

**High School  
Personal Graduation  
Plan**

The high school principal shall designate a school counselor or administrator to review personal graduation plan (PGP) options with each student entering grade 9 together with the student's parent or guardian. The PGP review must include the options for the distinguished level of achievement and the endorsements. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student. The plan may be revised according to the student's interest and the availability of particular programming at the campus. Each year, the campus and the student shall refer to the plan while developing the student's course schedule. The plan and the course selection sheet shall be kept on file by the school counselor or administrator.

A high school PGP must:

1. Identify a course of study that promotes:
  - College or workforce readiness; and
  - Career placement and advancement.
2. Facilitate the student's transition from secondary to post-secondary education.

**Middle School  
Personal Graduation  
Plan**

A middle school principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a PGP for students enrolled in grades 6–8 who:

- Failed a state-mandated assessment; or
- Are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 as determined by the District.

A PGP must:

- Identify educational goals for the student;
- Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- Include an intensive instruction program described in Education Code 28.0213 [see EHBC and EHBAB];
- Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
- Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LOCAL)

**Diploma and  
Academic  
Achievement Record**

All graduates, including special education students, shall be awarded the same type of diploma. The academic achievement record (transcript) shall include the individual accomplishments, achievements, and courses completed. Also, the appropriate seal representing the student's academic program shall be affixed to the academic achievement record.

**Graduation  
Requirements**

Graduation requirements for a particular student shall be those in effect when the student first enters grade 9 or as otherwise adopted by the Board. Students may graduate under the programs listed below. ~~Details regarding the number of credits and specific courses for each of the programs are found in EIF(EXHIBIT).~~

Upon reaching the age of 26, a former student who attended District schools during grade 12 but did not graduate under District requirements will be eligible to graduate under the minimum state requirements in effect at their grade 9 entry, provided the District was the last district of enrollment.

All students shall be automatically enrolled in the distinguished level of achievement plan in the foundation high school program, and parental approval shall be required to leave the plan to graduate under the 22-credit Texas Education Agency (TEA) foundation high school program or the 22-credit HISD foundation high school program.

A seal on each student's transcript shall identify the program under which the student graduated. For specific course and other requirements of each program, see EIF(LEGAL) and the Secondary School Guidelines for the current year. [See also EI(LEGAL) and (LOCAL) and FMH(LOCAL)]

**Special Education**

A student receiving special education services shall be eligible to graduate upon completion of the requirements specified in the individualized education program (IEP) as determined by the student's admission, review, and dismissal (ARD) committee. [See options for graduation under the Special Education Program in the School Guidelines for the current year]

The secondary program of a student receiving special education services shall terminate either with graduation or when the student no longer meets the age requirement. When a student graduates with a regular diploma, or when the student no longer meets the age eligibility for FAPE, the District must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. [See 300.305(e) (3) – IDEIA IDEA]

**Physical Education  
Substitutions**

Classification for  
Physical Education

All students must satisfy District graduation requirements for physical education. The District shall classify students for physical education on the basis of health into one of the following categories:

- Unrestricted — not limited in activities.
- Restricted — may exclude the more vigorous activities. The two types of restricted classification are:
  - Permanent — A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
  - Temporary — A student may be restricted from certain physical activity of the physical education class. A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student. During recovery time, the student shall continue to learn the concepts of the lessons but shall participate to the level indicated by the licensed health-care professional.
- Adapted and remedial — Specific activities prescribed or prohibited for students so classified as directed by a member of the healing arts licensed to practice in the State of Texas.

Olympic-Caliber  
Physical Activity  
Programs

The District has chosen to award state credit for physical education for appropriate private or commercially sponsored physical activity programs conducted either on- or off-campus, upon program approval by the Board and participation approval by the Health and Physical Education Department.

**Transfer of Credits  
During Senior Year  
for Students from  
Out of District**

Students leaving the District in the last semester of their senior year shall be allowed to transfer credits back from any accredited high school where they complete graduation requirements and receive a high school diploma from the District.

**In-District Transfer  
of Students During  
Spring of Senior  
Year**

In order to receive a diploma from a District high school, a senior student transferring from another District school:

- Shall have enrolled in that high school, at the latest, during the first 15 days of the last semester of the senior year;
- Must have earned at least 2 credits from the District high school; and

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(LOCAL)

- Must have completed District graduation requirements, including satisfactory performance on the state-mandated assessment.

A student who does not meet these qualifications may have their complete coursework transferred back to the previous District school and then receive a diploma from the school they previously attended.

To be eligible for honors based on academic achievement, a transfer senior student must earn the last 5 credits at the school in which the awards are presented, at least 2 credits of which must be completed before class ranking time.

**Financial Aid  
Application  
Confirmation**

As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following:

- A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]