

Parent/Guardian Signature *Date*

Please return this completed form to your student's school

in the pre-addressed envelope provided by the following date:

Richard Milburn Academy

INDIVIDUAL GRADUATION COMMITTEE MEETING MINUTES

Student:		Date of Notice:	
Parent/Guardian:		Date of Meeting:	
Address:		Time of Meeting:	
Telephone:		Location:	

I. Individual Graduation Committee Members

Role		Printed Member Name
Principal*		
Instructional Coach*		
Counselor		
Teacher* Subject:		
Teacher Subject:		
Parent/Guardian*		
Parent/Guardian		
Parent/Guardian Designee, if applicable		
LPAC Representative, if applicable		
Other:		

*Required participant

II. Purpose/Role

- Review student's assessment and accelerated instructional history
- Review student's coursework, grades, and attendance
- Prescribe additional requirements
- Alternate assessment for satisfying high school graduation requirements

STAAR Assessment *End of Course*	Score Code *(Scored, Absent, Other)*	Passed *(Yes, No, N/A)*
Algebra I		
Biology		
English I		
English II		
US History		

III. Required Committee Considerations

As referenced in Senate Bill 149, the following considerations should be made for a student when determining a final decision for graduation

- Determination:
  Y = Yes, student has been considered and meets district requirements for graduation
  N = No, student has been considered and does not meet district requirements for graduation
  N/A = Not Assessed or is not applicable

Determination	Consideration	Signature/Data
Yes	Teacher recommendation (by signature) for course with failed EOC test	
N/A	Teacher recommendation (by signature) for course with failed EOC test	
N/A	Teacher recommendation (by signature) for course with failed EOC test	
N/A	Teacher recommendation (by signature) for course with failed EOC test	
Yes	Grades for course(s) with failed EOC test	
No	Dual credit course in English, math, science, or social studies	
No	Hours of remediation attended including college prep course (Ch 39.025(b-2))	
Yes	School attendance rate	
N/A	Successful completion of dual credit in core subject area (course and grade)	
N/A	Successful completion of pre-AP, AP, IB in core subject (course and grade)	
N/A	Advanced High composite rating on most recent HS TELPAS, if applicable	
N/A	A score of 50 or better on CLEP test (course and grade)	
No	Score on ACT, SAT, or ASVAB test, if applicable (scores)	
No	Completion of sequence of CTE courses to attain industry-based certificate	
Yes	Overall preparedness for postsecondary success	
N/A	Other information considered	

TSI Testing	Score	Acceptable for Substitution
Mathematics	N/A	
Reading	N/A	
Writing	N/A	

IV. EOC Graduation Requirements *(limit of two failed EOC tests waived for spring 2020)*

Richard Milburn Academy

INDIVIDUAL GRADUATION COMMITTEE MEETING MINUTES

Failed EOC Test	Requirement	Met
Algebra I	Completion and presentation of portfolio in EOC subject	
	Completion of required project in EOC subject	
Biology	Completion and presentation of portfolio in EOC subject	
	Completion of required project in EOC subject	
English I	Completion and presentation of portfolio in EOC subject	
	Completion of required project in EOC subject	
English II	Completion and presentation of portfolio in EOC subject	
	Completion of required project in EOC subject	
US History	Completion and presentation of portfolio in EOC subject	
	Completion of required project in EOC subject	

V. Committee Decision

Check One	Eligibility Statement	
	The Individual Graduation Committee (IGC) unanimously agrees the subject student, has met requirements set forth by RMA-TX and is eligible for graduation on	
	The Individual Graduation Committee (IGC) hereby deems the subject student, has **NOT** met requirements set forth by RMA-TX and is **NOT** eligible for graduation	

VI. Signatures of Individual Graduation Committee Members

Role	Signature	Vote *(check one)*
Principal*		☐ Agree ☐ Disagree
Instructional Coach*		☐ Agree ☐ Disagree
Counselor		☐ Agree ☐ Disagree
Teacher*		☐ Agree ☐ Disagree
Teacher		☐ Agree ☐ Disagree
Parent/Guardian*		☐ Agree ☐ Disagree
Parent/Guardian		☐ Agree ☐ Disagree
Parent/Guardian Designee, if applicable		☐ Agree ☐ Disagree
LPAC Representative, if applicable		☐ Agree ☐ Disagree
Other		☐ Agree ☐ Disagree

*Required participant

VII. Notes/Comments