

2015-2016 High School Pre-Registration Handbook



Chaparral High School
Gadsden High School
Santa Teresa High School
Desert Pride Academy
Alta Vista Early College High School

Gadsden Independent School District

DRAFT

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GADSDEN INDEPENDENT SCHOOL DISTRICT PRE-REGISTRATION INFORMATION

Dear Parents,

We encourage you to review this handbook, along with A Guide to Career Clusters and Pathways and course descriptions with your son/daughter concerning the requirements and course offerings. And then assist your child in developing a schedule for next year.

Students who plan to enroll in the Gadsden Independent School District should check this handbook carefully before completing the pre-registration worksheet. This handbook contains information concerning registration, graduation requirements and A Guide to Career Clusters and Pathways which contains descriptions of each course and pathway taught in the high schools. Information regarding college requirements, college tests, financial aid, scholarships, and career objective plans may be acquired from your counselor.

Students should be very careful in their selection of courses. Choice of courses at this time will determine the master schedule to be devised for the next school year. Requests will determine what courses will be offered and the number of class sections for each course. Careful course selection helps the student obtain the courses wanted.

Parents are encouraged to use this pre-registration handbook and the Guide, to discuss and assist your child in the selection of courses. Your involvement in this process of course selection will greatly aid your child in making appropriate choices for their academic program toward graduation. Please feel free to call the school if you desire further information.

Sincerely,

Efren Yturralde,
Superintendent

Planning Your Future: Career Pathways

This guidebook is designed to help you select courses during your high school years that will support your future education and employment plans. The majority of employment opportunities that provide people with a “living wage” require specific skills and education beyond high school. Determining which direction to go is not always easy and at the end of your 12th grade year you will have lots of options. A way to look at this process is to imagine a highway system. Presently, the road has been pre-planned for you and you have had very little choice in what route you take to complete this first leg of the journey. You begin school in kindergarten and then you complete at 12th grade. After graduation, the road branches off in many directions. Consider them on-ramps to a new horizon of opportunity. There is a road leading to a 4 year university, another to the military or to a Community College. Once you leave high school, there are plenty of options and you may find that you get on and off the “educational on ramp” at many times in your life.

Another choice that you may make many times in your life is deciding what you want to do with your life in terms of your career. The world of work is divided into broad categories called clusters, such as Education and Training or Human Services. With each cluster there are pathways or different categories that employ people in different occupations. For example, in Education and Training there are three pathways: Administration and Administrative Support, Professional Support Services, and Teaching/Training. Within the Teaching/Training pathway there are careers such as elementary teachers, coaches, and childcare workers. This guide contains information about all clusters and which courses are offered at one or more of the high schools that you can take to start working towards your future occupation. Some even offer the opportunity to earn credentials while you are still in high school that can help you get a job when you graduate. Other clusters have pathways that connect you to the Dona Ana Branch Community College while you are still in high school and allow you to get an early start on the advanced education you will need for your career choice.

TESTING INFORMATION

The following information is offered as a guide to assist parents and students. It is recommended that all students take advantage of these tests when they are offered.

- PSAT:** A preview test to the SAT that is available to all sophomores and juniors; National Merit Scholarship Qualifying Test when taken as a junior
- ACT:** A college admission test accepted by all universities; preferred by most New Mexico Universities.
- SAT:** A college admission test accepted by all universities, preferred by exclusive schools and by Texas schools

Test dates are available in the Counseling Center and in English classes. Depending on the school, ACT or SAT scores are required for college admission.

- Interest Inventories:** Assessment tools available to help students determine career interests
- ASVAB:** A military aptitude test available to all grades; on a volunteer basis
- ACT/Compass:** An entrance exam for the Dona Ana Community College and for qualification for courses articulated with DACC.

Testing Calendar

- PSAT: October
- HSGA: October
- EoC: December and May
- HSTW: January-February (Grade 12)
- ACCESS: Spring (ELL students only)
- Compass: See counselor for information
- NMSBA: Spring (Science)
- PARCC: Spring
- ~~Eoc:~~ Spring
- SAT: See counselor for information related to fee waivers
- ACT: See counselor for information related to fee waivers
- ASVAB: See counselor for information

POLICIES FOR TRANSFERRING CREDITS FROM FOREIGN COUNTRIES AND OTHER SCHOOL DISTRICTS

- 1) Students transferring from Mexico (or countries with similar grading systems) should present their transcript to the counselors to be evaluated as follows:
 - a. Only Grade 3 of *secundaria* (U.S. Grade 9) should be reviewed along with grades 1, 2, & 3 of *preparatoria* (U.S. Grades 10, 11, 12). Only those courses for which the student has earned an A, B, C or D, unless percentage grades are on transcript) will be counted for credit. ~~A student may only transfer up to eight (8) credits, some of which may be electives.~~
 - b. The students may transfer half-credits if earned under a semester system.
 - c. Grade conversion: Numerical grades based on a scale of 10 are converted into percentages/letter grades as follows:

9 -10 =	A=95
8 =	B=85
7 =	C=75
6 =	D=65
0-5 =	F=50

(Numerical grades with decimals **are not** to be rounded off.
A 7.9 is still 79, which equals a C)

(No Credit Allowed)

- 2) Student enrolling with transcripts from countries with dissimilar systems will be evaluated on an individual basis.
- 3) Foreign exchange students may only be classified as 11th grade students and are not eligible to graduate from Gadsden Independent School District.
- 4) Persons who have successfully completed the equivalent of U.S. high school in their country of origin are NOT eligible to matriculate in high school in New Mexico.
- 5) Transfer students' transcripts will be reviewed on a case by case basis.
- 6) Students enrolling with an Honors course credit on an official transcript, will meet the graduation requirement.

GRADUATION CREDIT AND HOME SCHOOLING

New Mexico Statutes require any person operating or intending to operate a home school to notify the Secretary of Education of the establishment of a home school within thirty (30) days of its establishment and to notify the Secretary of Education on or before April 1st prior to each subsequent year of operation. Graduation credit will only be given to home school students upon the receipt of a transcript from an accredited online and/or correspondence school, as required by Public Education Department regulations.

For more information visit the following website:

<http://www.ped.state.nm.us/HomeSchools/application.html>

CREDIT FOR HIGH SCHOOL COURSES AT THE MIDDLE SCHOOL

At the present time, Gadsden ISD offers the following courses that students can take at the Middle School level that will earn them High School graduation credit. High school credit classes which are offered in middle school as electives are Algebra I and Spanish I and Spanish II. Geometry and English I may also be offered in eighth grade during a “zero” hour period. Algebra I shall be offered in addition to Eighth Grade Math and English I may also be offered in addition to Eighth Grade Language Arts. (As per GISD Board Policy, IKEB-R, I-7300)

Those courses are:

- English 1 (1.0 credit)
- Algebra 1 (1.0 credit)
- Geometry (1.0 credit)
- General Computer Applications (1.0 credit) (GMS)
- Spanish 1 (1.0 credit)
- Spanish 2 (1.0 credit)
- PREPS (maximum of 3.0 credits)
- New Mexico History (1.0 credit)

Qualifying Steps for Placement into Various Courses

When circumstances indicate that subject-based acceleration and/or acceleration in grade placement is in the best interest of the student, the student will be referred to the campus Student Assistance Team (SAT), or to the IEP team for students in special education. (As per GISD Board Policy, IKEB, I-7300 and IKEB-R, I-7300)

- Subject-based acceleration in middle school refers to an eighth grade student participating in a high school credit course while attending middle school.
- Access to subject-based acceleration is open to all students, regardless of ELL, disability, socio-economic, or gifted status.
- Grades earned in courses taken in middle school for high school credit count toward a student’s high school Grade Point Average (GPA). These courses are not Advanced Placement (AP) or Honors courses.
- High school courses offered for middle school credit shall adhere to the same protocol and guidelines for the course when it is offered in the high school. For example, once enrolled in a high school course, a student may not drop the course.
- All considerations for subject-based acceleration shall take place within either the Student Assistance Team (SAT) process, or the IEP team process for students in special education.
- The final decision to participate in subject-based acceleration must be made no later than the spring semester of the student’s seventh grade year.
- Preliminary screening criteria to be used by a SAT or IEP team for determining participation in subject-based acceleration during the eighth grade year shall include, but are not limited to, grades, seventh grade MAP scores and sixth and seventh grade SBA or PARCC scores.
- Written parent consent is required before taking any action involving a student that is not taken for all students. Accordingly, the SAT or IEP team must obtain prior written consent in order to conduct additional screenings or assessments that are not administered to all students.
- Only students who scored at least “Proficient,” but preferably “Advanced,” on the seventh grade SBA or PARCC in Math will be considered by the SAT or IEP team for participation in high school Algebra I, or Geometry in the eighth grade.
- Only students who scored at least “Proficient,” but preferably “Advanced,” on the seventh grade SBA or PARCC in Reading will be considered by the SAT or IEP team for participation in high school English I in the eighth grade.
- If a parent refuses the SAT or IEP team recommendation/offer of subject-based acceleration, the parent should notify the school in writing, and the school should maintain that notification in the student’s cumulative file or IEP permanent file at the district special education office.

Credit for High School Classes will be awarded as follows:

1. In order to receive High School credit; the student must pass with a 60% or above for Algebra 1, English 1, Geometry, Spanish 1, Spanish 2, Computer Applications (GMS) and New Mexico History.

***Note: A mid-term and a final exam will be administered for all high school credit courses. Results will be sent to the High School.**

STUDENTS MAY NOT TAKE THESE COURSES AGAIN AT THE HIGH SCHOOL LEVEL IF THEY HAVE ALREADY PASSED THEM AT THE MIDDLE SCHOOL LEVEL (As per NMAC 6.29.1.9 J (9), "A student cannot take the same course twice for credit.")

Notice of Credit for these courses will be transmitted by an official letter/transcript from the middle school and sent to the Office of Superintendent, and the corresponding High School Principal and Counseling Department Chair.

At the present time, Gadsden ISD offers the following courses that students can take at the Middle School level that will earn them High School graduation credit. Those courses are in the 8th Grade:

- English 1 (1.0 credit)
- Algebra 1 (1.0 credit)
- Geometry (1.0 credit)
- Spanish 1 (1.0 credit)
- Spanish 2 (1.0 credit)

****In order to receive high school credit, teacher must have a secondary certification in content area and must follow the high school curriculum.***

Qualifying Steps for Placement into Various Courses

To be eligible for placement into English 1, Algebra 1, and Geometry students must meet the following eligibility criteria:

- Step 1: Students qualify automatically if their performance on the New Mexico Standards-based Assessment (NMSBA) receives a rating of Advanced in Language Arts and/or Mathematics.
- Step 2: Students whose performance on the New Mexico Standards-based Assessment (NMSBA) receives a rating of proficient in Language Arts and/or Mathematics may still be considered. If the student is referred to the Student Assistance Team (SAT) for placement, the committee will consider the student's grades, teacher recommendation and any other previous standardized tests. These students will qualify on the recommendation of the SAT after considering this information. If the student still does not qualify, the end of the book test in Pre-Algebra or a Language Arts Department test may be added to the student's profile and the SAT may reconsider approval of the placement.

Credit for High School Classes will be awarded as follows:

2. In order to receive High School credit, the student must pass with a 60% or above in Algebra 1, English 1, Geometry, Spanish 1, Spanish 2.
3. In order to receive high school credit teacher must have a secondary certification in content area.
4. A common assessment mid-term and a common assessment end-of-course exam will be administered for all high school credit courses.
5. Final exams will be kept for 5 years at the high school/or until cohort graduates. (The original of the final and answer document.)?

STUDENTS MAY NOT TAKE THESE COURSES AGAIN AT THE HIGH SCHOOL IF THEY HAVE ALREADY PASSED THEM AT THE MIDDLE SCHOOL LEVEL (As per 6.30.2 NMAC "A student cannot take the same course twice for credit.")

Notice of Credit for these courses will be transmitted by an official list of student names and final grades from the middle school and sent to the corresponding High School Principal and Counseling Department no later than June 1st. Final grades for high school credit classes will be transcribed, by the middle school data clerk, on students transcript prior to rollover to high school.

Special Education

Awarding a high school diploma or Conditional Certificate of Transition (CCT) to students in special education shall be in accordance with Graduation Options for Students with Disabilities Technical Assistance Manual Revised May, 2010.

Gifted Services

Gifted education in New Mexico is under the umbrella of Special Education. A gifted child in this state is defined as a school-age person whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem solving/critical thinking is so outstanding that a properly constituted Individual Education Plan (IEP) team decides that special education services are required to meet the child's educational needs. Gifted services may include, but are not limited to, cluster grouping in regular classrooms, cluster scheduling for core courses, seminars, and summer institutes. Acceleration and enrichment are other ways to meet the differentiated needs of gifted students. For information on the procedures for identifying and evaluating students for gifted services, please contact the Director of Special Education at (575) 882-6221.

Regular Education

The Gadsden Independent School District specifies graduation requirements for all students. These requirements meet and in some instances exceed the requirements specified in the New Mexico Standards for Excellence.

Students entering high school in Fall 2008–2009 (Class of 2012): must successfully complete the following core requirements:

1. Four (4) credits in English

- a. English 1 – 1 credit
- b. English 2 – 1 credit
- c. English 3 – 1 credit
- d. English 4 – 1 credit

2. Three (3) credits in Mathematics, at least one of which is equivalent to Algebra 2 or higher

- a. Algebra 1
- b. Geometry
- c. Algebra 2

3. Three (3) credits in Science, (2) of which must have a laboratory component

- a. Integrated Science 1
- b. Integrated Science 2
- c. Integrated Biology 3 or Integrated Physics 3 or Integrated Chemistry 3

4. Four (4) credits in Social Sciences

- a. U.S. Governments/Economics - 1 credit
- b. United States History/Geography 1 credit
- c. World History/Geography - 1 credit
- d. New Mexico History and Geography 1 credit

5. One (1) credit in Physical Education/ROTC

6. One (1) credit in Communication Skills/a third level of modern language/a Career Pathway class

7. Two (2) credits in Modern Language

Note: College bound students are recommended to take two years of the same modern language

8. Eight (8) Electives all high school students are required to complete eight (8) electives for a total of twenty-six (26) credits.

Students entering high school starting in Fall 2009–2010 (Class of 2013 and continuing through class of 2016) must successfully complete the following requirements:

1. Four (4) credits in English

- a. English 1 – 1 credit
- b. English 2 – 1 credit
- c. English 3 – 1 credit
- d. English 4 – 1 credit

2. Four (4) credits in Mathematics, at least one of which is equivalent to Algebra 2 or higher

- a. Algebra 1
- b. Geometry
- c. Algebra 2
- d. Financial Literacy/Trig/Calculus/Stats

3. Three (3) credits in Science, (2) of which must have a laboratory component

- a. Integrated Science 1
- b. Integrated Science 2
- c. Integrated Science 3: Biology/Physics/ Chemistry

4. Four (4) credits in Social Sciences

- a. U.S. Governments/Economics - 1 credit
- b. United States History/Geography - 1 credit
- c. World History/Geography - 1 credit
- d. New Mexico History and Geography - 1 credit

5. One (1) credit in Physical Education (ROTC/ Marching Band beginning with Class of 2014)

6. One (1) credit in a Career Cluster/Workplace Readiness or a third credit in a language other than English.

7. Two (2) credits in Modern Language

8. Seven (7) Electives

9. One of the above credits must include; Advanced College Placement course/Dual Credit course offered by a College/Distance Learning course.

Students entering high school starting in Fall 2013-2014 (Class of 2017 and thereafter): must successfully complete the following requirements.

1. **Four (4) credits in English**
 - a. English 1 - 1 credit
 - b. English 2 - 1 credit
 - c. English 3 - 1 credit
 - d. English 4 - 1 credit
2. **Four (4) credits in Mathematics, at least one of which is equivalent to Algebra 2 or higher**
 - a. Algebra 1
 - b. Geometry
 - c. Algebra 2
 - d. Financial Literacy/Trig/Calculus/Stats
3. **Three (3) credits in Science, (2) of which must have a laboratory component**
 - a. Physical Science
 - b. Biology First Year
 - c. Chemistry
4. **Four (4) credits in Social Sciences**
 - a. New Mexico History and Geography - 1 credit
 - b. United States History/Geography - 1 credit
 - c. World History/Geography - 1 credit
 - d. U.S. Governments/Economics - 1 credit
5. **One (1) credit in Physical Education (ROTC/ Marching Band)**
6. **One (1) credit in a Career Cluster/Workplace Readiness or a third credit in a language other than English.**
7. **Two (2) credits in Modern Language**
8. **One (1) credit in Health Education**
9. **Six (6) Electives**
10. **One of the above credits must include; Advanced College Placement course/Dual Credit course offered by a College/Distance Learning course.**

For students enrolling or re-enrolling in the Gadsden Independent School District:

1. Credits shall be transferable with no loss of value between schools that are accredited.
2. Students transferring from a home school or private school to the district shall be placed at the grade level appropriate to the age of the student, or to the student's score on an achievement test administered according to the statewide or district testing programs.
3. Credits earned through correspondence or extension study may be accepted if such credits are from schools approved or accredited by the National Home Study Counsel, the State Board of Education, of the state in which they are located, or by a college or university which is regionally accredited for such purposes.
4. A final examination shall be administered to all students in all courses offered for credit.
5. A student cannot take the same course twice for credit.
6. Dual enrollment credit, both academic and vocational, may be earned simultaneously from both the public school district and the post-secondary institution(s). Dual enrollment requires an agreement between the two entities.
7. Students graduating (Class of 2011) shall receive a high school diploma if he/she has passed a state competency examination (NMHSCE) in the subject areas of language arts, writing, reading, mathematics, science, and social studies. If the student does not meet the NMHSCE requirement, he/she will have 5 years to meet this graduation requirement.
8. Students entering high school starting in the Fall 2009-2010 (Class of 2013 and thereafter) will have to pass the New Mexico State Assessment Requirements as determined by PED.
9. ~~Reference 2015-16 Guidance Document for the Implementation of the New Mexico Alternative Demonstration of Competency (ADC).~~
10. While enrolled in middle school, students who qualify may take designated courses offered at the High School level for credit and used to meet graduation requirements.
11. Starting with the graduating Class of 2015, in order to participate in the graduating ceremonies, students must have satisfactorily completed 26 credits and passed the New Mexico State Assessment Requirements **Assessment**, as determined by PED Alternate Demonstration of Competency (ADC).
12. All High Schools will identify and recognize the top 10% of the graduation class as part of the graduation ceremony.

Next-step plans

The New Mexico State Education Law (HB 305) requires that every New Mexico high school student must complete a four-year plan/ "Next Step Plan". This plan begins at the end of the eighth grade as students are registering for the ninth grade. The plan lays out the courses that the student plans to take over the next four years to reach graduation requirements and college entrance requirements, if applicable.

The mandated process for completing this form includes the involvement of: the student, the student's parents or guardian, and the school counselor or other school official charged with coursework planning. In the Next Step Plan, a student describes his/her goals related to long-term career, academic, extra-curricular, post-secondary and personal/social interest. For students with individualized education programs (IEPs), the transition plan substitutes for the next-step plan.

A copy of the "Next Step Plan" must remain in the Principals' office for five (5) years after the student graduates.

Special Education

For students with disabilities, the Individualized Educational Program (IEP) team is responsible for determining whether a student with disabilities has completed a planned program of study making him/her eligible to receive a diploma. Graduation plans must be part of all IEP's beginning with the 8th grade IEP. Upon completion of a planned program of study the student will be awarded a diploma or a New Mexico diploma of excellence, after July 1, 2010. A student may be awarded a diploma using any of the following programs of study:

Graduation Options for Students with Disabilities (IDEA)

A graduation option is a planned program of study (courses, IEP goals, objectives and benchmarks) designed to address the needs of individual students. The IEP team plays a key role in the IEP graduation process. The IEP team should consist of the student, parent, special educator, regular educator, vocational educator, building administrator or designee, transition specialist, related service provider(s), evaluation and/or diagnostic specialist, adult service provider(s), and others per the parent's request. The IEP team determines the most appropriate graduation option based upon student needs and wishes and impact of the disability. The IEP team must document the rationale for the selected program of study in the IEP, and review and update goals and objectives at least annually. The IEP team also has the responsibility of verifying that the student achieved all program goals and objectives leading to graduation and receipt of a high school diploma. The initial transition and graduation planning process begins at the 8th grade IEP meeting or at the first IEP meeting after the student turns 14, whichever comes first. The IEP team assists the student to define his or her course of study and develop the four-year plan. Students receiving special education services are able to earn their high school diploma by following one of three programs of study.

1. **Standard Graduation Option** – means a program of study based upon meeting or exceeding all requirements for graduation as identified in the New Mexico Statutes and Rules, with or without reasonable accommodations. In addition, a student must participate in the Statewide College and Workplace Readiness Assessment System and pass all sections of the current state graduation examination(s) administered under standard administration or with state approved accommodations and meet all other standard graduation requirements established by the district. The IEP team selects required courses and electives based on the student's post-secondary goals, strengths, interests, and needs. If the IEP team chooses a graduation option other than the standard, the IEP team must provide documentation for selecting an alternative graduation option.
2. **Career Readiness Graduation Option** – means an alternative program of study meant to develop the student's career interest as it relates to the career clusters. The student's program of study must address the New Mexico Public Education Department's (NMPED) content standards with benchmarks and performance standards. The student must achieve competency in all areas of the NMPED employability and career development standards with benchmarks and performance standards as defined in the IEP, with or without reasonable accommodations. In addition, a student must participate in the Statewide College and Workplace Readiness Assessment System and take the current state graduation examination(s) under standard administration or with state-approved accommodations and achieve a level proficiency determined by the IEP team. The student must earn at least the minimum number of credits required by the district for graduation through standard or alternative courses. The IEP team determines the course of study the student will complete. The course of study and the student's IEP goals must be designed to assist the student in achieving competency in all areas of the NMPED employability and career development standards with benchmarks and performance standards. The course work shall include a minimum of four units of career development opportunities and learning experiences. The experiences may include career readiness and vocational course work, work experience, community-based instruction, student service learning, job shadowing, mentoring or entrepreneurships related to the student's occupational choices. The career readiness graduation option takes into account the individual student's strengths, interest, career preference, and needs and allows for the substitution of classes as appropriate. The IEP team uses the IEP to document mastery of those standards and benchmarks.
3. **Ability Graduation Option** – means an alternative program of study based upon meeting or surpassing IEP goals and objectives, with or without reasonable modification of delivery and assessment methods, referencing skill attainment at a student's ability level, which may lead to meaningful employment. The IEP team designs the ability program of study to meet the student's needs with IEP goals, objectives, and benchmarks developed to provide the most appropriate program for the student. The IEP goals and functional curriculum course work must be based on the State Standards with Benchmarks and Performance Standard or the State Expanded Grade Band Expectations. Typically, IEP teams develop the ability program of study for students with severe cognitive and/or physical disabilities or students with severe mental health challenges. The ability program of study varies from

the standard high school graduation requirements. Students on the ability program of study must participate in the Statewide College and Workplace Readiness Assessment System and take the current state graduation examination(s) or the State's Alternate Assessment and achieve a level of proficiency determined by the IEP team. The IEP team must individualize the ability program of study for each student's needs.

Once the IEP team has identified a graduation option and developed an appropriate IEP, the team is required to assess and document student progress and to update goals, objectives, and benchmarks annually or as needed. The alternative graduation options may depart from the standard program of study only as far as necessary to meet the student's needs as determined by the IEP team. IEP teams cannot change a senior's option after the 20th school day of the final year of high school except in situations where seniors experience unusual medical emergencies. Waivers for special exceptions after the 20th school day must be sent to the PED for approval.

Successful completion of a selected graduation option earns the student a high school diploma and the right to participate equally in all graduation activities. The receipt of a regular high school diploma with the standard option terminates access to special education services. In accordance with 34 CFR § 300.102(a)(3)(iv) the term regular high school diploma does not include alternative degrees that do not align with the State's academic standards, such as a certificate or general educational development credential (GED), and the receipt of such alternative degrees may not end the student's right to a Free Appropriate Public Education (FAPE).

Conditional Certificate of Transition

IEP teams may use a conditional certificate of transition in the form of a continuing or transition IEP when a student has completed the high school portion of his or her education, and is on track for graduation, but the student still has transition or academic needs that must be addressed by school staff and adult service providers. In these instances, a student may receive a conditional certificate of transition that allows him or her to participate in graduation activities and continue toward obtaining the high school diploma based on a plan to implement transition services. The certificate is not a graduation option for students with disabilities. A certificate of any type *does not end a student's right to a free appropriate public education (FAPE).* The certificate with follow-up plan of action allows for assistance with accessing adult services, seeking and maintaining employment, or pursuing post secondary training with assistance. The follow-up plan of action must be in the form of a continuing or transition IEP and it must identify responsibilities of the student, parents, and the school to ensure the student receives a diploma. The student receives the diploma upon successful completion of the updated and continuing IEP goals and transition outcomes.

The IEP team is responsible for determining whether the student has completed a planned program of study based on the student's strengths, interests, preferences, identified educational and functional needs and long-term educational or occupational goals, making the student eligible to receive either a diploma or a conditional certificate of transition. The district shall provide each student, who has an IEP and who graduates or reaches the maximum age for special education services, a summary of the student's academic achievement and functional needs and long-term educational; or occupational goals, making the student eligible to receive either a diploma or conditional certificate of transition. The district shall provide each student, who has an IEP and who graduates or reach maximum age for special education services, a summary the student's academic achievement and functional performance (SOP), which shall include recommendations on how to assist the student in meeting post-secondary goals.

A student who receives special education services may be granted a conditional certificate of transition in the form of a continuing or transition IEP when:

1. The IEP team provides sufficient documentation and justification that the issuance of a conditional certificate of transition for an individual student is warranted;
2. Prior to the student's projected graduation date, the IEP team provides prior written notice stating that the student will receive a conditional certificate of transition;
3. The district ensures that a conditional certificate of transition is not a program of study and does not end the student's right to FAPE;
4. The district ensures that a conditional certificate of transition entitles a student who has attended four years or more of high school to participate in graduation activities, and requires that the student continue receiving special education supports and services needed to obtain the high school diploma;
5. The district ensures that, prior to receiving a conditional certificate of transition, the student has a continuing (C) or transition (T) IEP;
6. The student's continuing or transition IEP outlines measures, resources and specific responsibilities for both the student and the district to ensure that the student receives a diploma.

A student who does not return to complete the program of study as outlined in the continuing or transition IEP will be considered as a dropout. A student who receives a conditional certificate of transition is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student becomes 22 years of age.

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1. Code of Federal Regulation 34 (34. CFR) Part 300
 2. New Mexico Statutes 1978 annotated Chapters 22 and 22a 1998 replacement Chapter 22 article 2 - 8.3

3. New Mexico Statutes 1978 annotated Chapters 22 and 22a 1998 replacement Chapter 22 article 2 -8.4 Section D
4. New Mexico Standards for Excellence 6 NMAC 6.30.2.10 Section 9 parts A & B, H & I
5. New Mexico State Regulations 90-2 Amendment 2
6. New Mexico State Regulations 90-2 Amendment A, D-1
7. Title 6 ,Chapter 19, Part 7, 6.19.7.2 NMAC-N,1/30/09
8. Replaces Policy: IKF

COURSE SELECTION

GUIDELINES

New Courses will only be offered if requested by a minimum of 15 students, for example AP Economics. The Central Management Team (CMT) must approve exceptions.

- 1) High School Schedules:
 - Chaparral High School (7 year long)
 - Gadsden High School, (7 year long) (~~4 per semester classes~~)
 - Santa Teresa High School (7 year long)
 - Alta Vista Early College High School (12 year long; 6 per day, A/B Schedule)
- 2) Schedule changes are only granted for the following reasons:
 - a) The student is misplaced in a class and does not have the necessary skills or prerequisites.
 - b) The student has taken the course before and successfully completed it.
 - c) A senior needs a required course for graduation.
 - d) The principal will be the final authority in approving all schedule changes.
- 3) In order to enroll in a course, students must have been enrolled in and successfully completed the prerequisites for that course in the previous semesters.
- 4) Students will be enrolled in required courses appropriate to their grade classification and ability.
- 5) Students not present the first the first 10 consecutive days of school (No Shows) will forfeit their class choices during pre-registration. If classes are a forfeit, students may select classes from those that still remain open.
- 6) No class fees will be refunded after student has been enrolled in a course 10 or more days.
- 7) Students who enroll in any one of the High Schools after the first six (6) weeks may **not** receive credit for that semester, pending appeal to the principal/designee. The only exception is a student transferring from another school in which they were enrolled immediately prior to registration at GISD High Schools.

*College entrance requirements vary. See your counselor for the college in which you are interested and/or secure a catalog directly for the college. Materials are available in the Counseling Center to help students research information and decide on a university. (Note: **Students may be denied admission to the university of their choice if they have not taken the recommended high school courses that meet their admissions policy. IT IS THE RESPONSIBILITY OF THE STUDENT AND HIS/HER PARENTS TO ENSURE THAT RECOMMENDED COURSES ARE COMPLETED.**)*

COURSE FEE SCHEDULE

This is the fee schedule for the following courses:

All Business/Technology Courses	\$10.00
All Family and Consumer Sciences Courses	\$10.00
All Fine and Performing Arts Courses	\$10.00
All Drivers Education Courses	\$10.00
All Science Courses	\$10.00
All Career Pathway Courses	\$10.00

COURSES WHICH CAN BE TAKEN MORE THAN ONCE FOR CREDIT

The chart below identifies courses which can be taken more than once and defines the maximum allowable enrollment opportunities and awarding of credit. **Students may not repeat any other courses for credit.**

Title	Times / Credits
Art Portfolio	4
Athletic Training	4
Baseball	4
Boys Soccer	4
Boys Basketball	4
College Success	2
Concert Band	4
Contemporary Band	4
Cheerleading	4
Chorus - Concert Choir	4
Cross Country	4
Culinary Arts 3	2
Culinary Arts 4	2
Drum Line	4
Expressive Movement	4
Fitness Cond. Activity	4
Football	4
Gymnastics 1	4
Gymnastics 2	4
Girls Volleyball	4
Girls Soccer	4
Girls Basketball	4
Guitar	4
Individual Tech	4
Journalism - Newspaper	4
Journalism - Yearbook	2

Title	Times / Credits
Library/AVC Aide	2
Marching Band	4
Mass Media - Production (TV 101)	4
Music-Mariachi 1	2
Music-Mariachi 2	2
Piano	4
Reconnecting Youth Program	
ROTC 1	2
ROTC 2	2
ROTC 3	2
ROTC 4	2
School Orientation (Upward Bound TRIO)	4
Study Skills (DPA ONLY)	4
Tennis	4
Track	4
Softball	4
State Test Program	2
Study Skills	2
Vocal Ensemble	4
Weight Training	4
Wrestling	4
Technology Systems (PREP)	4
Peer Counselor	4

**GRADES AND GPA
GRADING SYSTEM FOR SENIOR HIGH SCHOOL
(A7/1/85; R8/27/96)**

- 1) The teacher will assess all students and record all grades numerically. No grades will be represented by dots, dashes, stars or other non-numerical symbols.
- 2) Grades are determined on the basis of total possible points for grading period; curving of grades is not permitted.
- 3) Each session will have two terms and each term grade will be calculated numerically by averaging all grades.
- 4) A percentage grade will be derived from the numerical grade and will be assigned a letter equivalent based upon the following scale:

"A" Level Performance: 90-100
 "B" Level Performance: 80-89
 "C" Level Performance: 70-79
 "D" Level Performance: 60-69
 "F" Level Performance: Below 60

- 5) Weighted grades will be awarded to the following classes: Pre-AP courses/AP courses/Dual Credit. The distribution will be as follows:

90-100	}	<i>Weighted</i>
80-89		
70-79		
60-69	}	<i>Not Weighted</i>
50-59		

- 6) The session average for Chaparral High School, Santa Teresa High School and Gadsden High School will be determined by the following percentages:

- 45% – 1st 9 Weeks
- 45% – 2nd 9 Weeks
- 10% – Final Exam

- 7) Student progress will be assessed frequently and reported to the student. It is required that, at a minimum, students' parents will be notified of student progress at regular intervals prior to the end of a semester.
- 8) The weight of various assignments during the **semester** will be left to the discretion of the teacher. However, the weighing of assignments must be logical, fair and described in the classroom procedures so the students are aware of the system being used.
- 9) Grades will reflect academic performance skill levels. Grades will absolutely not be used as disciplinary censure. ***GPA will be determined by the total grade points earned. Grade points will be figured based upon the credited courses.***

CLASS RANKING REQUIREMENTS

(Based on a numerical system, as indicated above)

In order to qualify for ranking in the top 10% of the graduating senior class, a student must complete their entire senior year (9 months) in the Gadsden Independent School District. To be eligible for such ranking, students who wish to graduate in less than four years or those transferring from another district **must also** complete their entire senior year in Gadsden.

- **Alta Vista Early College, Gadsden High School and Santa Teresa High School** class ranking is based on GPA's according to letter grade converting to GPA points.
- **Chaparral High School** grades 12th class ranking is based on percentage, average of final grades.
- **Chaparral High School** grades 9th , 10th and 11th class ranking is based on GPA's according to letter grade converting to GPA points.

PRE-AP COURSES

The courses listed below are those courses that have been determined to be Pre-AP courses and as such they will be by prerequisites, invitation and teacher/counselor recommendation. Teacher must attend AP Summer Institute and submit Certificate of Completion of coursework to Principal.

Pre-AP English 2
Pre-AP Biology
Pre-AP Chemistry
Pre- AP Calculus
Pre-AP Physics

ADVANCED PLACEMENT COURSES

The Advanced Placement Courses listed below are the courses that have been designed to meet the rigorous academic requirements of the Advanced Placement (AP) Program. The AP Program is a cooperative educational endeavor between secondary schools, colleges and universities. Students may elect to take the AP examination in each AP course they have successfully completed in order to demonstrate college-level achievement. Upon passing the exam, the university may decide to award college or university credit for the course. These courses will be weighted in PowerSchool. (See Pg. 12 for details) Instructor teaching the class must be AP certified and must submit syllabi by January of each year.

AP Art (Studio Art)
AP Calculus AB
AP Calculus BC
AP Statistics
AP Biology
AP Physics

AP U.S. History
AP English 3(Lang/Comp)
AP English 4(Lit/Comp)
AP Government (Comparative Government and politics)

AP Chemistry
AP World History
AP Spanish 3 (Language)
AP Spanish 4 (Lit/Culture)
AP French 4 (Lang/Culture)

Alta Vista Early College High School

Alta Vista Early College High School is a blend of high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college. GISD students who enroll in Dual Credit courses have the opportunity to earn a high school diploma and an Associate's degree or up to two years of credit towards a Bachelor's degree upon completion of their high school careers. **ECHS is located at Chaparral High School.**

Students enrolled in Early College are subject to the rules, guidelines and calendars of both GISD and DACC.

Criteria for Admission

- Student must be an incoming freshmen
- Student must demonstrate desire and determination
- Student data will be reviewed
- Student should be recommended by current teachers
- Students must submit a complete application, interview, and submit letters of recommendation
- Students will be accepted for admission on a per school year basis

Process for admission:

- ECHS Student Application
- Submit Teacher Recommendations
- Parent Questionnaire
- Parent and Student Interview
- Student must attend Summer Orientation

Requirements for continued enrollment:

- ECHS students must maintain good attendance record
- Student must attain mastery in each academic class

Curriculum:

- High School Core Courses
- Individualized Post Secondary Plan of Study

Summer Program:

- ECHS provides incoming freshmen with a summer bridge orientation which focuses on math and science fundamentals as well as team building skills.

Dual Credit

What is Dual Credit? Dual Credit courses are college level courses offered by Doña Ana Community College, New Mexico State University and Eastern New Mexico University. GISD students who enroll in Dual Credit courses have the opportunity to earn college credit and high school elective credits at the same time. Course topics cover a wide range of subjects and materials. Students enrolled in Dual Credit are subject to the rules, guidelines and calendars of DACC.

Who is eligible for Dual Credit? 11th and 12th grade students within the Gadsden Independent School District who have a 2.0 GPA, parent permission and no more than 5 absences (Principals' discretion) may be eligible for Dual Credit.

How to participate in Dual Credit: Student must take the COMPASS placement exam and pass 2 or more of the following:

- Math = CCCR 114 N
- Reading = CCCR 105N (55)
- Writing = CCDE 110N (34)

Or achieve a composite score on the ACT of 15 or a PSAT composite score of 114.

Students must also complete the following:

- Dual Credit Request Form
- NMSU Application for Undergraduate Admission form
- Transportation Agreement
- Additional permission and/or agreement forms for individualized courses as set forth by DACC

Where are classes offered: Dual credit classes for Gadsden Independent School District Students are offered at the Chaparral, Gadsden and Sunland Park DACC branches. Some Dual Credit classes are also offered at the school campus.

When are Dual Credit courses offered: Dual Credit courses are offered each fall and spring semesters and additional courses may be available during the summer sessions. All courses follow the NMSU and DACC academic Calendar

Grades: Grades for Dual Credit Courses are based on the weighted point scale in PowerSchool (equal to Pre-AP, AP). Grades will be transmitted once each semester from the DACC Dual Credit Director to the GISD Coordinator for Career Technical Education. *Only three (3-hour) Dual Credit courses are given 1 High School elective credit.* Grades earned in the Dual Credit Program will be posted on college transcripts.

Transportation: GISD does provide some busing to the 2 DACC centers located within the Gadsden District. Students who hold a valid driver's license and have completed the Transportation Agreement are eligible to provide their own transportation to and from their Dual Credit Classes.

Pre-Freshman Engineering Program (PREP): New Mexico State University offers students the opportunity to participate in a summer pre-engineering program called PREP. Students must fill out an application for the program and be accepted by NMSU to be enrolled in PREP. Students can earn high school credit beginning the summer before they enter 7th grade, through the summer prior to their senior year (one credit per year). Credits earned in High school (9th grade, 10th grade and 11th grade prior to their senior year) are elective Math credits they are not to replace required Math courses. Students can earn a maximum of four high school elective credits in PREP.

Articulated Credit (DACC)

Articulation is a program for high school students that offers them the opportunity to mesh courses and programs of study between institutions in order to ensure educational continuity, and to facilitate the orderly, unobstructed progress of students from one institution to another as the student pursues completion of a degree program. These courses are for college credit. High School Counselors have information regarding articulated courses.

REQUIREMENTS FOR AN ARTICULATED COURSE. For purposes of articulation between GISD high school courses and DACC courses, an articulated course is one that is

- Part of the career/technical curriculum at both institutions;
- Deemed by an assigned representative from each institution to be equivalent, based on the course content, student learning outcomes, and exit requirements; and
- Placed on a Course Articulation Agreement which has been approved by the career/technical (directors, principals or officers) from each institution.

PROCESS FOR TRANSCRIPTING CREDIT. To be eligible for DACC of NMSU credit via the articulation process:

- The student must
 1. Earn a grade of "B" or better in the high school articulated course,
 2. Meet all DACC admissions requirements as either dual credit or regular student, and
 3. Enroll and complete one dual credit or regular college class.
- GISD will
 1. Send a database of all students completing articulated classes.
 2. Articulated Course will be noted on GISD student transcript
- DACC will
 1. Confirm and evaluate that the specified articulated course was completed with "B" or better.
 2. Inform the student of the status of the request for transcript credit before the start of classes for the next semester.

OTHER FORMS OF COURSEWORK

INDEPENDENT STUDY PROGRAM

This program is designed for those students wishing to take a course that could not be justified due to the small number of student requests, or for those students wishing to add a course of interest outside of the regular schedule of classes.

1. **Students will not be allowed to take any core subject required for graduation through the Independent Study course number.** The core subjects are listed on page 6 under **Graduation Requirements**.
2. All independent study courses must have approval from the school principal, counselor and teacher of record.
3. The number of credits earned is contingent upon the number of hours the student is engaged in study.
4. The student must complete all Independent Study course work assigned and the teacher of record must submit grades for these students during the time that grades for all other courses are due.
5. Each student must sign a contract of study that has been approved and signed by the school's teacher of record, counselor and principal. The contract must include the following:
 - a. Course content should include 180 hours of engagement for one (1) credit.
 - b. Evaluation methods and method of grade determination must be specified.

CORRESPONDENCE, ONLINE, OR EXTENSION STUDY

Credits earned through correspondence, online, or extension study may be accepted if such credits are from schools approved or accredited by the National Home Study Council, the State Board of Education of the state in which they are located, or by a college or university that is regionally accredited for such purposes.

All correspondence, online, or extension study must have prior approval and verification of accreditation of the offering school, from the school counselor, and must have the principal's approval prior to correspondence or extension study registration.

Distance Learning /Edgenuity

Gadsden Independent School District is utilizing Edgenuity, a web based program, to provide fully accredited high school courses. GISD students can take high school courses to satisfy graduation requirements, credit recovery, advancement and enrichment. Students earn a high school credit per course completed and passed. Courses begin and end dates for Edgenuity are not the same as those of traditional GISD face-to-face classes. Students may access their Edgenuity online course from a computer with internet connection from school, home or elsewhere. Students may enroll in an Edgenuity course after consulting with a counselor and site administrator. Edgenuity course grades are recorded on student transcripts and figured into student grade point averages once the course has been completed. GISD teachers may use Edgenuity coursework as enrichment or as a part of their classroom instruction.

DESERT PRIDE ACADEMY

Desert Pride Academy offers an educational environment that provides the flexibility and support needed for non-traditional students to complete their high school program. The academic focus is on the core subjects of language arts, mathematics, social studies, and science, in addition to a limited number of electives that allow for an individualized self-paced program. The student population is composed of dropout recovery, those over-aged, and those referred for long-term suspension.

Criteria for Admission

- 1.—Student must be 16 – 21 years of age.
- 2.—Student must be at least one school year behind in their academic credits.
- 3.—Student must be recommended by the superintendent or high school principal, and/or have been recommended for long-term suspension, and/or have dropped out of school, and/or have been released from a correctional institution.
- 4.—Students who meet the criteria for admission and are recommended by an I.E.P. committee may also be accepted for admission.
- 5.—Students must complete an application, interview, and be approved by the Desert Pride Academy principal.
- 6.—Students will be accepted for admission on a per-semester basis.

Process for Admission

- 1.—Student must meet the criteria for admission.
- 2.—Student will enroll at Desert Pride Academy for one semester

Requirements for Continued Enrollment

- 1.—Student must have a good attendance record.
- 2.—Student must attain eighty percent mastery in each academic class.
- 3.—Student must demonstrate good behavior; show respect, and positive attitude.
- 4.—Student must be approved by Desert Pride Academy (administration, teachers, and staff) to be accepted for subsequent semesters.

Curriculum

- 1.—The student must be in attendance for a semester, and/or master ninety percent of the academic benchmarks per subject, to receive one academic credit per class.
- 2.—The student will follow a self-paced curriculum individualized to his/her academic needs.
- 3.—The student, with the exception of graduating seniors, may earn a maximum of six credits per semester.
- 4.—The student will meet the state requirements for a high school diploma.

Note: Elementary and Middle School students referred to Desert Pride Academy are referenced in the Middle School Handbook

DPA Registration Procedures

- Students will bring Letter of Recommendation or Long Term Suspension Hearing Results to DPA.
- Students will fill out and return application packet.

- Students who turn in a Letter of Recommendation will continue to attend class at their home campus until they are approved by DPA principal.
- Students who are Long Term Suspended will take priority for DPA.
- Referring school will track students being recommended to DPA. (Recommendations and Long Term Suspensions.)
- A person will be designated from each school to email a list of the recommended students every Friday to DPA secretary for a status update.
- DPA secretary will ensure to respond by email on Friday if the list is received by 9:00 am Friday. Any lists received after 9:00 am Friday will be updated by no later than 12:00 pm Monday. DPA is closed by 11:00 am on Friday.
- Student will take Registration In-Take Procedures approved and signed by a DPA administrator to their home campus to start the transfer process.

Home campus will supply student with:

- Copy of the Withdrawal form (no entry into Power School will be made), this is just for paper trail records.
- Unofficial Transcript
- Current schedule
- Grades
- Test Scores
- Students' attendance will continue to be tracked by the home campus.
- DPA Data Clerk will drop home campus schedule, update attendance and enter the students DPA schedule the day the student starts at DPA.
- The home campus will follow attendance policy as necessary for those students. To include attendance letters and Family Intervention Specialist referrals.
- After the students starts at DPA, DPA data entry clerk will then be responsible for inputting or updating the students' demographics, attendance, grades, etc.
- DPA students' cum folder will be housed at their home campuses.
- DPA secretary will send a weekly list of students enrolled to the data clerk and registrar of the home campus.

Withdrawal Procedures

- When a DPA student needs to be withdrawn from school for whatever reason. The DPA data entry clerk will take the necessary action to withdraw the student (paperwork and Power School):
 - Send out the Family Intervention Specialist if necessary.
 - Provide documentation for the withdrawal; transfer, new school request, DPA recommendation to return to home campus, etc.
- Once the paperwork is complete, DPA secretary must send the original copy of the withdrawal form and documentation to the home campus; to be filed in the students' cum folder.
 - The withdrawal form must be sent to the home campus; within a week of the students' withdrawal date.
- DPA secretary will send a weekly list of withdrawals to the data clerk and registrar of the home campus.
-

Home Campus and DPA Senior Procedures

The High Schools will supply Desert Pride Academy Administration with a matrix of counselor student assignments (by grade level or alpha whichever the school follows.) This is to facilitate contact between counselors. The contact for DPA is Margarita Hernandez (575) 882-0142.

- The graduation certification rests with the home campus; therefore DPA will work with each High School to ensure that all students' graduation requirements have been met.
- Counselors from the home campus should schedule a meeting each semester with DPA counselor to review prospective seniors' graduation progress.
 - At the time of the appointment; DPA counselor will have prospective seniors' transcripts and credit check available for their home campus counselor to review their graduation progress.
- DPA counselor will supply a December & May graduate list in a timely manner.
 - DPA administration will ensure that the schools receive these lists in May at least ten (10) days prior to graduation.
- Any discrepancy found will be corrected as follows:
 - DPA counselor will advise DPA administration of the discrepancy.
 - DPA counselor will research the proper documentation to correct the issue.
 - Documentation for the correction will be given to DPA data clerk.
 - DPA data clerk will make the correction in Power School within a 2 day window.
 - DPA counselor will be supplied with a clean corrected transcript, after the correction has been made.
 - DPA counselor will supply home campus counselor a corrected transcript for review.

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Process for Admission

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Requirements for Continued Enrollment

5. Student must have a good attendance record.
6. Student must **complete credits in eighty percent of the classes enrolled each semester.**
7. Student must demonstrate good behavior; show respect, and positive attitude.
8. Student must be approved by Desert Pride Academy (administration, teachers, and staff) to be accepted for subsequent semesters.

Curriculum

5. The student attendance **rate must be ninety percent or higher and master** the academic benchmarks **required for the subject to receive one academic credit for the class.**
6. The student will follow a self-paced curriculum individualized to his/her academic needs.
7. The student, with the exception of graduating seniors, may earn a maximum of six credits per semester.
8. The student will meet the state requirements for a high school diploma.

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Withdrawal Procedures

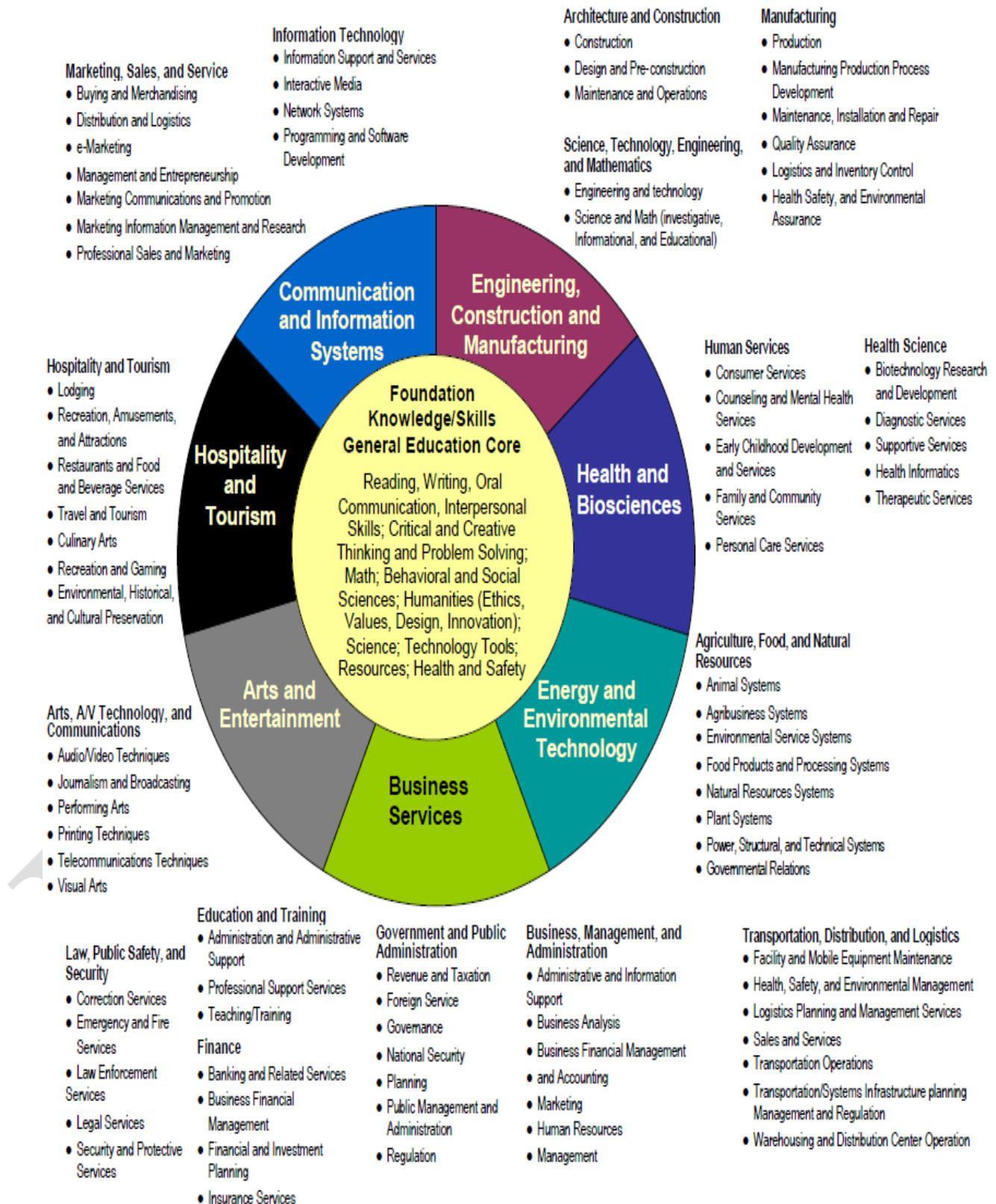
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 - DPA data clerk will make the correction in Power School within a 2 day window.
 - DPA counselor will be supplied with a clean corrected transcript, after the correction has been made.
 - DPA counselor will supply home campus counselor a corrected transcript for review.

New Mexico Career Clusters



Special Education Course Descriptions

The following list of courses *replaces* the “*Student Resource Courses – Open via a Student’s IEP*” chart in the district’s High School Course Descriptions handbooks.

High School

Program Color Key:

ASC – XXXX – 2 – 1 – XX

LSC – 28XX – 2 – 2 – XX

DSC – 28XX – 2 – 3 – XX

SCC – 28XX – 2 – 4 – XX

ALL – XXXX – 2 – 0 – XX

NOTE:

Using a **2** in the 5th digit of any *general education* course code in STARS creates a class requiring the teacher to have **special education licensure** and be **highly qualified** in the content area.

Revised: February 22, 2012

GADSDEN INDEPENDENT SCHOOL DISTRICT
Special Education Course Codes
Explanation by Digits
November, 2010

*SPED Program	1st	2nd	3rd	4th	5th	6th	7th	8th
ASC	See General Ed Course Codes HQ in Core Area Required				2 = Sped License Required	1 = ASC	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS
LSC	2 8 X X See Special Education Course Descriptions HQ <i>not</i> required				2 = Sped License Required	2 = LSC	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS
DSC	2 8 X X See Special Education Course Descriptions HQ <i>not</i> required				2 = Sped License Required	3 = DSC	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS
SCC	2 8 X X See Special Education Course Descriptions HQ <i>not</i> required				2 = Sped License Required	4 = SCC	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS
ALL SPED programs	See General Education Course Descriptions - HQ required 2 8 X X See Special Education Course Descriptions HQ <i>not</i> required				2 = Sped License Required	0 = All	1 – 8 = allows for repeat ≤ 8 times	Varies according to STARS

*All courses and programs offered by the district to students without disabilities are available to students with disabilities, via an IEP, regardless of the special education program or programs in which an individual student may be currently placed.

Language Arts

Title	Course #	Associated Program(s)*	Course Description
LA Academic Skills 1	10092112	ASC <i>HQ in Core Area is required (Language Arts)</i>	Study of basic language skills, based on Benchmarks and Performance Standards, integrating reading, and writing, speaking and listening. Other topics are dependent on individual abilities. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
LA Academic Skills 2	10092122		
LA Academic Skills 3	10092132		
LA Academic Skills 4	10092142		
LA Academic Skills 5	10092152		
LA Academic Skills 6	10092162		
LA Academic Skills 7	10092172		
LA Academic Skills 8	10092182		
STARS MANUAL: Communication Instruction – (Language Arts)			
Life Skills LA 1	28052215	LSC <i>HQ not required</i>	Study of basic <u>functional</u> language skills, integrating reading, writing, speaking, and listening. Other topics are dependent on individual abilities. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
Life Skills LA 2	28052225		
Life Skills LA 3	28052235		
Life Skills LA 4	28052245		
Life Skills LA 5	28052255		
Life Skills LA 6	28052265		
Life Skills LA 7	28052275		
Life Skills LA 8	28052285		
Developmental Communication LA 1	28052315	DSC <i>HQ not required</i>	Focus is on increasing the student's communication skills – oral expression, listening comprehension, reading, and writing- as appropriate. Communication techniques in several areas (educational, social, and vocational) may be explored. <i>The course in individualized according to each student's condition and needs.</i>
Developmental Communication LA 2	28052325		
Developmental Communication LA 3	28052335		
Developmental Communication LA 4	28052345		
Developmental Communication LA 5	28052355		
Developmental Communication LA 6	28052365		
Developmental Communication LA 7	28052375		
Developmental Communication LA 8	28052385		
Structured Communication LA 1	28052415	SCC <i>HQ not required</i>	Focus is on increasing the student's communication skills – oral expression, listening comprehension, reading, and writing- through the use of visual symbols, activities, and classroom environment. Communication techniques in several areas (educational, social, and vocational) may be explored with the use of task analysis strategies for functional sequential use within an activity to help have a physical representation of visual boundaries and physical organization for the student. <i>The course in individualized according to each student's condition and needs.</i>
Structured Communication LA 2	28052425		
Structured Communication LA 3	28052435		
Structured Communication LA 4	28052445		
Structured Communication LA 5	28052455		
Structured Communication LA 6	28052465		
Structured Communication LA 7	28052475		
Structured Communication LA 8	28052485		

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Mathematics

Title	Course #	Associated Program(s)*	Course Description
Math Academic Skills 1	20112111	ASC <i>HQ in Core Area is required (Math)</i>	Study of general math topics, based on Benchmarks and Performance Standards, such as arithmetic using rational numbers, numeration systems, place value, basic geometry, and the application of these skills to real world problems and situations. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
Math Academic Skills 2	20112121		
Math Academic Skills 3	20112131		
Math Academic Skills 4	20112141		
Math Academic Skills 5	20112151		
Math Academic Skills 6	20112161		
Math Academic Skills 7	20112171		
Math Academic Skills 8	20112181		
STARS MANUAL: Special Resources – (<i>Mathematics</i>)			
Life Skills Math 1	28022215	LSC <i>HQ not required</i>	Study of general <u>functional</u> math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, basic statistics, and apply these skills to real world problems and situations. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
Life Skills Math 2	28022225		
Life Skills Math 3	28022235		
Life Skills Math 4	28022245		
Life Skills Math 5	28022255		
Life Skills Math 6	28022265		
Life Skills Math 7	28022275		
Life Skills Math 8	28022285		
Developmental Communication Math 1	28022315	DSC <i>HQ not required</i>	Focus is on increasing the student's functioning in and awareness of math and numeration skills with or without support– number identification, basic math skills. Educational & social applications may be explored. <i>The course is individualized according to each student's condition and needs.</i>
Developmental Communication Math 2	28022325		
Developmental Communication Math 3	28022335		
Developmental Communication Math 4	28022345		
Developmental Communication Math 5	28022355		
Developmental Communication Math 6	28022365		
Developmental Communication Math 7	28022375		
Developmental Communication Math 8	28022385		
Structured Communication Math 1	28022415	SCC <i>HQ not required</i>	Study of general math topics, based on Benchmarks and Performance Standards, such as arithmetic using rational numbers, numeration systems, place value, basic geometry, and the application of these skills to real world problems and situations- through the use of visual symbols, visual activities, and the structured classroom environment. <i>Specific course content is determined individually by each student's IEP goals and objectives.</i>
Structured Communication Math 2	28022425		
Structured Communication Math 3	28022435		
Structured Communication Math 4	28022445		
Structured Communication Math 5	28022455		
Structured Communication Math 6	28022465		
Structured Communication Math 7	28022475		
Structured Communication Math 8	28022485		

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Science

Title	Course #	Associated Program(s)*	Course Description
General Science Academic Skills 1	17002110	ASC <i>HQ in Core Area is required (Science)</i>	Course introduces student sot general topics including but not limited to earth science, space science, physical science, and life science. Topics dependent on individual abilities.
Earth Science Academic Skills 2	17012120		Course addresses the earth’s environment on earth and in space. May also explore oceanography, geology, astronomy, meteorology, and geography. Topics dependent on individual abilities.
Geology Academic Skills 3	17022130		Course involves the study of the forces that formed and continue to affect the earth’s surface. Earthquakes, volcanoes, and erosion are examples of topics. Topics dependent on individual abilities.
Astronomy Academic Skills 4	17612140		Course involves the study of the solar system, stars, and galaxies. Topics dependent on individual abilities.
STARS MANUAL: Community Living – (Science)			
Life Skills General Science 1	28032215	LSC <i>HQ not required</i>	Course introduces students to general topics including but not limited to earth science, space science, physical science, life science, oceanography, geology, astronomy, meteorology, geography, earthquakes, volcanoes, erosion, the solar system, stars, and galaxies. Topics dependent on individual abilities. <i>Specific course content is determined individually by each student’s IEP goals and objectives.</i>
Life Skills General Science 2	28032225		
Life Skills General Science 3	28032235		
Life Skills General Science 4	28032245		
Life Skills General Science 5	28032255		
Life Skills General Science 6	28032265		
Life Skills General Science 7	28032275		
Life Skills General Science 8	28032285		
Developmental Communication General Science 1	28032315	DSC <i>HQ not required</i>	Instruction provides the skills necessary for independent functioning in and awareness of the surrounding community and environment with or without support. Topics may also include, but are not limited to, exploring the world of plants, animals, weather, oceans, and health. <i>Specific course content is determined individually by each student’s IEP goals and objectives</i>
Developmental Communication General Science 2	28032325		
Developmental Communication General Science 3	28032335		
Developmental Communication General Science 4	28032345		
Developmental Communication General Science 5	28032355		
Developmental Communication General Science 6	28032365		
Developmental Communication General Science 7	28032375		
Developmental Communication General Science 8	28032385		
Structured Communication General Science 1	28032415	SCC <i>HQ not required</i>	Course introduces students to general topics including but not limited to earth science, space science, physical science, life science, oceanography, geology, astronomy, meteorology, geography, earthquakes, volcanoes, erosion, the solar system, stars, and galaxies - through the use of visual symbols, visual activities, and the structured classroom environment. Topics dependent on individual abilities. Emphasizes the use of visual symbols to appropriately communicate and behave in several areas (educational, social, and vocational). <i>Specific course content is determined individually by each student’s IEP goals and objectives</i>
Structured Communication General Science 2	28032425		
Structured Communication General Science 3	28032435		
Structured Communication General Science 4	28032445		
Structured Communication General Science 5	28032455		
Structured Communication General Science 6	28032465		
Structured Communication General Science 7	28032475		
Structured Communication General Science 8	28032485		

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Social Studies

Title	Course #	Associated Program(s)*	Course Description
Principles of Democracy/ Geography Academic Skills 3	27392110	ASC <i>HQ in Core Area is required (Social Studies)</i>	Study of the basics of United States history since the Civil War. Includes U.S. Geography. Topics dependent on individual abilities.
US History Academic / Geography Skills 1	27292120		Study of the basic turning points in world history from the 18 th Century to the Present. Includes World Geography. Topics dependent on individual abilities.
World History /Geography Academic Skills 2	27062130		Study of the basic structure of national, state, and local U.S. Government. The purpose of the course is to prepare students to perform effectively as informed citizens. Topics dependent on individual abilities.
NM History / Geography Academic Skills 4	27172140		Study of the basic historical, cultural, economic, and political history of New Mexico. Includes New Mexico geography. Topics dependent on individual abilities.
STARS MANUAL: Social Development – (Social Studies)			
Life Skills Social Studies 1	28062215	LSC <i>HQ not required</i>	Course teaches students the social skills needed for independent functioning within the community. Topics include aspects of NM History, World History, US Government, and US History. Emphasizes appropriate situational behavior, how to interact with others, and maintain relationships. <i>Specific course content is determined individually by each student's IEP goals and objectives</i>
Life Skills Social Studies 2	28062225		
Life Skills Social Studies 3	28062235		
Life Skills Social Studies 4	28062245		
Life Skills Social Studies 5	28062255		
Life Skills Social Studies 6	28062265		
Life Skills Social Studies 7	28062275		
Life Skills Social Studies 8	28062285		
Developmental Communication Social Studies 1	28062315	DSC <i>HQ not required</i>	Course teaches students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, and decision-making. Emphasizes appropriate situational behavior, how to interact with others, and maintain relationships. Students may develop independence, self-confidence, and self-reliance. <i>Specific course content is determined individually by each student's IEP goals and objectives</i>
Developmental Communication Social Studies 2	28062325		
Developmental Communication Social Studies 3	28062335		
Developmental Communication Social Studies 4	28062345		
Developmental Communication Social Studies 5	28062355		
Developmental Communication Social Studies 6	28062365		
Developmental Communication Social Studies 7	28062375		
Developmental Communication Social Studies 8	28062385		
Structured Communication Social Studies 1	28062415	SCC <i>HQ not required</i>	Course teaches students the social skills needed for independent functioning within the community-through various teaching strategies which may include but are not limited to visual symbols, social stories, visual activities, and a structured classroom environment. Topics may include self-control, self-expression, obeying rules, and decision-making. <i>Specific course content is determined individually by each student's IEP goals and objectives</i>
Structured Communication Social Studies 2	28062425		
Structured Communication Social Studies 3	28062435		
Structured Communication Social Studies 4	28062445		
Structured Communication Social Studies 5	28062455		
Structured Communication Social Studies 6	28062465		
Structured Communication Social Studies 7	28062475		
Structured Communication Social Studies 8	28062485		

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Mobility Instruction

Title	Course #	Associated Program(s)*	Course Description
STARS MANUAL: Mobility Instruction			
Mobility Instruction 1	28042015	All Programs <i>HQ not required</i>	Course designed to improve a student’s ability to move about and communicate within the surrounding community (school, neighborhood, workplace, and city or town). Student may be exposed to and assisted in several types of situations to improve mobility and increase the available response options. <i>Specific course content is determined individually by each student’s IEP goals and objectives</i>
Mobility Instruction 2	28042025		
Mobility Instruction 3	28042035		
Mobility Instruction 4	28042045		
Mobility Instruction 5	28042055		
Mobility Instruction 6	28042065		
Mobility Instruction 7	28042075		
Mobility Instruction 8	28042085		

Adaptive PE

Title	Course #	Associated Program(s)*	Course Description
Adaptive PE 1	23162010	All Programs <i>HQ in Core Area is required (Adaptive Physical Education)</i>	Physical activities adapted to meet specific physical fitness needs. May be taken to meet the high school PE graduation requirement.
Adaptive PE 2	23162020		
Adaptive PE 3	23162030		
Adaptive PE 4	23162040		
Adaptive PE 5	23162050		
Adaptive PE 6	23162060		
Adaptive PE 7	23162070		
Adaptive PE 8	23162080		

Work Study / Vocational Studies

Title	Course #	Associated Program(s)*	Course Description
Career Exploration 1	16042000	All Programs <i>HQ in Core Area is required</i>	Course helps students identify and evaluate personal goals, priorities, aptitudes, and interests in the pursuit of effective career decision –making. Includes sources of employment information, job seeking, interview techniques, applications and resumes, and the skills needed to remain and advance within the workplace. <i>May be taken more than once.</i>
Work Study Campus 1	16062010	All Programs <i>HQ in Core Area is required</i>	Course provides general <u>CAMPUS-BASED</u> work experience and emphasizes career guidance, job search, application, and employability skills (including refining academic and job skills and developing positive work attitudes). <i>Pre-requisite:</i> Course Career Exploration 1 16042000
Work Study Campus 2	16062020		
Work Study Campus 3	16062031		
Work Study Campus 4	16062041		
Work Study Campus 5	16062050		
Work Study Campus 6	16062060		
Work Study Campus 7	16062070		
Work Study Campus 8	16062080		
Work Experience 1	16062014	All Programs <i>HQ in Core</i>	Course provides general <u>COMMUNITY-BASED</u> work experience and emphasizes career guidance,
Work Experience 2	16062024		

Work Experience 3	16062034	<i>Area is required</i>	job search, application, and employability skills (including refining academic and job skills and developing work attitudes). <i>Pre-requisite:</i> Course Career Exploration 1 16042000
Work Experience 4	16062044		
Work Experience 5	16062054		
Work Experience 6	16062064		
Work Experience 7	16062074		
Work Experience 8	16062084		
STARS MANUAL: Work Study			

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Work Study / Vocational Studies cont.

Title	Course #	Associated Program(s)*	Course Description
LSC Career Exploration 1	28082205	LSC DSC SCC <i>HQ not required</i>	Course focuses on identifying and evaluating personal goals, priorities, aptitudes, and interests in the pursuit of effective career decision – making. Focus of students’ functional skills in order to be aware of areas such as sources of employment information, job seeking, interview techniques, applications and resumes, and the skills needed to remain and advance within the workplace. <i>May be taken more than once.</i>
Work Study JTP 1	28082215	LSC DSC SCC <i>HQ not required</i>	Course offers work experience in a simulated work environment at a campus site.
Work Study JTP 2	28082225		
Work Study JTP 3	28082235		
Work Study JTP 4	28082245		
Work Study JTP 5	28082255		
Work Study JTP 6	28082265		
Work Study JTP 7	28082275		
Work Study JTP 8	28082285		

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Pre-Registration Handbook was Reviewed and revised by:

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